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Introduction

The 2011-2012 Annual Report consists of three sections of brief narratives, Talking Points, Administrative Institutional Effectiveness Highlights, and Student Learning Enhancement Highlights, followed by the Accreditation Activity table and the Appendix. Each section of narratives is ordered by UNCG’s organizational framework, consisting of administrative division and unit, listed in the Table of Contents. The applicable administrative unit is listed in the header of each page, while the academic or administrative unit is listed as a bold header at the beginning of its section. Each unit section consists of one or several narratives, each inset with a bold italicized sub-header. This structure should allow the reader to quickly deduce where she or he is within the overall report.

The Talking Points describe outstanding accomplishments of the reporting division or unit. The Highlights sections include information from the reporting divisions and units on how they used data during the past year data to modify and improve administrative support services, educational support services, research, and community and public services and academic programs.

The Accreditation Activity table provides details and schedules for UNCG’s regional institutional accrediting association, SACS, as well as many disciplinary and professional accrediting organizations governing many of UNCG’s academic programs.

The Appendix demonstrates the related links between division/unit talking points for 2011-2012 and the UNCG Strategic Plan 2009-2014, in table form. An Excel version of this table is available as a separate document to allow readers to group and sort the items by unit and division, relevant part of the Plan, and areas of responsibility.
Academic Affairs

Academic Administration & Enrollment Services

Fiscal and Resource Management
24-hour turnaround to request from Academic Affairs, including Deans, Directors, and Associate Provosts, on matters of fiscal and resource management (Academic Resources).

Providing Efficient Technology Resources
Providing efficient technology resources for the Office of the Provost, including launching population tracker for Lloyd International College and the School of Education and implementing the online Promotion & Tenure System within Blackboard (Academic Technology Systems).

Ensuring Accurate Payroll
Maintaining accuracy in EPA payroll, using the Monthly Chart initiated by Payroll Office that shows the reason for each exception check request, rendering mistakes readily identifiable (EPA Human Resources).

Building Successful Partnerships for Financial Aid Recipients
Building a bridge between Financial Aid and student academic success through partnerships with offices under the Dean of Undergraduate Studies and various advising centers (Financial Aid Office).

Collaboratively Guiding Campus Space Planning
Collaboratively participating in and guiding space planning for the campus, including working with the College of Arts and Sciences on the renovations to Curry even before the project design phase had begun, leading to a new arrangement that should comfortably house all faculty, staff, and students for departments that had previously been overcrowded or fragmented (Office of Space Management).

Increasing Services to Prospective Students
Increasing services to prospective students, including scholarship portal, LIHC portal, staff training in customer service, follow up communications (phone and email) for prospective students with incomplete applications (Undergraduate Admissions).

Implementing Automated Services
Implementing automated waitlists during registration that can be controlled by academic departments for their individual course sections (University Registrar’s Office).
Bryan School of Business & Economics

New Mission
A new mission was developed for the Bryan School. It is organized around four key elements and four key activities. The four key elements are Innovation, Globalization, Sustainability, and Ethics. While many schools can claim activity in most, if not all, of these elements, they are not necessarily key elements of the mission, and even when they are, they tend to stand in isolation of any other elements. Furthermore, no school focuses on all four of these elements, and we have yet to find any that focus on even three of the elements. While that is positive, differentiation will result from these four key elements being tightly integrated into all of the required undergraduate business and MBA core courses that we offer. This is a very difficult feat to accomplish. We also have four key activities in our mission statement. They are teaching, research, hands-on projects, and global experiences. Clearly teaching and research do not differentiate us from other schools, however, only one other business school, WPI, requires all undergraduate and graduate business students to complete a hands-on project to graduate, so that is a strong basis for differentiation. Additionally, we have not found another business school that requires all students to complete a global experience, so that, too, will be a strong basis for differentiation. While differentiating one’s school is important, the reason it is important is the competitive advantage it provides. Yet few schools are able to differentiate themselves from others. This may be a lack of interest or a lack of vision. More likely, however, is that there is a lack of fortitude to push for a radical new mission and then follow it with the very difficult challenge of making all the internal changes required to deliver on the mission.

Graduate Enrollment Increase
The Bryan School has revamped how we market to, and recruit, new graduate students. That effort resulted in an increase of 67 percent in new graduate student enrollment for Fall 2011 over Fall 2010 and 80 percent for Spring 2012 over Spring 2011. (These numbers did not include students in CARS since they were not part of the School in 2010.) Part of this growth can be attributed to moving the M. S. in Information Technology and Management to an online format during 2011-12 and streamlining the requirements from 42 semester hours to 30-36 hours. It is a proven practical solution for working students who live at a distance and need the flexibility of online classes. The revamped program is drawing students from as nearby as Asheboro and Clemmons and as far away as Dubai, India, and China. International students wanting to experience the U.S. firsthand can opt to take up to 50 percent of their courses in person. In addition, the Department of Consumer, Apparel, and Retail Studies (CARS) launched a new online non-thesis master’s concentration in Global Apparel Supply Chain Management along with a companion 15 credit-hour graduate certificate program. As the only program of its kind and with strong support from major apparel, retail and textile products firms, we anticipate strong enrollments once the program is fully launched.
**MBA Bloomberg BusinessWeek Ranking**
MBA Bloomberg BusinessWeek ranked the part-time (evening) Bryan MBA program #50 among all part-time MBA programs in the U.S. and #22 among all public universities. In addition, the program received the following accolades:
- #5 in the U.S. among programs that focus on helping students advance in their careers
- #12 in the U.S. in academic quality
- #3 in the U.S. in lowest cost
- #1 in central N.C. (Durham to Charlotte) in salary increase
- #1 in the South for Career Advancers

**Hands on Experiences**
When our new curriculum is completed and fully implemented, at our present size we will have between 200 and 300 hands-on consulting projects being conducted in the region (primarily) – annually! Virtually every faculty member agrees that such projects add three new dimensions to the education of our students: they force students to translate theory into practice, they help students develop professional skills, and they help students develop confidence in themselves and their abilities. The new emphasis on hands-on experiences will build on an already established commitment to connect learning to the real world. In 2011-12, 326 students participated in 54 course consulting projects, 316 students were involved in documented internship experiences, and a total of 233 different organizations received the benefit of the consulting projects and/or internships.

**Bryan Faculty Research Excellence**
Despite decreasing budgets and increasing workloads, the research productivity of Bryan School faculty has averaged 1.67 peer-reviewed journal articles per T/TT faculty member, with approximately 70 percent of all T/TT faculty publishing at least one peer-reviewed journal articles in 2011. These publications have appeared in elite journals such as American Economic Review, Journal of International Business Studies, Journal of Applied Psychology, Decisions Sciences, Information Systems Research, Journal of MIS and Strategic Management Journal. In the current year, 26 proposals worth $3.3M were submitted and 14 were awarded $429K from corporations, federal agencies, the state and foundations. Additional Highlights – Professor Venkat Iyer was selected for a grant award from the Institute of Internal Auditors for his research proposal on the objectivity of internal auditors. Professor Al Link served as an advisor to the NC Board of Science and Technology, which is evaluating the One NC Small Business Program, he testified before a subcommittee of the US House of Representatives on the Small Business Innovation Research program and served as a US representative to the United Nations Economic Commission for Europe. Professor Kenneth Snowden received a grant from the National Science Foundation to begin digitizing and preserving data on home mortgages from the years 1920-1940, which is anticipated to provide insights into the action of the financial sector in the recent credit crisis that began in 2007. Professor David C. Ribar collaborated with UNCG’s Department of Nutrition in a US Department of Agriculture funded project to examine how the provision of universal free breakfast programs in Guilford County Schools affected elementary school students’ academic
achievement. Professor Joy Bhadury and Executive in Residence Sam Troy were a part of the statewide “Seven Portals Study” examining where the jobs of the future are and what facilities and/or structures are needed to create them.

**New Global Experience Requirement**

As a component of our revised mission, a global experience requirement will require students to leave their comfort zone (Greensboro, specifically, and NC, generally), thereby opening them up to completely new experiences. At our present size, we will need approximately 900 global experiences annually, which is a tall order, but the faculty are convinced that global internships, and global projects, in addition to study abroad and other forms of global experiences, will be transformative for our students. We will be building on an already solid base of traditional undergraduate study abroad exchanges. In 2011-12, we had a record high of 87 undergraduates studying abroad in 20 different countries, including 17 in Germany, 10 in France, 8 in China and 7 each in South Korea and the United Kingdom.

**Bryan Student Accolades**

Student achievements and recognition are always a point of pride for the Bryan School. Jared Peck received a $5000 scholarship from the NC Association of CPAs for his essay on ethical behavior. Beta Alpha Psi, the accounting honor society, won first place at the 2012 Regional Best Practices Competition sponsored by Deloitte LLP in the category of “Developing Strategies for Dealing with Change.” Team members Morgan Callicutt, Brian Clark, Michelle Goslin, and Stephanie Baubie will be competing in the national finals in August at the American Accounting Association annual meeting. Truc Trinh was selected for a prestigious internship with Beta Gamma Sigma International Honor Society in St. Louis, Missouri. Song Anh Nguyen was the winner of the spring 2011 Wrangler’s Next Blue national competition where she received a $5,000 scholarship. Song has been involved in their production of the jeans which will be available online. Victoria Kim, Joanna Barrat, Lina Helgeson, and Katherine Poindexter each won $5000 scholarships in the annual YMA (Young Menswear Association) Fashion Scholarship Fund competition. PhD student Daniela Zapata attracted national attention for her analysis of the Massachusetts Health Care Reform initiative, the Affordable Health Care Act, conducted with former economics professor Charles Courtemananche. Their report was the subject of articles in the Washington Post, the Atlantic Monthly, and included in a segment of The Rachel Maddow Show. PhD students presenting at the 2011 International Symposium of Information Systems included Connie Albert, Dmytro Babik, Rozan Maghrabi, Richelle Oakley and Ravi Thambusamy. A 2007 PhD graduate received the 2011 International Textile and Apparel Association Rising Star Award. Dr. Jung E. Ha-Brookshire is an Assistant Professor at the University of Missouri in the Department of Textile and Apparel Management.
College of Arts and Sciences

External Funding Submissions and Awards
For FY 2011-2012 the College had a total of 227 submissions (30.7% increase) totaling $41,354,989; there were also 18 interdisciplinary submissions for a total of $6,933,747 (48.9% increase). The College received a total of 69 awards totaling $6,795,535 (23.7% increase); there were also 9 interdisciplinary awards funded (45.6% increase) for $3,082,737 (63.9% increase).

The scope of projects funded during 2011-12 is broad and represents disciplines in the arts, sciences and humanities. (See the highlights about Fellowships and External Grants following.)

The five highest awards were in the sciences:
- $748,590 - Arthur Anastopoulos - NIH: Longitudinal Outcome of College Students with ADHD
- $561,094 - Stan Faeth – continuing NSF: Transforming Minds in a Transitioning Community (GK 12 grant below)
- $444,658 - Nadja Cech - NIH: Unraveling Immunostimulatory and Immunosuppressive Effects of Echinacea Purpurea
- $418,500 - Michael Kane - NIMH: Executive Control and Schizotypy in the Laboratory and Daily Life.
- Ann Somers (BIO) and Benjamin Filene (HIS) are participating with colleagues in the School of Education in the interdisciplinary $2.7 million NSF grant, Herpetology Education in Rural Places and Spaces (HERPS). Along with igniting a passion for the rich biological diversity in their back yards, HERPS will promote the public's participation in scientific research by providing an avenue to contribute their scientific knowledge of species behavior and distribution across NC.

The $2.8 million NSF GK 12 grant (Faeth and Lepri, PIs) continued with its second cohort of 9 graduate students from Biology, Chemistry and Biochemistry, and Geography. The project trains graduate students to translate their research into the K-12 classroom of three Guilford Co. public schools and generated more 30 small grants to graduate students and their partner teachers. GK 12 now sponsors an annual Greenway Day along an urban stream/greenway in High Point.

Community Engagement
Dr. Spoma Jovanovic (CST) won the 2011-12 Robert L. Sigmon Award for service learning and community engagement from the North Carolina Campus Compact (NCCC). Her project, Bringing Us Benches and Bus Shelters, is part of a multi-year
partnership with the Greensboro News & Record and the Guilford Education Alliance. Students from UNCG and Dudley High School work together on setting conditions for community engagement and collaboration aimed at taking concrete action to improve the community. Students are petitioning various levels of city government, attempting to improve conditions for Greensboro citizens who use mass transit by seeking to place benches and shelters at Greensboro’s bus stops. Dr. Jovanovic was also named editor of the NCCC’s Partnerships: A Journal of Service-Learning & Civic Engagement, for a three-year term beginning in Fall 2012.

Faculty and students in IARc are consistently involved with community engaged projects. Of note this year is the Greensboro Children’s Museum. Asst Professor Jonathon Anderson with graduate and undergraduate students in IARc designed, built, installed, and dedicated a new exhibit focused on children ages 3-9 years. Based on a bug’s view, the exhibit boasts oversized “grass” that moves and rattles, a slide, and various layers of stairs and pedestals that reflect ground level changes.

Other community projects include:
- Redesign of the lobby for Industries of the Blind and of the Southeast Building in downtown Greensboro
- Design and installation of an exhibit at Furniture Market showcasing student work
- Documentation with preservation groups of 3 houses in Glenwood
- Design of the new space for the Center for New North Carolinians
- Collection and distribution of school supplies for children in Liberia
- Collaboration with Old Dominion University and Hampton University on their Solar Decathlon project
- Designs of Central regional Hospital psychiatric area, Pittsboro High School, and Chatham County Courthouse

**College Faculty Provide Expertise for Federal Government**

Dr. Kelly Ritter, Director of Composition in the English Department, was invited to attend a White House meeting in October 2011 as a representative of the Council of Writing Program Administrators (CWPA). During a small group discussion with Department of Education policy advisors, she and other leaders from the CWPA and the national Writing Project warned that Advanced Placement, International Baccalaureate, and other accelerated learning programs, which are strongly supported by the Obama administration, promote memorization and “teaching to the test” rather than deep engagement with texts and sustained practice in writing and critical thinking. These programs, and lessons for all students, should rely more heavily on research and input from college writing teachers, attendees argued.

After serving as one of four academic researchers invited to participate in a White House
roundtable on teen dating violence and sexual assault in 2010, Dr. Jacquelyn White was invited back Washington in 2012 to attend the 17th anniversary celebration of the Violence against Women Act hosted by Vice-President Joe Biden and Dr. Jill Biden at their home in the nation’s capital. She also worked with NC Sen. Kay Hagan, her staff, and the APA Governmental Relations Office to garner support for the re-authorization of the Violence against Women Act. Awarded the American Psychological Association’s prestigious Catherine Acuff Congressional Fellowship for 2012-13, Dr. White decided to retire after 41 years of service at UNCG in order to use her research expertise to improve public policy and legislation by working with the staff of a member of Congress or a congressional committee. During her time at UNCG, in addition to her appointment in the Department of Psychology, Dr. White also served as Director of the Women’s and Gender Studies Program and Associate Dean for Research in the College of Arts and Sciences.

**College Support for Learning Communities**
College faculty members and departments are engaged in designing and/or offering several living and learning or learning communities for 2012-13. Faculty from Chemistry, Computer Science, Mathematics and Physics, along with staff members from around the university, have developed a community to support students majoring (or interested in) the science and technology fields. AToMS: Achieving Together in Mathematics and Science provides students with the opportunity to study, explore, and engage science and technology disciplines with extensive mentoring support from faculty and peers. This community will offer a living-learning option in Reynolds Hall, but will also have a non-residential opportunity for commuting students.

The Department of Languages, Literatures and Cultures, with partners from across campus, has developed a community to support students enrolling in language courses. The students will not only live together in Phillips/Hawkins, but will have mentors who are native speakers in the languages that are represented in the community: French, German, Italian, Japanese, Russian, and Spanish. This community will explore the languages, cultures, and global themes represented in this rich and diverse group. The Exploratory Studies Communities available to undecided students will offer tracks in Humanities, Social Sciences, and Life Sciences. Undecided students will be able to “try on” potential majors by working with College faculty in these areas. All incoming first year students enroll in Interior Architecture enroll in a learning community involving two common in-major courses (IAR 101 Environmental Design I and IAR 110 Design Visualization I) as well as a collective studio that provides individual work space for each student throughout the year. The College will continue its well-established Freshmen Seminar Program which links the thematic seminars to a related section of English 101 or CST 105. Data from previous years show that the FMS have improved retention rates for the participating students.

**Computer Science Outreach Program**
In 2011-2012, the Department of Computer Science established a strong community-
based outreach program to introduce students to computer science and the great opportunities in computing careers. This multifaceted effort has included creation of an organization of university and high school faculty, creation of a UNCG student group that performs middle and high school outreach, and sponsorship of multiple on-campus activities for high school students. The faculty group, a North Carolina Piedmont chapter of the “Computer Science Teacher’s Association” (CSTA), includes faculty members from UNCG and from two other area universities as well as high school teachers from Guilford, Alamance, and Forsyth counties – the CSTA chapter president is Susan Morrissett, a teacher from Weaver Academy here in Guilford County, and the Vice President is Stephen Tate, head of the UNCG Department of Computer Science. The new UNCG student group is a local chapter of the STARS Leadership Corps, affiliated with the national STARS Alliance which provides guidance and some funding, and consists of both Computer Science and Information Systems students. This student group performs outreach to area schools and has worked with high school students through career day events and other activities. These two groups have worked with the Department of Computer Science and UNCG's Department of Information Systems and Operations Management to host three major events: a week long summer camp for high school girls in Summer 2011, a “Computing Day” in December 2011, and a programming contest for advanced high school students in April 2012. The overall result of these activities is a high level of engagement and collaboration between UNCG faculty and students and community high school teachers and students, all with the goal of opening doors to great opportunities for young people in the Triad and surrounding areas.

**Ph.D. in Clinical Psychology Receives Awards**

This year the Ph.D. in clinical psychology received a grant through the American Psychological Association’s Graduate Psychology Education Program (GPE). Established in 2002, the GPE provides federal grants to APA-accredited doctoral, internship and postdoctoral programs in support of interdisciplinary training of psychology students for the provision of psychological services to underserved populations (e.g., children, chronically mentally ill, and victims of abuse and trauma), especially in rural and urban communities. The GPE grant allows UNCG’s clinical program to continue as a model for the state and a leader in community-based intervention. In addition to local work within the Greensboro community, the program allows UNCG to leave an important imprint across the country, as a significant number of graduates of the program continue to work after graduation with underserved populations and with integrative health care. UNCG is the only institution in the state to receive this grant in 2011-12. In addition, three graduate students in the clinical program, Alex Thibeault, Anjali Gowda, and Arianna Hoet, won the Institute for Emerging Issues Prize for Innovation. Seventy teams submitted applications and UNCG’s “LinkedUp” was one of two that was awarded the $5000 grand prize. Their project focuses on increasing North Carolina’s high school graduation rate. The award announcement stated that: “These students from UNC-Greensboro are already making great strides in connecting ninth graders with fifth graders for an eight-year mentor-mentee
relationship. To build awareness and support for their mentoring program, the team is creating a club on campus and is in the process of writing a constitution to guide the club’s work. They have already recruited three mentor advisors to help train and provide support to the ninth grade mentors. “Dr. Susan Keane serves as the team’s faculty mentor.

**UNCG PI Heads Team Studying ADHD in College Students**

Dr. Arthur Anastopoulos (PSY) is heading a research team from three universities that is undertaking the first-ever study on how attention-deficit/hyperactivity disorder (ADHD) affects college students, both during and after their college years, through a five-year grant of approximately $3 million from the National Institutes of Health. Called the TRAC Project, or Trajectories Related to ADHD in College, the study recognizes that while increasing numbers of young adults with ADHD attend college, there are few guidelines for clinically managing the condition on college campuses. With the aim of helping to develop practices for assessment and treatment that can be used on campuses, the five-year study will explore how ADHD impacts the educational, cognitive, psychological, social and vocational functioning of college students. In addition to Dr. Anastopoulos, the two other nationally recognized ADHD researchers are Dr. George J. DuPaul of the Lehigh University Department of Education and Human Services and Dr. Lisa L. Weyandt of the University of Rhode Island Department of Psychology. Starting this summer, groups of 210 first-year college students will be recruited in two consecutive years for the study across the primary sites in North Carolina (UNCG, Guilford College and High Point University), Rhode Island (University of Rhode Island, Brown University and Rhode Island College) and Pennsylvania (Lehigh University, Muhlenberg College, Cedar Crest College and Moravian College). Each primary site will be responsible for recruiting a total of 70 first-year students – 35 students with ADHD, 35 without – in each cohort. The study’s results will raise understanding of the natural course of ADHD among college students and identify potential targets for assessment and intervention.

**Classical Studies Offers Summer Study-Abroad Opportunities for Undergraduates**

In the summer of 2012 Dr. Joanne Murphy, an archaeologist in the Department of Classical Studies who specializes in the Greek Bronze Age, is beginning an archaeological survey of the Greek island of Kea; sixteen UNCG undergraduates will be assisting her. The students will be with Dr. Murphy on Kea for six weeks, helping her identify and catalogue ancient archaeological sites on the island. This project will continue for a number of years, and Dr. Murphy plans to take students with her each summer. With the creation of the Kea program, the Department of Classical Studies now offers three different summer study-abroad opportunities for undergraduates. This summer over thirty UNCG students, both Classical Studies majors and students in other fields, will be going overseas with one of these programs. In addition to Kea, Dr. Jeffrey Soles will take several students to the Greek island of Mochlos to work on his excavation of a Bronze Age site there, and Dr. Maura Heyn and Dr. Jonathan Zarecki will lead a
group of students to Italy for UNCG in Rome, a three and a half week program centering on Rome and Pompeii. Students receive six credits for their participation in any of these programs.

**College Faculty Members Win Grants to Study Physical and Mental Health Issues**

Dr. Nadja Cech received a $444,658 grant from the National Institutes of Health for the next three years to investigate the immunostimulatory and immunosuppressive effects of Echinacea purpurea. Echinacea leads the herbal remedies market with annual sales of more than $100 million in the US alone. Consumers primarily use the herb to treat upper respiratory infections such as colds and flus. Previous studies of the efficacy of Echinacea have produced varied results due to the complexity and variability of Echinacea products. Some components seem to stimulate immune activity in vitro, positioning the herb for preventive therapy. Other Echinacea constituents seem to do the opposite: they suppress immune activity, positioning the herb as a treatment for upper respiratory infections in progress. No one knows which constituents do what or how to prepare Echinacea extracts that will produce a specific desired biological activity. With the NIH grant Dr. Cech’s lab seeks to produce Echinacea extracts with consistently high anti-inflammatory activity. One element of this research will address the hypothesis that bacteria living within the Echinacea plant serve as a source of some immunostimulatory compounds. In August 2011 Drs. Michael Kane, Thomas Kwapil and Paul Silvia (Psychology) received a three-year, $418,500 grant from the National Institute of Mental Health to examine cognitive “executive functions” in laboratory and daily-life contexts. Executive functions — the brain mechanisms allowing for self-regulation of behavior, emotion and thought — vary in effectiveness from person to person and are disrupted in many mental-health disorders, including AD/HD and schizophrenia. The proposed research will advance the basic science of executive functions as well as illuminate the role that individual differences in executive function play in schizotypy, a collection of personality characteristics that significantly predict risk for developing schizophrenia and a variety of daily-life impairments.

**College Faculty Recognized for Teaching and**

Dr. Roy Schwartzman (Communication Studies) was recognized for his leadership among Holocaust educators with the inaugural 2012 Shoah Foundation Institute Teaching Fellowship. His AfterWords research project, a multi-year collaboration with the North Carolina Council on the Holocaust, focuses on survivors now living in North Carolina and aims to illuminate how people they reconstructed their identities and crafted life anew following their displacement. The grant includes financial support for course development as well as consultations with curators of the Visual History Archive at the University of Southern California repository of 52,000 Holocaust survivors’ video testimonies. UNCG is one of only 36 locations worldwide with full online access to the entire collection of video testimonies. Students from the Communication Studies and Honors Programs are working with Dr. Schwartzman on the project. Derek Krueger, Joe Rosenthal Excellence Professor of Religious Studies, holds an appointment for 2012-13 at
the Princeton University’s School for Historical Studies in the Institute for Advanced Studies. He will be finishing a book, “Liturgical Subjects: Christian Ritual and the Formation of the Self in Byzantium,” which explores how people’s experiences participating in church rituals shaped their concepts of who they were, particularly in relation to God. Eugene Rogers Jr. (Religious Studies) won a summer stipend from the National Endowment for the Humanities and a 2012-13 fellowship from the Center of Theological Inquiry on the grounds of the Princeton Theological Seminary. With this support he will work on two projects, “Thomas Aquinas on the Supreme Court: Race, Gender, and the Failure of Natural Law in His Biblical Commentaries” and “The Analogy of Blood,” a sociological study showing why evolution’s detractors as well as its defenders tend to use the language of blood in their discourses.

**Omar Ali Selected as CNN Commentator**

Omar Ali, an Associate Professor of African-American Studies, has been invited to join CNN’s OutFront Political Strike Team to discuss the importance of independent voters in the upcoming election. Assembled by Erin Burnett and her colleagues, the 32-member team includes nationally recognized commentators such as David Gergen, Gloria Borger, Candy Crowley, and John Avlon, among others. Dr. Ali has appeared on CNN, NPR, C-SPAN, and CBS news discussing the rise of the independent voter in the United States. He teaches the history of independent politics and third-party movements with a focus on the black electorate. He serves on the Board of Directors of Independent Voters.org and is the co-founder of North Carolina Independents, a non-partisan association of independent votes in the state. Leading political reporters and non-partisan analysts, the members of the OutFront Political Strike Team are introduced at http://outfront.blogs.cnn.com/category/political-strike-team/page/2/. According to CNN’s OutFront, “The Political Strike Team will offer timely opinions, cutting through the predictable partisan spin. Non-partisan doesn’t mean neutral. Together, the OutFront Political Strike Team will help Independent voters make informed decisions on Election Day.” Dr. Ali’s contributions to the Political Strike Team are available on Twitter: @iNationOutFront.

**Five College Faculty in Humanities Win Prestigious Fellowships**

Five College faculty members have won competitive national fellowships for 2012-13. Ellen Haskell of Religious Studies and Joanne Murphy of Classical Studies have been awarded fellowships from the American Association of University Women. Haskell’s project, "The Zohar as Text in Context: Jewish Mystical Reflections on the History, Literature, and Culture of Thirteenth-Century Spain,” seeks to illuminate how medieval Jews used mystical writings to understand and critique their environment. Murphy, a classical archaeologist, is studying the tombs located near the Palace of Nestor, of Homeric fame, at Pylos, Messenia. Her investigation will elucidate the complex relationship between Pylos and the greater Mediterranean world and demonstrate how the community manipulated funerary rituals to create social prestige and power. Michelle Dowd of the English Department won a National Endowment for the
Humanities Fellowship at the Newberry Library in Chicago to work on her book project, “Delinquent Pedigrees: The Spatial Rhetoric of Lineage on the Early Modern Stage.” A specialist in English literature of the 16th and 17th centuries, Dowd will examine how Renaissance drama helped transform understandings of genealogy and inheritance in early modern England. Historian Linda Rupert has been selected as a fellow at the National Humanities Center. She will be completing her book, “Inter-Colonial Marronage, Colonial Policy, and Imperial Jurisdiction in the Early Modern Caribbean.” Her research follows hundreds of fugitive slaves who found freedom, land, and a new life by crossing imperial boundaries in the early modern Caribbean. Rupert was one of 30 fellows selected from 436 applications. Ana Hontanilla from the Department of Languages, Literatures, and Cultures will hold a residential fellowship at the John Carter Brown Library in Providence, Rhode Island, during the spring semester to continue research on her book project about slavery in the Spanish new world.

Division of Continual Learning

Growth in Online Learning
Online learning at UNCG has grown dramatically over the past few years to the point where, in terms of credit hours, it is as large as several of the professional schools on campus. According to the Office of Online Learning, the University produced 40,195 credit hours in 2011-12 (online plus off-campus enrollments--see Appendix A). UNCG now has 28 online programs: 13 online degree programs and 15 online certificate programs (see Appendix B). Students from across the Triad, across the state, and even across the nation take UNCG’s online courses. And last year 315 faculty members taught at least one online course. (See Appendices A&B)

Quality of Online Learning
The quality of UNCG’s online courses is exceptional, as indicated by awards from the U.S. Distance Learning Association, the University Professional and Continuing Education Association, and Campus Technology Magazine. To create highly interactive courses that engage and challenge students, our faculty work with teams of specialists in online development, including instructional designers, computer programmers, graphic artists, multimedia experts, and even game designers. The resulting online courses contain interactive case studies, tutorials, educational games, interactive maps and timelines, video lectures, simulations, and embedded assessments. Students communicate with professors and other students through a variety of technologies, such as web conferencing tools and discussion boards. Academic services offered to online students are equivalent to those offered to students on campus, including special librarians and writing tutors.
Marketing of Online Programs
One of the centralized services the Division of Continual Learning (DCL) provides for all online programs is marketing. In 2011-12 DCL launched a series of 11 highly effective marketing campaigns for UNCG Online generally and for individual programs including the Master of Science in Information Technology and Management, Bachelor of Arts in Liberal Studies, Master of Arts in Liberal Studies, Conflict and Peace Studies, Philosophy, Certificate in Nonprofit Management, Graduate Certificate in Healthcare Information Technology Management, Graduate Certificate in Supply Chain, Logistics and Transportation Management, Summer Session, UNCG in 3, and Master of Science in Consumer, Apparel, and Retail Studies with a concentration in Global Apparel Supply Chain Management. Using print, radio, social media, and Internet advertising, DCL’s marketing team was able to increase the visibility of UNCG’s online programs, create a consistent UNCG Online brand, and develop landing pages for online programs. DCL’s Director of Marketing introduced a creative review process, developed a sophisticated media plan, pooled marketing funds, worked closely with academic units, established a model for customer service management, and developed metrics to judge the success of the campaigns. The DCL marketing campaigns have increased traffic to our central website and awareness about UNCG’s online programs, with program directors reporting a dramatic increase in inquiries from prospective students. Examples of the marketing team’s success include (1) an increase in leads across all campaigns versus the previous year and (2) a decrease in the cost per lead versus the previous year. For instance, leads for the BLS increased 137% (from 437 to 1034) and leads for the Certificate in Healthcare Information Technology Management increased 105% (from 84 to 172).

The Graduate School

Graduate Research & Creativity Expo
On April 3, 2012, The Graduate School and the Office of Research & Economic Development hosted the Research & Creativity Expo, which provided an opportunity for graduate students to present their research to an audience beyond their discipline. More than 80 students presented posters, short talks, and videos. The Expo was attended by students, faculty and staff, and community members who were able to learn about graduate student accomplishments. The Expo was organized into six disciplinary categories, and one winner from each category received a $1,000 award. Winners included Claudia Aguilera (Interior Architecture), Sheresa Blanchard & Megan Kemmery (Specialized Education Services), Adam Brown (Chemistry & Biochemistry), James Findley (History), Jeffrey Labban (Kinesiology), and Meagan Mathews (Human Development & Family Studies). Winners of the awards spoke with the Community Relations Council, with attendees at the Graduate Fellowship Reception, and with state legislators at Graduate Education Day on May 23 in Raleigh.
Writers’ Retreat/Boot Camp
The Graduate School at UNCG held its first Writers’ Retreat/Thesis & Dissertation Boot Camp in May 2012. This week-long event was designed to jump start new thesis and dissertation writers as well as help students in the final stages of completing a thesis or dissertation. The Boot Camp included 12 students and was supported by 3 faculty consultants, Kelly Ritter (English), Carol Mullen (Educational Leadership & Cultural Foundations), and Paul Silvia (Psychology). Students spent from 8:00 am to 5:00 pm each day writing their chapters. They had the opportunity to discuss their work with faculty and get inspiration from their peers. A student completing the Writers’ Retreat said, “The writing retreat gave me the kick-start I needed to get back into my writing. It was a great experience and I would recommend it to everyone!”

Comprehensive Graduate Recruitment Plan
The Graduate School has initiated a comprehensive recruitment program that includes establishing new internal and external relationships. Internally, we have sponsored workshops with the Lloyd International Honors College and the Undergraduate Research Program to provide information on applying to graduate schools and to encourage applications to UNCG. We developed and administered a graduate campus visitation program for potential students. We have revamped our website and made it more informative and easier to navigate. We have initiated a program of social media including a blog, a graduate magazine, Facebook, Twitter, YouTube, and iTunes to reach out to prospective students. Externally we have contracted with 3 radio stations and Time Warner Cable Channel 14 for spots that include video testimonials from our students. We have also formed a relationship with personnel at Ft. Bragg and are recruiting there every 6 weeks.

Graduate Student Professional Development Program
In 2011-12 The Graduate School embarked on an expanding series of workshops designed to support the retention and professional development of graduate students. The acronym for the series is RESPECT and includes the following elements:

- Resilience
- Ethics and Integrity
- Scholarship and Creativity
- Planning and Organization
- Entrepreneurship
- Communication Skills
- Teamwork and Teaching

One of the foundational workshops, Practical Strategies for Writing a Thesis or Dissertation, consisted of a panel of faculty members from various departments who discussed: how to select helpful advisors; getting the most from mentoring; the value of academic peers and social networks; identifying good habits and how to develop them; how to choose a good academic topic of research or scholarship; deciding what to
include in your writing and what to leave out; and how best to manage your time. Another workshop, Entrepreneurial Career Paths: Creating Opportunities to Follow Your Passion, was presented in collaboration with the North Carolina Entrepreneurship Center and discussed options for graduate students to apply entrepreneurial thinking and create new career paths. In cooperation with Jackson Library, The Graduate School sponsored multiple workshops on Using EndNote to store and organize citations, create reference lists, and create in-text citations in scholarly writing. Another activity was the development of semester-long Peer Writing Support Groups. These consisted of regularly scheduled blocks of time in the company of other motivated writers and doctoral student leaders to work on lengthy writing projects such as a thesis, dissertation, or journal article.

**Graduate School Strategic Plan**
Throughout the spring, The Graduate School worked with its constituents to develop a strategic plan for graduate education. The process involved gaining input from four brainstorming sessions of students, alumni and community members, faculty and staff, and administrators. A follow-up questionnaire established the importance and feasibility of suggestions and has led to the development of action plans.

**International Programs Center**

**Internationalization Taskforce**
With the support of Chancellor Brady and Provost Perrin we were able to complete the ACE internationalization review, a two-year process. Associate Provost Pynes and Dean Jerry Pubantz co-chaired the Internationalization Task Force appointed by Provost Perrin. The two sub-committees were able to distribute a draft report of the Task Force in early fall 2011 to the UNCG community for comment, and met the December deadline for submitting the report to the Provost, Chancellor and ACE with recommendations. In March 2012, outside consultants came to campus for guidance in implementing recommendations. The external team submitted their report to the Chancellor, Provost and Co-chairs at the end of the academic year. This initiative was highlighted in the Chancellor’s annual report: [http://chancellor.uncg.edu/chancellor_report/2012/internationalization.html](http://chancellor.uncg.edu/chancellor_report/2012/internationalization.html)

**Initiatives to Raise Our International Profile**
This year IPC undertook several initiatives to raise UNCG’s international profile. Among them were the following four initiatives:  

- Awarded one of two German American Fulbright Summer Institutes (August 4-31, 2011). Twenty-four German Fulbrighters spent the month of August learning what it would be like to obtain an American undergraduate liberal arts degree. For more information see: [http://ure.uncg.edu/prod/news/releases/uncg-hosts-german-fulbright-scholars/](http://ure.uncg.edu/prod/news/releases/uncg-hosts-german-fulbright-scholars/)
Selected to host Brazil Science without Borders students. The Brazilian government initiated a new scholarship program for undergraduate Science, Technology, Engineering and Mathematics (aka STEM) students from Brazil for one year of study at colleges and universities in the United States. It is a one year, non-degree program. Upon completion of the program, students return to Brazil to complete their degrees. This program, administered by the Institute of International Education (IIE), is part of the Brazilian government’s larger initiative to grant 100,000 scholarships for the best students from Brazil to study abroad at the world’s best universities. We look forward to welcoming our first Science without Borders student in Fall 2012.

Completed the UNCG American Council on Education (ACE) Internationalization Laboratory Self Review (strategic initiative 5.3.1). Owing to our participation in this process, both the Chancellor and Associate Provost were invited to present on UNCG’s internationalization efforts at various venues including the joint AIEA Conference and ACE Internationalization Collaboratory Meeting in Washington, DC (February 19, 2012) highlighted in the Chancellor’s annual report:  http://chancellor.uncg.edu/chancellor_report/2012/internationalization.html

Organized an eight-member China Delegation led by Board of Trustee Chair Randall Kaplan (April 20-29, 2012) to promote UNCG in various cities. In addition to visits to Universities in Shanghai, Ningbo, Tongliao and Beijing, the delegation visited the US embassy in Shanghai, the Chinese People’s Association for Friendship with Foreign Countries in Beijing. Professor John Salmon and student Antonio Truyols Castro Osorio gave several high profile piano performances.

Hosted with the Bryan School a two-day R&D seminar for 24 Chungnam National University executive MBA students. This seminar brought midlevel executives from various governmental agencies and corporations in Korea. For more details see:  http://www.uncg.edu/ipg/enewsworthy/specialprofeb12.html

Faculty Support
IPC administered 83 faculty Kohler and ITF awards for $66,610 (cf. 68 for $41,850 in 2010-11; 79 for $53,025 in 2009-10; and 69 for $46,500 in 2008-09) and provided additional support for 10 faculty to attend a local intercultural conference and 5 faculty to make site visits to our partner universities. In addition, IPC supported two deans and three faculty to go on a delegation to China in April 2013 to promote UNCG’s academic programs and increase our profile in China. One UNCG Faculty was granted a Fulbright award this academic year (cf. one last year).

International Students
This year, UNCG hosted 782 international students (cf. 725 in 2010-11 and 916 in 2009-10). This number included 45 government sponsored degree-seeking students. (This number does not include short-term study abroad students; i.e., 24 Fulbright students on
the one-month UNCG summer Institute program [August 1011], 24 executive MBA students from South Korea who undertook a two-day seminar on campus [February]; 18 Belgian students who participated in a weeklong Entrepreneurship course [March]). Of these international students, 371 were degree-seeking students (200 graduate and 171 undergraduate) from 66 countries. The top five sending countries were China, India, South Korea, Saudi Arabia, and Taiwan. 164 were international exchange students (108 students in the fall, 56 students for the spring and 40 students stayed for the full year). These students represent 26 countries, with the top 5 countries represented including: United Kingdom, Australia, South Korea, France and Germany (5.75% decrease from 2010-11 related to exchange balances). 247 were INTERLINK students from 32 countries. Top three countries were Saudi Arabia, China and South Korea.

**Visiting International Scholars**
UNCG welcomed 47 visiting international scholars on campus (up from 19 in 2008; same number for 3 years running) from 16 countries hosted by 18 departments. Visiting scholars contribute to campus internationalization by enhancing our university’s global visibility, enriching our collaborative research opportunities, expediting reciprocal visits by UNCG faculty and staff, and positively impacting student intercultural encounters.

**Study Abroad Students**
We prepared and sent 402 students abroad, an 8.4% increase over the previous year (cf. 371 in 2010-11). Of those, 239 students (cf. to 201 previous year) studied at partner institutions on exchange in 29 countries (210 for a semester and 29 for a full year [cf. 187 and 14 in 2010-11]). The other 155 students (down from 170 in previous year) went abroad for shorter periods on 15 faculty-led short term programs and 7 partner short-term programs in 19 countries (4 new and 2 service-learning). The 15.9% increase in exchange in contrast to the 9.7% decrease in short-term program participants goes against the national trend, but affirms our commitment to provide the most cost-effective and transformation study abroad experience for our student populations through exchange. We are very proud to report that the proportion of students of color studying abroad reflects that of UNCG’s student population, an elusive goal for most institutions (33% of our study abroad participants are students of color compared to 2009-10).

Selected study abroad initiatives: Developed a short-term study abroad option for UNCG guarantee program participants in conjunction with the Department of Social Work, Office of Student Excellence, and Brock University, our partner in Canada designed to connect the Underground Railroad to present-day issues of social justice and immigration. http://ure.uncg.edu/prod/news/releases/guarantee-scholars-follow-freedoms-railroad

Continued the FIPSE/Atlantis funded Global Work with Immigrant Kids (GWIK) project with Social Work that involves exchange of both faculty and students;
Continued the UG research program in Bristol, England (funded through NSF) offering students the chance to conduct research abroad.

Hosted (with the Bryan School) a two-day R&D seminar for 24 Chungnam National University executive MBA students. This seminar brought midlevel executives from various governmental agencies and corporations in Korea.

http://www.uncg.edu/ipg/enewsworthy/specialprofeb12.html

**Student International Travel Support**

During summer, fall and spring, 255 students (up 7.6%) received travel grants totaling ca. $227,950 (cf. 237 at $194,000) from the generous contributions of alumni and friends of UNCG who have provided endowment funds designated for the support of students in for them to avail themselves of the life-changing opportunity to live and learn in a different culture. Additionally, IPC helped 12 study abroad students get $39,000 of outside scholarship money (e.g., Gilman, JASSO) to support study abroad (cf. 13 last year). In addition, IPC committed $12,000 to jumpstart a UNCG guarantee short-term program to be conducted in summer 2012.

**Conducted the First Part of a Staff Exchange**

Part of campus internationalization is providing staff international and intercultural experiences. Working with Associate Vice Chancellor, Edna Chun and Director of Personnel Services, Deb Carley, this year IPC brought in two HR staff from Linnaeus University (Sweden) in the month of November as a part of an exciting new staff exchange initiative. In return UNCG will send two of our HRS staff in September to complete the exchange. This model is replicable and can serve as one means to internationalize UNCG staff. [1] http://www.uncg.edu/ipg/enewsworthy/visitorscholarnov11.html[1]

Other staff initiatives offered by IPC are Intercultural training for staff through HRS ESP training program and International Education Week activities. Additionally, we have facilitated speaking partners with the Staff Senate for INTERLINK students.

**Joint School of Nanoscience and Nanoengineering**

**Joint School of Nanoscience and Nanoengineering (JSNN) of NC A&T SU and UNCG Events Held**

The Joint School of Nanoscience and Nanoengineering (JSNN) of NC A&T SU and UNCG has several "firsts" during FY2011 – 2012. The first Nanoengineering classes were held for M.S. in Nanoengineering students in Fall 2011 and, after approval by the UNC Board of Governors in October of 2011, the first classes for Ph.D. in Nanoengineering students were held in Spring 2012. JSNN’s new 105,000 square foot state-of-the-art facility had its Grand Opening on December 7, 2011 with Governor Perdue, Senate Pro Tem Berger, Speaker Brubaker, UNC President Tom Ross, Chancellor Brady and
Chancellor Martin speaking at the event. The facility offers research capabilities that were not previously available at either NC A&T SU or UNCG including a cleanroom, BSL3 facility and equipment such as a 700 MHz NMR, Lithography systems, a He Ion Microscope, an Illumina DNA sequencer and the currently under construction MRI suite.

**Create a Dynamic Environment and Expand Research Opportunities**

JSNN has helped to create a dynamic environment and expand research opportunities for both graduate and undergraduate students. This has produced strong student interest continues in both Nanoscience and Nanoengineering curricula with applications continuing to increase for both programs. Applications for the Nanoengineering degree programs increased by over 300% from the first year of the program to the second year. Currently, Nanoscience has 28 students and Nanoengineering has 17 students. It is expected that Nanoscience will admit ~11 new students and Nanoengineering will admit ~20 new students for Fall 2012. These student populations are ahead of predictions made to UNC-GA and are a testament to the student demand for the programs. Ms. Sita Lakkaraju became the first Professional M.S. in Nanoscience graduate in May 2012. Three Nanoengineering students are expected to graduate with an M.S. in Nanoengineering in August 2012 and then enroll in the Ph.D. in Nanoengineering degree program.

**Development of Nanoengineering and Nanoscience Courses**

JSNN faculty taught 33 courses and advised over 40 graduate students and over 30 undergraduate students, developed 6 Nanoengineering courses and 3 on-line Nanoscience courses.

**Economic Development Activities**

JSNN received additional non-recurring money from the General Assembly in FY 2011-2012 and it was used it to create Nanoengineering staff positions as well as purchase additional equipment for the JSNN laboratories. JSNN has requested an increase in its recurring budget to bring it to $6.9 Million for FY 2012 - 2013. JSNN continues to assist with other economic development activities and has been actively building corporate relationships in advance of the launch of the Nanomanufacturing Innovation Consortium.

**Nanobiology, Nanometrology Nanomaterials and Nanobioelectronics Research**

JSNN is continuing its research thrusts in Nanobiology, Nanometrology Nanomaterials and Nanobioelectronics and has expanded into the areas of Nanoenergy and Computational Nanotechnology. Funding for Nanobiology-oriented research continues to be difficult, but JSNN faculty were successful obtaining grants from DoD sources. A $1.8 Million grant was obtained from ARO and a number of smaller grants were also obtained from a variety of sources. JSNN researchers produced 26 papers and book chapters, with 14 additional papers accepted for publication and 40 external presentations. The research has also produced a provisional patent granted, a provisional patent application, a U.S. Patent Application and 7 invention disclosures. Three
additional invention disclosures have been submitted by JSNN Nanoscience doctoral students. JSNN, Gateway University Research Park, the Universities and the Piedmont Triad Community have worked closely on economic development and job creation issues. JSNN has worked to enhance the Brand and Image of both NC A&T SU and UNCG. In addition to creating 40 jobs at JSNN, outreach and engagement activities have been focused on bring economic benefit to the Piedmont Triad by hosting or co-hosting conferences and technical symposia as well as workshops on Nanotoxicity and two financial conferences for the local business community.

*Academic Outreach and Engagement Activities*
JSNN’s academic outreach and engagement activities have been focused on K-12 students and teachers. JSNN faculty and staff again worked with Guilford County middle schools on their Student Spaceflight Experiment Project. JSNN hosted or participated in 19 events directed at K-12 STEM education. JSNN has also worked with GTCC and FTCC students, providing hands-on experience in nanotechnology through JSNN’s internship program.

*Top Quality Faculty and Staff to JSNN*
JSNN has worked to bring top quality faculty and staff to NC A&T SU and UNCG. Three JSNN faculty members were hired during FY 2011-2012 including Dr. Dan Herr, Professor and Chair of Nanoscience (reported 11/11), Dr. Lifeng Zhang, Assistant Professor of Nanoengineering (reported 1/12) and Dr. Albert Hung, Assistant Professor of Nanoengineering (will report 8/12). In addition, JSNN has hired six new staff members (with NC state funds). These staff members were hired to increase staff in our laboratories as well as assist with administrative duties. Dr. Jia Li was hired as a Research Associate in MBE. Dr. Yun Jan was hired as a Research Associate for Cleanroom research (will report 7/15/12). Dr. Evan Kimbro was hired as a Research Associate in the Nanocomposite Lab. Mr. Stephen Crawford was hired as a Research Technician in the Bio-Cleanroom. Mr. Matthew Hill was hired as a Research Technician in the Nano-Cleanroom. Ms. Karen Courtney was hired as the Executive Assistant for Nanoengineering.

**Lloyd International Honors College (LIHC)**

*Graduation Rates*
LIHC students have the highest graduation rates of any identifiable cohort at UNCG. In 2011 55% of honors students graduated in 4 years, compared to 26% for the full university, 34% for students with 1100 SAT averages or higher, and 44% for learning communities. The graduation rate in 2011 rose to 74% among five-year Honors students and 79% after six years. The six-year rate for the University as a whole was 51% in 2011.
**Honors Students Study Abroad in Increasing** Students in Lloyd International Honors College’s International Honors Program are required to study abroad for a semester or longer at one of UNCG’s partner institutions. In 2011-2012, 95 honors students studied abroad, more than a 13% increase over the year before and 206% more than in 2007-2008. During 2011-12, honors students studied at universities in Chile, China, Estonia, Japan, Turkey, South Korea, France, United Kingdom (England, Scotland, Wales, and Northern Ireland), Germany, Spain, Australia, India, Russia, Uruguay, Botswana, New Zealand, Denmark, Costa Rica, Peru, Poland, South Africa, Sweden, Zambia.

**Honors College Establishes Its First Articulation Agreement** In fall 2011 UNCG signed a Memorandum of Understanding with Southwestern Community College that allows graduates of the North Carolina community college’s honors program to enter Lloyd International Honors College (LIHC) with the goal of earning the designation of Honors Graduate from UNCG. It is the first articulation agreement between LIHC and a community college honors program. Transfer students from Southwestern must complete the Honors College’s foreign language proficiency requirement, undertake an approved international experience, complete disciplinary honors in a UNCG major with a grade of “B” or better on all honors work, and achieve a 3.3gpa or higher by the time of graduation from UNCG.

**Honors Garden**
The Honors Ambassadors began the management of a garden plot at UNCG’s Community Garden on McIver Street in 2012. Currently, six Honors students who live in N. Spencer Residence Hall tend to the plot, having planted vegetables and spring flowers. The garden plot will provide flowers for N. Spencer Hall and vegetables to be donated to Servant’s Center in Greensboro to help feed the homeless.

**LIHC Students Claim Prestigious National Awards**
In 2012 International Honors College students Daniel Nasrallah, Thomas Liles, and Kelly Donovan were awarded highly competitive national scholarships, and yet another, Dominick Defelice won Honorable Mention. Nasrallah, a sophomore Chemistry major from Winston-Salem, NC, won a Goldwater Scholarship, which will apply for his junior and senior years of study at UNCG. In 1986, Congress authorized the Barry M. Goldwater Scholarship to encourage outstanding students to pursue careers in mathematics, the natural sciences, or engineering and to foster excellence in those fields. Mr. Defelice, also a sophomore, won honorable mention for the same award and will be eligible to apply again during his junior year. Kelly Donovan, a junior from Holly Springs, NC, with majors in Spanish and International and Global Studies, won a U.S. State Department Critical Language Scholarship (CLS) to China, June 4 - Aug. 6, 2012. She will follow her summer study at Beijing Language & Culture University with a semester at Beijing Normal University this fall. The Critical Language Scholarship (CLS) Program is part of a U.S. government effort to expand dramatically the number of Americans studying and mastering critical foreign languages. Thomas Liles, a 2011
honors College Graduate, won the prestigious Fulbright Research Scholarship to undertake a year of study and research in Azerbaidjan.

Honors Admissions
In fall 2011 Lloyd International Honors College admitted 212 students into the International Honors Program. With an average SAT (V + M) of 1239, and an average ACT of 28, these students’ scores ran 159 points higher than the UNCG average. As of April 5, 2012, the SAT average for students confirmed to the Honors College for fall 2012 is 1266—27 points higher than the previous year.

Honors Colloquium
In fall 2011, first-year students in the International Honors Program engaged in service at the Center for New North Carolinians’ Glen Haven Refugee Resettlement Center. They participated in a “Fun Friday” event with area children, offering mask making and painting projects, homework help, and sports activities. This outreach is part of a long-term effort to connect new Honors students with the world right in our neighborhood.

Disciplinary Honors in 2011-2012
Lloyd International Honors College (LIHC) offers a Disciplinary Honors Program for current UNCG students who want to enhance their area of study by completing Honors in the major. Students who complete both the Disciplinary Honors Program and the International Honors Program are awarded Full University Honors for their dedication and hard work as an undergraduate. In 2011-2012, LIHC admitted 119 Disciplinary Honors students with an average GPA of 3.72. Currently, the program has 260 students enrolled as Disciplinary Honors and an additional 78 students enrolled in Full University Honors. These students are working to complete 74 honors contract courses, 3 Honors Independent study courses, and 49 Senior Honors Projects across all disciplines.

School of Education

SOE Indicators of Excellence
The School of Education continues to move forward improving our rankings in the US News and World Report of top graduate schools of education. In 2012 we were ranked 58th in the nation. The Counseling and Educational Development (CED) Department continues to rank among the magazine’s top ten in the nation at number 5. Our faculty, students, and alums continue to receive University, State, and National awards and honors. For example, the Friends Helping Friends program developed by Dr. Deb Taub, and SOE faculty member in Higher Education, Department in the School of Education, and Jeanne Irwin-Olson, UNCG Wellness Center director, received a Gold Excellence Award from Student Affairs Administrators in Higher Education (NASPA).
**SOE Building**
The School of Education building was awarded the LEED (Leadership in Energy and Environmental Design) gold certification based on Sustainable Sites, Water Efficiency, Energy and Atmosphere, Materials and Resources, and Indoor Environmental Quality. A two-week building dedication celebration in September 2011 highlighted the research and service activities of the SOE faculty and students. The celebration culminated with the annual Alumni Awards in which Dr. Taffy Raphael, UNCG alumna and noted University of Illinois-Chicago professor, gave the keynote address and received the Distinguished Career award from the School of Education.

**Project ENRICH**
The federally funded Project ENRICH completed its second year as it works to improve teacher education programs at UNCG and student outcomes in high need schools in the partner districts. This year, Guilford County Schools joined Winston Salem/Forsyth County Schools as a partner district. Project ENRICH has established a Teacher Residency Program designed to recruit and train teachers in areas with frequent teacher shortages, such as special education, math and science, and the impact is already evident. Student teachers, Residency students, and cooperating teachers report a high degree of alignment between UNCG programs and the knowledge and skills needed by student teachers, and that the great majority of students from UNCG are well-prepared to succeed in their field experiences and in early service as teachers. The whole-school support provided by Project ENRICH coaches has been received enthusiastically by the supervising teachers, and shows promise as a strategy for strengthening connections between the University and the schools, and for building capacity within the partner schools. The Teacher Education Evaluation System has been formalized, and is providing the data required for continuous program improvement.

**Partnerships/Community Engagement**
The School of Education engaged Dr. Larry Coble as the Director of School Partnerships to grow the community connections with UNCG’s School of Education. Dr. Coble and the Piedmont Triad Consortium (PTEC) partnered with UNCG this summer to present summer workshops for teachers. Workshop sessions included a variety of topics related to the Common Core in mathematics and language arts, teacher leadership, special education, teaching English to speakers of other languages and technology integration. Approximately 350 teachers from across the Piedmont Triad region attended 17 different sessions over the eight days of the Symposium. The School is looking ahead to meet the needs of teachers throughout the State by developing and offering professional development in-person and online.
Consortium (PTEC) for the purpose of reinstating joint school-university partnership projects. An advisory board consisting of PTEC and Teachers Academy representatives was established in Spring 2012 to re-invigorate and guide this partnership under the guidance of Dr. Barbara Levin, Director of the Teachers Academy, and Dr. Larry Coble, Director of PTEC and Director of School Partnerships. Grants are available for joint projects between UNCG faculty and teachers in PTEC schools.

School of Health and Human Sciences

The New School of Health and Human Sciences Transition Year
The 2011 – 2012 AY was a year of transition for the new School of Health and Human Sciences. Dean Celia Hooper appointed several transition committees to complete important work associated with the creation of a new school. The Governance Committee was charged with creating three documents: HHS Governance; HHS Promotion & Tenure Policies, Guidelines, and Procedures; and HHS Academic Professional Promotion and Reappointment Policies. The Strategic Planning Committee was charged with creating vision, mission, and values statements, along with primary goals and strategies that would guide the new school in its teaching, research and community engagement. The documents produced by the Governance and Strategic Planning committees underwent careful review. All faculty were given the opportunity to provide feedback either on Blackboard or during departmental meetings. The documents were completed by the end of the academic year and are now available on the HHS website (http://www.uncg.edu/hhs/hhs-faculty-docs.html). The Events and Culture Committee was created to review traditions of the former schools and to choose events and award ceremonies for the coming years that would recognize our past and celebrate the new school. Dr. Hooper also appointed the Marketing and Communications Committee to align HHS branding efforts with the overall UNCG Integrated Marketing and Strategic Communication (IMSC) committee on which she served as co-chair. Through their efforts HHS has led the way in aligning our messaging with the UNCG brand guide on our website and in our other communication efforts. The committees appointed by the Dean had representation from a broad range of departments and programs within HHS. HHS, through outreach to Department Chairs and alumni, received nominations for a new Alumni Association. Dean Hooper personally invited each nominee to join the HHS Alumni Association Board of Directors (BOD), and ensured that each discipline within the school was represented. The BOD met in January 2012 to select a president, vice-president, and secretary, and to begin planning events that would have broad appeal to alumni of all ages and disciplines. Also in January 2012, the call went out to all HHS alumni for nominations for the alumni awards that would acknowledge the exemplary accomplishments of our many alumni. This activity culminated with the HHS Awards Ceremony in April 2012 when thirteen alumni were recognized for their accomplishments.
Academic Program Review

Academic Program Review showcased the excellence of many academic programs in HHS. Two programs in CSD (B.S. and M.A. degrees), the M.S. in Gerontology and three doctoral programs (in HDF, NTR, and PHE) were determined to be ‘Exceptionally Strong in Quality and/or Function/Demand, and should be considered for future investment’ (Chancellor’s Report on APR). Subsequently, committees made recommendations regarding how these programs might use any forthcoming investment to enhance their excellence. The B.S. in Community Youth Sport Development (in KIN) was identified as a program with challenges related to demand or function. Provost Perrin agreed that the program could be studied further to see if a more appropriate department home, such as Community and Therapeutic Recreation, could be identified, following a request by Dean Hooper. The face-to-face B.S. in Health Studies program was recommended for discontinuation; this program will now be offered only online. Also recommended for discontinuation was the Ed.D. in Exercise and Sport Science (KIN). Again, at the request of the Dean, the Provost allowed additional time to study this program to see if a more appropriate delivery method be identified. The M.A. in Conflict Resolution (both face-to-face and online programs) which was recommended for re-location from the Division of Continual Learning, will join HHS as its permanent academic home beginning July 1, 2012.

Community Engagement

The School of Health and Human Sciences was chosen to “beta test” engaged scholarship for UNCG. We will provide a model for UNCG on how to promote and measure community engagement - this work will position UNCG as a system-wide leader in this important area. To tell the HHS Engagement story, Dean Celia Hooper appointed Dr. Bob Wineburg, the Jefferson Pilot Excellence Professor, as HHS Director of Community Engagement. Dr. Wineburg’s first charge was to obtain a data driven picture of HHS engagement with a Community Engagement Survey, compiled with the help of a committee of faculty with projects deeply rooted in the community. The survey, with an astounding 83% response rate, describes what engagement looks like in terms of duration, faculty status, outcomes, challenges, and needs. Our data showed that we are in the community and in organizations on many levels with our faculty reporting 781 affiliations. It was recognized however, that our courses have many elements of connection to community locations, but we are not in the community with curricula. Now, with our committee structure in place, and a movement to extend the classroom to the community, we have the chance to introduce courses with a much stronger connection to our partners. Dr. Wineburg has done this experimentally by teaching with a community partner as a co-instructor, with agency leaders and students in full collaboration, at the downtown Self Help Center where there are 30 nonprofits and 25 human service organizations. This fall, Dr. Wineburg will offer a school-wide course in Grant Writing for Health and Human Service Agencies at the Self Help Center site. He will utilize two “labs,” (last semester’s course and this new course) to determine how we might implement other community-based courses with different, but relevant content,
and different faculty, with an eye on hybrid online work as well.

**Interdisciplinary Courses in the School of Health and Human Sciences**
The planning of interdisciplinary courses that meet the needs of graduate students in HHS began in August of 2011. The Associate Dean for Graduate Studies, Dr. Dave Demo led the initiative. Stakeholder meetings and focus group discussions were held with students, department chairs, and directors of graduate study (DGS) to plan courses that meet the specific needs of students in HHS, that would not duplicate current course offerings, and that would not conflict with other course sequences. As a result, in Spring of 2013, HHS statistics offerings will be expanded by offering a multiple regression course. The course will be co-taught by Associate Dean for Research Bill Dudley and Department of Human Development and Family Studies Chair Mark Fine. Dr. Demo is exploring student populations who need this course as well as ways to cross-list it, with the ultimate goal to develop it as an HHS course with an HHS prefix. Drs. Demo, Dudley, and Fine discussed possible course content with HHS Department Chairs, DGS, and students, and a formal course proposal will be submitted for GSC approval this fall. Other courses being planned include a course on grant writing and community engagement to be offered on the downtown campus in Fall, 2012, and a Professional Development course taught by Dr. Demo in Spring, 2013. In the latter course, students will learn about professional ethics, vita and website preparation, submitting manuscripts to academic journals, and job market preparation including academic interviewing.

**Research Accomplishments**
Through the support of the Office of Research, HHS faculty developed 76 proposals for requests of $39,198,326 during AY 2011-12. Faculty are involved in proposed projects within HHS as well as in collaboration with other schools. As of March 2012, the Office of Sponsored Programs reports 30 total Interdisciplinary proposals submitted in FY 2011-2012. The School of HHS accounted for approximately 30% these proposals. The Office of Research reports almost $6 million in new and ongoing research support in grants and contracts from external sources. From the start of the fiscal year Dr. Bill Dudley, the Associate Dean for Research, and his staff took on a key role in the finances of the School by identifying sources of salary support from these external sources which were critical to the funding of the Graduate Student stipends. Through their remarkable efforts $468,000 was identified. Additionally, in bringing salary support anomalies to the attention of the School and University administrators, the need to develop a policy related to external support of workload was identified. As a result, a University Task Force on External Funding of Faculty Workload will meet this summer. This task force is a direct outgrowth of conversation with Provost Perrin and Vice Chancellor Shelton regarding the critical need for university policy on various aspects of external funding of workload; Dr. Dudley will be a key member of that task force. The Office of Research was proud to be able to distribute $207,629 to faculty and students in support of their research activities. Fifteen faculty received a total of $87,500 in summer support allowing
them to devote time to grant writing and manuscript preparation. In addition, two faculty members shared $19,595 allowing them to purchase critical equipment for their research laboratories. Eleven graduate assistants received summer assistantships, and $8,000 was awarded to one faculty member as support for two years of data collection. Faculty and students also received $18,329 in travel support to attend conferences and trainings, and a total of $61,954 was set aside for various needs such as doctoral dissertation data collection, gift cards for study participants, manuscript editing, grant writing workshops, and salary support for statistics experts.

**Diversity and Inclusiveness**

The Department of Human Development and Family Studies (HDFS) conducted a self-study of how responsive the department is to issues of diversity and inclusiveness, with the help of Cathryne Schmitz, Director of the UNCG Conflict and Peace Studies Program. Dr. Schmitz gathered data from focus groups with graduate students in the spring of 2010 and a report was made to the faculty in the fall. As a follow-up, in 2011 and 2012, HDFS systematically interviewed both faculty and graduate students regarding the climate in the department with regards to race, class, and culture. These interviews revealed strengths in how they were handling these issues, but also some identified areas for improvement, particularly in terms of the training of graduate students. As a result, a graduate course in “Race, Class, and Culture” will be offered for the first time in the Spring, 2013 semester. The goal is to enhance the graduate curriculum by focusing more attention on the cultural foundations of development and their implications for families, by focusing systematically on demographic and other variations within and across societies, and by highlighting other diversities in human experience including those related to sexual orientation and ability. HDFS also made their Diversity Committee a standing (as opposed to an “ad hoc”) committee and has plans for it to be much more active in 2012-2013 than it has been in the past, including conducting some trainings and workshops for faculty and students to help them all be more sensitive to issues pertaining to race, class, and culture.

**Telepractice**

During AY 2011-12, five graduate students were trained to use telepractice technology to deliver services to school-age children throughout North Carolina. These services were delivered to two rural school systems (one in eastern and one in western North Carolina) from the Speech and Hearing Program at the Gateway University Research Park. The graduate clinicians were supervised by UNCG clinical faculty Ms. Colette Edwards and Ms. Sena Crutchley. Services were provided to elementary school students in individual sessions as well as small groups. Team meetings for Individualized Education Programs were conducted through videoconferencing as well. During therapy a facilitator who was present onsite at the school was available to assist the clinician by helping children follow instructions and/or monitoring the children’s behavior. Agendas from each session and newsletters from each grading period were sent home to foster communication with parents. The children enjoyed the interactive nature of telepractice
as well as the daily themes such as weather, pets, and transportation. Data collected from sessions throughout the school year support the effectiveness of telepractice as a service delivery model. Remote and underserved school districts across North Carolina are beginning to utilizetelepractice to meet the communication needs of their students—and finding success. Rural and small districts often have a difficult time recruiting qualified speech-language pathologists. During 2011-12, we devoted a full time speech-language pathologist, Sena Crutchley, to Perquimans County Schools. The relationship with this county has spanned over three years, providing services to students at Hertford Grammar School, and adding Perquimans County Middle Schools this year as well. In the mountains of North Carolina, we initiated speech-language services with Yancey County Schools. These efforts focused on students at Clearmont Elementary School (kindergarten through 5th grade). Services to this school were under the direction of Colette Edwards. Approximately eighteen hundred telepractice sessions were delivered to.

**School of Music, Theatre, and Dance**

**Peck Elementary String Program**
The Peck Elementary School String Program (UNCG Strategic Plan 1.6 & 3.6) The Peck Elementary String Program is a collaborative effort among the Greensboro Symphony, the University of North Carolina at Greensboro, and the Clara J. Peck Elementary School. Dr. Rebecca MacLeod, Assistant Professor of Music Education, administers the project, through which UNCG music education majors engage in early field teaching experience by providing string music instruction to the students Peck Elementary School. The Greensboro Symphony supports the project by providing instruments for the elementary students to use and by funding a Masters level assistantship stipend. The primary goal of the Peck Elementary String Program is to provide instrumental music instruction to underprivileged students who otherwise may not be exposed to a string education. The secondary goal, which will have long term impact for music education in the Greensboro area and surrounding areas, is to provide an opportunity for music education majors from UNCG to experience a diverse teaching/learning environment. Peck Elementary School is a Title I school with a 96% free and reduced lunch population. The demographics of the students enrolled include, 66% African American, 6% Asian, 8% Caucasian, 15% Hispanic, 2.5% Multi-Racial, 2.5% Native American. Peck Elementary School currently does not offer instrumental music education and has a limited general music program. The community engaged research and scholarly activity that has resulted from the Peck project includes the following: Allen, V. (2010). Curriculum and Instruction for an Urban Elementary Orchestra Program. Senior Honors Project (Disciplinary Honors in Music), presented November 2010 – Dr. Rebecca MacLeod served as Honors Project Chair and Veronica taught in the lab school. MacLeod, R. B. (2012, January). Culturally Responsive Teaching in the Music Classroom. Presentation

Music Education Programs Exceptionally Strong
All Music Education Degree Programs deemed Exceptionally Strong All four Music Education degree programs across the undergraduate and graduate levels were deemed ‘Exceptionally Strong’ as per the recent Academic Program Review, which was “the most ambitious review of UNCG’s academic programs ever attempted” (see Chancellor’s Report and Recommendations on Academic Program Review)

Christine Woodworth
In an extraordinary round of success, Assistant Professor of Theatre Christine Woodworth received several awards and grants in the late spring of 2012. These include (1) an NEH Summer Institute: Roman Comedy in Performance at UNC-Chapel Hill (June 24-July 20, 2012) grant; (2) a New York Public Library Short-Term Research Fellowship; (3) a Linda Arnold Carlisle Faculty Research Grant in Women’s and Gender Studies sponsored by UNCG, “From Pantomime to Propaganda: Actress Kitty Marion and Birth Control Reform”; and (4) a Mellon School of Theater and Performance Research Award at Harvard University (June 4-15, 2012). In all of these cases, Professor Woodworth is developing her own scholarship and focusing on new resources for courses she regularly teaches at UNCG.

Publications
James Fisher, Head of the Department of Theatre, published three books during the 2011-12 academic year. Fisher wrote The Historical Dictionary of Contemporary American Theater: 1930 to 2010 (Lanham, MD: Scarecrow Press, 2011) and Kushner in an Hour (Lyme, NH: Smith & Kraus, 2011) and he edited To Have or Have Not: Essays on Commerce and Capital in Modernist Theatre (Jefferson, NC: McFarland, NEH Fellowship
Dr. Elizabeth Keathley, a musicologist, was awarded a fellowship for 2012-13 by the National Endowment for the Humanities. Dr. Keathley will use this time to pursue research on her book The Feminine Face of Musical Modernism. In this volume she
documents the influence that certain women had on composers such as Arnold Schoenberg during the early decades of the twentieth century. Dr. Keathley, who holds a Ph.D. from SUNY-Stony Brook and is a recipient of UNCG's Outstanding Teaching Award, is the coordinator for the musicology area within the Department of Music Studies.

**Fulbright Award**

Associate Professor Robin Gee was awarded a 2012-2013 Fulbright Award for her project “Urban Griots: (Re) imagining the Word.” As part of this project Gee will travel to Mali in Spring 2013, to document traditional Malian dance and musical accompaniment, through the use of multimedia technology. Additionally, Gee will interview members of the Keita clan of oral historians as the basis for a feature length film and choreographic work that explores the transformation and evolution of Malian dance forms in relation to the ongoing process of urbanization. Gee will draw on cultural and artistic histories to create choreography that contributes to a larger discourse on race and place, as well as illuminating the contributions of the Africanist presence in American dance performance. A choreographic work will be developed at the Conservatoire des Arts et Métier Multimedia Balla Fasseke` Kouyate` in Bamako, Mali, where Gee will conduct courses in African American vernacular dance forms (Jazz/Hip Hop) and Contemporary dance vocabularies. To prepare for her Fulbright application, Professor Gee travelled to Bamako, Mali in July 2011, to expand her knowledge of the Bamana and Malinke dance forms through study at the national dance company school (Abdou Doumbia) and with contemporary choreographer, Soulayemon Sano. Upon completion of her Fulbright, Gee plans to incorporate the movement data into her Fall 2013 course work, transcribe interviews conducted in the field to write a short “reader” for use in collaboration with the film and develop movement and thematic motifs for a choreographic work to premiere in Washington, D.C. in 2014.

**Community Partnership**

UNCG Opera Theatre begins community partnership with Greensboro Opera This new partnership is designed to grow support for opera in Greensboro, maintain the visibility of our city’s Professional Opera Company, and to market and grow the UNCG Opera Theatre Program. The first year of this partnership will bring UNCG Alums to Aycock Auditorium for an Opera Gala event conducted by the Greensboro Symphony Conductor and Distinguished Visiting Professor at UNCG, Dmitry Sitkovetsky. This collaboration will further support the curricular portions of our opera program by providing financial assistance for hiring coach accompanists and other instructors. The combined marketing strategies should positively impact audience attendance and ticket sales. Finally, the partnership has allowed UNCG to fully fund the new Greensboro Light Opera and Song (GLOS, UNCG’s new summer opera and song program). GLOS will culminate in performances of The Pirates of Penzance at Roanoke Island Festival Park June 19-21. This partnership will have ongoing and increasing in visibility and scope, especially as an economic driving force in the Triad and beyond.
School of Nursing

Center of Excellence
The School of Nursing has again been named a Center of Excellence by the National League of Nursing (NLN). UNCG’s School of Nursing is one of only two nursing schools in the nation to earn the honor for three consecutive terms. The school is one of eight schools of nursing, representing programs across the academic spectrum, designated as NLN Centers of Excellence. Schools were recognized Sept. 23 at the NLN’s annual Education Summit in Orlando, Fla. UNCG’s School of Nursing was chosen for Promoting the Pedagogical Expertise of Faculty. Earning this third consecutive Center of Excellence honor entitles the nursing school to carry the COE designation for an additional two years, from 2011 to 2016, instead of the standard three-year term.

Faculty Honored as Fellows
Three faculty members from the School of Nursing were selected as Fellows in national organizations during 2011. Laurie Kennedy-Malone was named a Fellow in the Gerontological Society of America (GSA). “GSA fellowship — the highest class of membership — was awarded to Kennedy-Malone for her “outstanding and continuing work” in the field of gerontology.” [from UNCG Campus Weekly]

Ellen Jones was selected as Fellow of the American Academy of Nurse Practitioners (FAANP). “The purpose of the FAANP Program is to impact national and global health by engaging recognized NP leaders who make outstanding contributions to clinical practice, research, education or policy, thus enhancing the AANP mission. It is also to provide a forum through which to extend and enhance efforts to mentor and to facilitate leadership development of Nurse Practitioners” (from the letter to Dr. Jones announcing her selection).

Lynne Lewallen was selected as a Fellow in the National League for Nursing (NLN) Academy of Nursing Education. Lynne is the first UNCG faculty member selected for this honor. To quote from the NLN website: “Fellows in the NLN Academy of Nursing Education are individuals who have made enduring and substantial contributions to nursing education as teachers, mentors, scholars, public policy advocates, practice partners and administrators. They provide a visionary leadership and are recognized for their expertise in nursing education.”

Continuing Accreditation by NLNAC
The School of Nursing was notified in spring 2011 that it has earned ongoing accreditation by the National League for Nursing Accrediting Commission (NLNAC). Accreditation is a voluntary process in which a school requests to be evaluated by peers to verify the quality of the program and to assure public confidence. The School of Nursing has been accredited by the NLNAC or its predecessor, the NLN, continuously since 1970. The School is one of the few in the country that was fully accredited by the
NLN prior to the graduation of the first class. Full accreditation by NLNAC is for eight years.

Undergraduate Studies

Undergraduate Studies Open Students First!
UNCG is a place where students come first. The Students First Office serves as one of the first lines of response in helping UNCG students address any number of academic issues they may experience at the University. The office coordinates intervention processes across different academic and administrative units in order to determine the best possible success strategies for students facing academic, social, or financial setbacks. In collaboration with other support services across campus, the office serves as an academic information station for assisting students with academic advising, academic appeals, course overload requests, and graduation plan completion. Beginning summer 2012, SFO advisors are also responsible for the advisement of all exploratory (undecided) students at UNCG. Through all of our services, the Students First Office is committed to providing students with the access and the opportunity to achieve their greatest academic potential during their time at UNCG.

A “Common” Place to Learn!
Guiding UNCG towards the adoption of exceptional 21st Century pedagogical practices, inciting the imagination of a talented faculty to find the optimal fusion of technology, and research and passion for cultivating integrative and collaborative undergraduate learning, the new Faculty Teaching and Learning Commons (The Commons) is poised to become one of the nation’s leading centers of pedagogical innovation. From including increasing student engagement to creative curricular innovation to course revisioning, The Commons promotes and helps build institutional capacity for collaborative, interdisciplinary, and integrative learning, along with transformative learning innovations in support of a dramatic expansion of undergraduate learning communities. Further, in consultation with faculty and in close coordination with other offices throughout campus-and perhaps beyond, The Commons establishes a menu of outreach resources for faculty, such as creative Higher Education leadership development, the scholarship of teaching and learning, and preparation for national and international faculty fellowships and awards.

Signature Learning with a Signature Experience
Crafting a signature experience at UNCG, the fall of 2011 saw the debut of six new learning communities, which include Sustainable Entrepreneurship Living-Learning Community, Pre-Health Exploratory Studies Living-Learning Community, Summer Launch Living-Learning Community, Rites of Passage Learning Community (non-residential), Exploratory Studies Pilot Learning Community (non-residential), and
UNCG Teach Learning Community (non-residential). Also, the Office of Learning Communities increased the first year student enrollment capacity of the Learning Community program from 10% (250 students) to a record setting 26% (645 students). This includes the capacity to enroll 395 first year students in new Learning Community programs and 250 students in the three existing Residential College programs. Additionally, with the creation of the Sustainable Entrepreneurship Living-Learning Community, the Rites of Passage Learning Community and the expansion of Ashby Residential College, the Office of Learning Communities increased the learning community student enrollment capacity of upper class students (sophomores, juniors and seniors) to 67 students.

**UNCG Guarantee Scholars Travel the Underground Railroad**

In Spring 2012, the UNCG Guarantee Program partnered with UNCG’s International Programs Center, Foundations for Learning (FFL) program, and Brock University in Ontario, Canada to sponsor the first annual Guarantee Study Abroad trip. Scholars participated in a rigorous selection process required for the opportunity to enroll in an innovative, experiential summer course offered as part of the FFL program. From the applicant pool, 10 scholars were selected to enroll in FFL 225, a service-learning course scheduled for Summer Session I which enabled students to travel from Greensboro to Canada to gain first-hand experience of the historical Underground Railroad as told through narratives and the biography of Harriet Tubman. In addition to a broad array of readings, videos, and classroom discussions, students visited Niagara Falls and the site of Uncle Tom’s Cabin, along with several other historic locations. Currently, the UNCG Guarantee scholarship has been awarded to 73 total scholars. Intended to be more than just a financial aid package, the support program boasts an impressive retention rate, with 91.4% of the 2010-2011 cohort returning to the University for their second year.

**SSC Earns 2012 ATP Tutoring Program Award of Excellence from the Association of the Tutoring Profession**

The Student Success Center was awarded the 2012 ATP Tutoring Program Award of Excellence from the Association of the Tutoring Profession. This award encompasses all of the SSC Programs (Learning Assistance Center, Special Support Services, Student Study Program, and the Supplemental Instruction Program). This is a national award.

**University Libraries**

**Digital Media Commons Construction**

Many weeding projects and shifting projects took place in Jackson Library during this past year in order to free up space in the lower level to create the much needed Digital Media Commons. Fall 2012, the Digital Media Commons will open its doors in the lower level of Jackson Library at UNCG. The Digital Media Commons will be a space where
UNCG students, faculty, and staff can get help with all aspects of creating and refining multimedia projects. The Commons will be jointly staffed by staff and students from the Libraries, UNCG Writing Center, UNCG Speaking Center, and the Media Studies Program. The Commons will contain lots of group work areas, workstations, media editing rooms, scanners, consultation spaces, a presentation practice room, and staff offices. Patrons will come to the Commons to get assistance with selecting, using, and citing media resources, as well as consult experts on the rhetorical, aesthetic, and technical aspects of developing and communicating their ideas through media. UNCG students are increasingly required to create and use digital media to complete their assignments. In fact, in a 2010 University Libraries survey of over 800 UNCG Graduate and Undergraduate students, more than 70% of these students had been required or had chosen to complete an assignment with some form of digital media -- a film clip or video, an audio interview, a web page, etc. Of those students, more than half said they could not find -- and would have appreciated -- some assistance creating these media components. This trend on the UNCG campus mirrors national shifts as well. Twenty-first century graduates must now possess media literacy skills in order to critically analyze media, and to create and convey their own ideas and messages in emerging mediums. The Digital Media Commons site is currently under construction in the lower level of Jackson Library, with plans to begin providing services when the Fall 2012 semester begins in mid-August. To stay updated on this project, visit the Digital Media Commons blog, http://libshare.uncg.edu/sites/blogs/dmc/default.aspx.

**Martha Blakeney Hodges Special Collections and University Archives**

The Martha Blakeney Hodges Special Collections and University Archives continue to grow in size and significance. This year, the Jackson Library underwent a major renovation of the second and third floors of the original 1950 building to accommodate that growth, resulting in better and more environmentally sustainable space to protect and preserve these unique signature collections and better serve the researchers, students and alumni who consult then. As the University has grown in recent years, the Archives received more official records, and existing special collections (such as the internationally recognized cello music and women veterans’ collections) have received significant additions. New collections from alumni (such as Margaret Maron), faculty (such as Dr. Robert Hansen’s performing arts collection) and community figures (such as Senator Kay Hagan and Congressman Howard Coble’s papers) have also been received and required space. Increased use of the Hodges Reading Room for classes and programs also meant that space was needed for researchers to do work, another objective met by the renovation. The University Libraries are grateful to the Chancellor’s Office and the provost’s Office for partially funding this renovation.

**University Archives and Digital Projects**

The University Archives is the keeper of the institution’s memory and it is a significant source of material about the history of education since the late 19th century. Even as the physical collections have grown, the University Libraries have worked hard to provide
better electronic access over the Internet to more of our collections of historical significance, digitizing collections of university publications such as yearbooks, student newspapers, photographs and other resources, and collecting and transcribing oral history interviews with alumni. The Digital Projects Unit has been especially busy and effective in preserving content of our unique resources. We are currently working on five grant funded projects: The LSTA/NC ECHO Digitization Grant for the North Carolina Runaway Slaves Advertisements; The TIPP grant for the Piedmont Triad Digital Humanities Initiative; an NEH Grant for the Works of Anne Finch and the Lyrasis Mass Digitization/Sloan Foundation grant for digitization of the Greensboro Patriot newspaper and The Carolinian. We have also received an LSTA grant to continue to improve and enhance the North Carolina Literary Map Project. We have also submitted a grant to LSTA for a digital project titled Textiles, Teachers, and Troops. We are waiting for a decision on this. In 2011-2012, we completed the following digital projects: McIver Building History Video, Curry High School Yearbooks Project, World War II Newspapers Collection and the Greensboro City Directories, 1923-1963. Also in 2011-2012, we are working on the following ongoing projects: WUAG Digital Archive Exhibit, Physical Education Pamphlets Collection, Bernard Greenhouse Collection, Greensboro Pictorials Collection, American Publishers Trade Bindings Collection, Public History projects for Dr. Filene’s classes and a Poster Collection.

We have dramatically increased the number of digital projects we are supporting due to the wonderful leadership of our Digital Projects Librarian and increased staff in that unit.

Open Access Publishing Support Fund
The University Libraries and the Office of Research & Economic Development recently created an Open Access Publishing Support Fund in order to support faculty, EPA employees, and graduate students who are becoming increasingly involved in open access publishing. Currently, there are more than 30,000 open access journals published worldwide, and in lieu of a subscription-based business model, many open access journals require that authors pay an article processing fee. To reduce barriers to open access publishing and to support faculty, EPA employees, and graduate students who choose open access publishing as the best venue for their work, the University Libraries and the Office of Research & Economic Development established this pilot project, which is funded at $11,500. The primary guidelines for the fund are that the author/applicant must be a member of the full-time faculty, a full-time EPA employee, or an enrolled graduate student; the article must be published in a peer-reviewed open-access journal; the article processing fee must have been paid no more than three months prior to submission of the application; reimbursement will not exceed $1,000 per published article; reimbursement will be limited to one award per fiscal-year per author; and authors are expected to exhaust all other grant or contract funding sources available to them before applying for support from the Open Access fund. Information about the guidelines and the application process, as well as a link to an online application form, can be found at: http://library.uncg.edu/services/scholarly_communication/OAPSF.aspx
The Journal of Learning Spaces
The University Libraries have become publishers. A team led by UNCG librarians has launched The Journal of Learning Spaces to provide a scholarly, multidisciplinary forum for research articles, case studies, book reviews, and position pieces that examine higher education learning spaces in the context of space design, use, and management, as well as assessment, evaluation, and pedagogical practices. The journal employs the library’s Open Journal System (OJS) software, which hosts eight other online journals for the University and its faculty. The editorial team includes Joe M. Williams, Head of Access Services, who is serving as editor-in-chief, as well as Associate Dean Kathy Crowe, Assistant Dean Mike Crumpton, and librarians Jenny Dale and Beth Filar Williams. Several other UNCG faculty members in related disciplines also serve on the editorial board. The journal’s first issue was published in December 2011.

Weatherspoon Art Museum

70th Anniversary
The Weatherspoon concluded its 70th anniversary celebration in the first half of FY 2011-12 to great success: --Reached a new attendance record shy of 32,000 visitors--Received publicity well beyond Greensboro and the state in the form of an August article in Our State Magazine and inclusion in the July issue of US Airways Magazine, as well as significant coverage on several Fall semester exhibitions. --The book, Weatherspoon Art Museum: 70 Years of Collecting, received two design awards and continues to sell and be used as an effective development tool. --“Soundsuit” (2011) by artist Nick Cave was purchased as the 70th Anniversary special acquisition.

Social Media
WAM increased us of Facebook, Twitter and blogging to communicate about its programs and other content-driven issues. --The Weatherspoon implemented a “green” membership and now provides on-line giving opportunities--Posted two projects on the United Arts Council’s crowdsourcing Power2Give--Periodically review analytics from social media sites and other online activity and will continue to evaluate the effectiveness of these tools.

Commitment to Diversity
The exhibition, Race and Representation: The African-American Presence in American Art, co-curated by WAM curator of collections, Elaine Gustafson, and Art Department Associate Professor, George Dimock was very well attended--Prof. Dimock developed a Fall semester class around the exhibition’s content. --The Weatherspoon Association Board has two African-American members and added a Middle Eastern member. --The exhibition, Zone of Contention: The U.S. Mexico Border, which opened June 15 as the centerpiece of our Summer Solstice Party, is generating tremendous interest and support
within the community. Our Summer Solstice Fiesta highlighted Latino and Hispanic culture for an audience of 725 people, more than half of whom were Latino/Hispanic.

**Increase stewardship and cultivation of gifts**
The Weatherspoon raised approximately $106,500 in corporate, foundation and individual gifts and $98,500 in grant funds—Several Association Board members helped to develop a new corporate program, “Open for Business,” through which several businesses booked museum facilities for meetings and new individuals were thereby introduced to WAM.

**Utilization of volunteers**
WAM improved use of its volunteer base, including FWS students, in administrative support, working in the museum shop, and serving at the downstairs reception desk to supplement security staff—The Association’s membership committee sponsored four parties/receptions with the aim of attracting younger visitors and members —The museum’s Docent Team and Education Committees continued to actively support our educational program—Volunteers organized our ART from the HeART event in February, which raised about $27,000 for WAM—A space planning committee was established to work with Facilities Design & Construction; an RFP was distributed to a list of potential firms, which will be reviewed in the coming months.

**Membership and visitor services**
The Weatherspoon met its goal of increasing wayfinding for visitors by installing new signage in the foyer and at the restrooms, gallery directional signage at the reception desk—The museum converted to a new membership database, Convio, which also provides for other types of tracking and additional a functions.
Business Affairs

Facilities
The Capital Improvement Administration area completed financial closeout of three capital projects: Baseball Locker Room Training Facility; Guilford/Mary Foust Residence Hall Renovation; and Residence Hall Lighting Upgrade (project funded by the American Recovery and Reinvestment Act (ARRA)). The Residence Hall Lighting Upgrade project was completed prior to the December 31, 2011 grant deadline. This federally funded project required monthly financial and narrative reporting to the State Energy Office. Additionally, data was entered into the Cyber Grants database for the quarterly narrative reporting to the Federal Grants Office. All reporting was completed and submitted on time. The State Energy Office audited our management process and adherence to Federal Grant requirements. We received a clean audit. As with any grant, we may be audited at a later date by any of a host of state and/or federal government agencies. Supporting the grant management for the ARRA funded time-limited Energy Manager position in the Facility Operations Department which ended March 31, 2012. Monthly and quarterly reports were submitted as required by General Administration. All reports were completed and submitted on time. CI Administrator was a member of General Administration’s brainstorming and implementation team to identify a process of how to comply with the new legislation governing capital project contingency. Once finalized, this process will be implemented by each University in the system.

Effectively managed repair and renovations accounts to allow implementation of a number of projects. Provided financial oversight for two privately funded landscape enhancement projects: Vacc Bell Tower and the Minerva Garden.

Provided capital and operation budget information as well as employee data for the annual APPA Facilities Performance Indicators Survey. Joyce Ray assisted the HUB Coordinator by entering information into the HUBSCO data base for minor repair and renovation projects.

The HUB Office established the following three priorities for fiscal year 2011-12. Enhance HUB participation on university projects: HUB participation in UNCG’s construction program continues to remain strong. Based on awards as of April 30, 2012 (excluding Spartan Village), HUB participation in the last four fiscal years is as follows: Expand support of the HUB Office to UNCG Purchasing Department: Held initial meeting with Director Trace Little and Purchaser Judy Lillis to discuss collaboration and opportunities for minority participation under the Purchasing Department Procurement Program. An outreach program to enhance the visibility of HUB opportunities will be developed for sharing with campus department’s business managers in fiscal year 2012-13. Enhance collaboration with other universities, municipalities, community colleges and the State HUB Office: Collaborated and Co-Hosted with NC A&T University, City of Greensboro,

The Sustainability Office established the following three priorities for fiscal year 2011-12. Climate Action Plan The six Climate Action Plan teams (Energy, Water, Transportation, Materials Management, Academics, and Administration) have all been formed and held multiple meetings over spring semester 2012. The initial idea-generation phase will be completed by June 2012, and the first draft of the Climate Action Plan (CAP) will be available for public review by September 2012. The teams are currently on track to meet the December 2012 goal. Completed UNCG’s first STARS Assessment by December 2011. UNCG received STARS Silver Rating from the Association for the Advancement for Sustainability in Higher Education on December 15, 2011, with a score of 58.41/104.00. Promoted Reduction in Energy Consumption through a variety of programs.

Spartan Sparks: Creation of building energy conservation teams in 19 buildings. This was an expansion of the program piloted in spring 2011 that resulted in a 13.8% reduction in electrical use in Mossman Building.

Green Office Certification: A program to promote sustainability in office environments across campus, including energy conservation. Over 30 offices on campus have adopted this plan. Vampire Energy Slayers. “Guerilla-marketing campaign” by student volunteers to teach employees about the environmental and financial consequences of vampire energy.

Standards of Comfort: Collaborated with Facilities Operations in the adoption and implementation of a policy by the Chancellor to establish and implement seasonal temperature ranges in buildings for both occupied and unoccupied times. As of this writing, seven buildings had either undergone or were beginning the process of converting to these standards. The staff of the Sustainability Office delivered 42 presentations to a variety of audiences.

Organized Earth Day Celebration which drew over 40 presenters on College Avenue. Chancellor Brady signed the American Campus and University Presidents Climate Commitment in October 2011.

Campus Enterprises

*Campus Community Development/Real Property*
Continued Advancement of New Neighborhood (Spartan Village) Initiative by
completing Phase I design and land acquisition and beginning construction on (800) beds of student housing. Presented UNCG’s Spartan Village process and plans to over (50) groups associated with UNCG, the City of Greensboro, the community, civic groups and professional associations.

**Safety and Risk Management**

Developed Risk Oversight Committee, including appropriate membership and mission. 90% complete, still need to create official mission. Developed accurate valuation for all university facilities and adjust insured values to reduce risk of being over or underinsured. Presented Risk Register to Board of Trustees Audit Committee. 70% completed, need to assist Executive Staff with finishing Risk Register. Worked with Executive Staff to include risk assessments in presentations to the Board of Trustees to allow them to set our risk appetite. 70% completed, need to convince Executive Staff to conduct risk assessments on all major programs and include the information in presentations.
Division of Student Affairs

Student Affairs Awards and Recognitions
Student Affairs staff members and the programs that they coordinate continued to receive awards and recognition at the campus, city, state, regional, and national levels. Of particular note is the Gold Level programming award received by the Friends Helping Friends Program (suicide prevention) awarded by the National Association of Student Personnel Administrators. Numerous staff also hold leadership positions in their professional associations on the state, regional and national level. This speaks to the excellence that exists both among our staff as well as our programs/services.

Student Affairs Facilities and New Construction
Student Affairs Division Office staff in partnership with Housing and Residence Life and Campus Recreation staff members have been extensively engaged in what is likely the most exciting era in renovation and construction of new facilities. Jefferson Suites was opened in the fall and a complete renovation of the Quad remains underway at the time of this report. These residence halls will open in August 2012. At the same time, design of four residence halls in Spartan Village, the renovation of three high rise residence halls, and a new campus recreation facility have been in full swing throughout the year.

Student Affairs Initiatives on Sustainability
Staff across the Division of Student Affairs have engaged in improving sustainability efforts of all kinds. The Division Office has turned off all unnecessary lights and electrical equipment. Housing and Residence Life was the third office on campus to complete the "Green Office Program" and other Student Affairs departments are working in that direction. Student programs and workshops were offered to students and new construction projects are considering all possible ways to reduce our footprint on the environment (solar powered water heating systems, replacement of light bulbs with energy efficient light bulbs, hydration stations in Elliott University Center, etc.)

Student Affairs Collaborations
Student Affairs departments made extraordinary progress in increasing collaborative programs across both the Division and University, and even collaborated with North Carolina A & T State University in a major concert during the Spring Semester. Examples of collaboration can be found across the various departmental reports. Of special note is an internal team that intentionally worked toward collaborative programs and had representatives from multiple departments engaged. Collaboration is particularly critical in the current climate.

Student Affairs Initiatives Related to Diversity, Equity, and Inclusivity
Student Affairs has long been a primary programmer in the area of diversity and multiculturalism. This continued during the 2011-12 academic year as programs were planned and implemented across several departments addressing almost every possible
difference among us (from disabilities, to ethnicity, to religious, to sexual orientation, to race, etc.). Of special note was the establishment of a graduate assistant position to address the needs of our LGBTQ issues and continue to educate the community about this population. This position was housed in the Office of Multicultural Affairs but will be moving the Campus Activities and Programs in the coming academic year.

**Private Support for Student Affairs**
Over $500,000 has been raised to date to support the renovation of the parlors in the Quad project. Beyond these dollars, we have been instrumental in raising funds for programming efforts with our Greek population and new scholarships for non-profit internships and disability services. We look forward to many more successes based on the foundation she has laid during the year.

**Teaching by Student Affairs Staff**
Student Affairs staff continued to contribute to the instructional mission of the University. Thirty-four staff members taught 35 classes with a total of 640 students enrolled and generating 1048 credit hours. 140 of these students were in a 0 credit SAS 100 classes and 29 were in graduate classes (taught by two staff members).

**Student Affairs Efficiencies**
Student Affairs staff continued to examine programs, services, and operations to insure efficiencies and accountability. Examples of efficiency measures taken during the last year include the following:

1. The consolidation of all Division-wide operations in one physical location to allow for more efficient operations and effective communication.
2. The move of the Student Calendar/Handbook to an on-line publication rather than printed.
3. The move of the "paper" reference file system in Career Services to an online service.
4. Disability Services developed an on-line Testing Accommodations Request Form that is now located on their web site. (They used to have the student come into office and fill out a form. Now it’s done on a secured site.)
5. Counseling & Testing Center Staff re-designed intake, scheduling, triage processes and a mobile crisis transport process was implemented to improve service delivery and focus on retaining at-risk students.
6. The Dean of Students Office moved all student conduct forms online that can now be accessed during a meeting with a student via IPad. The student reviews and acknowledges with their signature using the IPAD and the documents are then emailed to the student. This saves in time, paper and storage of documents.
7. The Office of New Student and Spartan Family Programs outsourced is Parent Family Guide which reduced production time, was made available on line, and was cost-fee.
8. The Office of Multicultural Affairs was moved adjacent to the Multicultural
Resource Center which allowed for streamlined staffing and support needs in the Resource Center.

9. Numerous offices moved programs, services, and operations online. These include Disability Services, Leadership and Service Learning, Campus Activities and Programs, Housing and Residence Life, and New Student and Spartan Family Programs. Evidence of these efficiencies can be found in the departments' reports in Compliance Assist.
Information Technology Services

Internet2 Day
On February 17th, 2012, ITS, along with the Office of Research & Economic Development, hosted an Internet2 Day at UNCG to promote awareness of the benefits that this advanced networking consortium provides for research and instructional purposes. The event included a remote music interaction demonstration in which tuba professor Dr. Denis Askew provide master class instruction to a student at Northern Illinois University. The demonstration was made possible by UNCG and Internet2’s high-speed networks combined with specialized “DVTS” videoconferencing technology never before used for a live event at UNCG. Such technology makes it possible for UNCG to provide remote musical instruction across the globe. Subsequent to this event, ITS began work with School of Music, Theater, and Dance technology staff to build UNCG’s first LOLA (low-latency audio/video) node, which, by reducing the latency between remote sites to mere milliseconds, allow musicians to perform together remotely as if they are sharing the same stage. Internet2 Day also included demonstrations of remote control of scientific instruments, including the Helium Ion Microscope located at the Joint School of Nanoscience and Nanoengineering. For more information regarding Internet2 Day see the Chancellor’s Report feature at http://chancellor.uncg.edu/chancellor_report/2012/uncg-partners.html, and the ITS Research Computing website at http://its.uncg.edu/research/.

Support for JSNN and Middle College
In 2011-2012, ITS devoted substantial resources to the success of two major University academic initiatives – the Fall 2011 welcoming of the first class of UNCG Middle College students, and the opening of the new building for the Joint School of Nanoscience and Nanoengineering (JSNN) on the South Campus. In support of the successful launch of the Middle College, ITS completed infrastructure and networking projects to help meet network connectivity and communication needs, including access to Guilford County Schools resources from the UNCG campus. ITS also completed Banner system modifications to meet Middle College specifications. ITS has continued to support Middle College technology needs in ITS labs, and through other University technology services. To support the opening of and move-in to the JSNN building in December 2011 and early 2012, ITS worked closely with NC A&T staff to plan and build the appropriate infrastructure for network and voice services. During the move-in period, ITS stationed staff at the new JSNN building to provide immediate and direct assistance to JSNN student, faculty and staff. ITS continues to work closely with NC A&T technology staff in support of JSNN technology needs.

Blackboard Mobile Learn & UNCG Mobile Implementation
In FY 2010-11, ITS decided to purchase Blackboard Mobile Learn in response to student demand and positive student feedback gathered during the Mobile Learn testing project. ITS launched Blackboard Mobile Learn for UNCG in August, 2011. This mobile
application provides access to the UNCG Blackboard Learn system on mobile devices such as smartphones and tablets. Such flexibility in access has been described as “critical” by student government leadership. Use of the application grew tremendously during FY 11-12, increasing almost 100% during the 6 months from November, 2011, to May, 2012, reaching 5,344 unique users at the end of the Spring 2012 semester. Based on feedback from the ITS Student Advisory Committee and comments received on UNCG’s Spring 2012 TechQual+ survey, student reaction to the new service has been positive overall. Also in response to growing demand for mobile services, ITS has developed and will launch prior to the Fall 2012 semester, Phase 1 of the “UNCG Mobile” application to provide expanded University information and services on mobile devices.

Launch of Virtual Desktop Services through virtual.uncg.edu
During the Spring 2012 semester, ITS launched the new Virtual Desktop and UNCG App Store services that will facilitate and simplify client access to University technology resources, including from off campus and from a variety of hardware devices, while also helping to protect the security of restricted University data resources and systems. The new “virtual UNCG desktop” service offers faculty and staff access to a UNCG “private cloud” where the University applications, devices, and data they need (the "UNCG desktop") can be accessed as an on-demand service – anytime, anywhere, on almost any device. Because the "virtual UNCG desktop" runs on servers in the campus data centers (not on the user’s local computing device), users can access a fully functional “virtual UNCG desktop” from an Internet-connected device without the requirement of having a powerful workstation or laptop computer. The UNCG App Store, currently accessible from within the virtual desktop, is populated with UNCG licensed software applications, which are provided at no cost to faculty and staff. Applications accessed through the UNCG App Store require internet connectivity, but otherwise function as if they are installed locally on the end user’s workstation or laptop.

University Website Redesign and Launch of Web Self-Hosting Services
During 2011-2012, ITS devoted resources to two critical projects that provided better support for University web developers and promoted improvements to the University website. First, ITS worked closely with University Relations on the launch of the new UNCG website design and updated web standards. ITS efforts included creation of new standard “web assets” to allow department website maintainers to more easily update their sites to the new web design. Given that many UNCG websites are not maintained by dedicated technology staff, but rather by faculty or administrative staff, ITS placed emphasis on developing web tools that would be relatively easy to implement. Over the course of 2011-2012, ITS worked closely with departments to provide individual assistance with implementation of the new web standards. For those with more advanced web technology needs, ITS also launched a new web “self-hosting” service, providing a LAMP (Linux, Apache, PHP, MySQL) environment for departments desiring to implement dynamic web applications such as WordPress and tools such as MySQL.
databases. The new “LAMP” environment allows web developers to implement such applications without setting up their own stand-alone web server, or seeking external services, as was previously required. WordPress, the engine for the University’s Inspire. Change. site at http://inspirechange.uncg.edu, has proven to be popular among unit/department web developers. When ITS began offering workshops for those interested in implementing WordPress, high demand resulted in workshops filling quickly. ITS has increased the number of these workshops substantially, yet continues to see workshop registrations reach capacity two months in advance.

**Enhanced Research Support Services**

In FY 2011-12, ITS completed projects and added resources to significantly enhance our ability to provide support and services for basic and applied research. In addition to partnering with the Office of Research and Economic Development (ORED) to host the previously mentioned Internet2 Day, significant enhancements include:

• ITS filled a new position to augment existing research technology support services. The focus of this new position includes support for qualitative analysis and information management software (e.g., NVivo and Atlas.ti qualitative analysis software), complementing existing Its support for statistical analysis software (e.g., SAS, SPSS) and online survey tools (TechQual).

• ITS established a shared position for support of high performance computing (HPC) with NC State University. Because UNCG demand is not yet sufficient for a full FTE position, this arrangement allows ITS a cost-effective means to offer support in a highly specialized technical area. ITS finished Banner project work to connect the WebFOCUS reporting environment to the UNC Chapel Hill-hosted SeRA database used for UNCG research administration. In response to faculty requests for University-supported document indexing software, ITS worked with ORED and the Research Advisory Council to complete the "Index Creation Software Evaluation and Recommendation" project that recommended CINDEX as the University supported product. Network installation will occur in FY 12-13. ITS has also begun to work more closely with ORED to identify and respond to external funding opportunities to enhance the University’s network and technology infrastructure and services to better support University researchers.
Intercollegiate Athletics

Student-Athlete Academic Success
Fifty seven point five percent (57.5%) of the student-athlete population achieved a cumulative GPA of 3.0 or better. All sport cumulative GPA is 3.10. Twenty-four percent (24%) of the student-athlete population made Dean's List. Ninety-one (91) student-athletes placed on the Southern Conference Academic Honor Roll.

Partnership Engagement
Student-athletes completed over 2200 hours of community service and raised over $11,500.00. Some activities included: Fox 8 Gifts for Kids Relay for Life Sports Cafe Nights St. Baldricks

Spartan Club Fund Raising
The Spartan club raised a total of $307,479.00 in annual fund dollars, a 20.7% increase over last year's total.

Capital Projects
Athletics completed the 12,000 sq. ft. HHP locker room renovation which included 2 student-athlete study areas, 1 conference room, 1 team meeting room and 10 locker room spaces.

Athletic Success
Men's Programs finished 5 in the Southern Conference Commissioners cup. Women's Programs finished fourth in the Southern conference German cup standings, up 1 position from 2010-2011. UNCG claimed 3 regular season titles with men's soccer, women's tennis and men's basketball (North Division). Men's and women's cross country claimed the SoCon Championship. Four Coach of the Year honors: Linh Nguyen - Men's and Women's Cross Country; Jeff Trivette - Women's Tennis; Emily Marron - Women's Golf; and Wes Miller - Men's Basketball. Five Player of the Year honors: Paul Chelimo - Male Cross Country Runner of the Year; Ashley Schnell - Women's Cross Country Runner of the Year; Niltooli Wilkins - Women's Tennis Player of the Year; Fanny Cnops - Women's Golf Player of the Year; and Orcun Seyrek - Men's Tennis Player of the Year. Two Freshman of the Year honors: Fanny Cnops - Women's Golf and Paul Katam - Cross Country. Two All-Americans: Paul Chelimo (3 Time All-American) - Cross Country, Indoor Track and Outdoor Track, Paul Katam - Second Team All-American -Outdoor Track. One Libero of the Year: Kellie Orewiler - Women's Volleyball.
Office of Research and Economic Development

Submissions and Awards
UNCG faculty, staff, and students continue to have a significant impact on the disciplines and the community through research and creative activity. For the 11-12 fiscal year, we submitted 470 proposals, up from 438 last year. In total, we requested $171,025,174, down slightly from $186,099,181 for the 10-11 fiscal year. Though the total dollar amount in awards was lower this year - 248 awards totaling $32,616,982 for 11-12 compared to 247 awards for $47,774,694 for 10-11 – we were more competitive in the area of federal grant funding, as evidence by an increase in federal dollars and an increase in the relative percentage of awards from federal sources compared to others (42.5% 11-12 vs 27.9% 10-11). This increase occurred despite the loss of the federally-funded Regional Educational Lab contract. This increase is important given that federal grants usually allow us to recover our full indirect costs, which are in turn used to support the research infrastructure and research development at UNCG.

Economic Development
The Office of Research and Economic Development continues to provide leadership for enhancing UNCG’s contribution to the economic development of our community. The Associate Vice Chancellor for Economic Development is contributing to local, regional, and national discussions about the appropriate process for measuring and communicating the economic impact of higher education, including participating on committees formed by the APLU and the University Economic Development Association, and serving as the chair of the UNC system Economic Development Metric Task Force. The Office of Innovation Commercialization celebrated its 10th year of providing outreach, services, and support to faculty, staff, and students who seek to develop and commercialize their scholarly and creative work. As evidenced by the receipt of 24 disclosures and the filing of 12 new patents, there was an overall increase in commercialization activities across campus this year, particularly in the sciences. Combined with activities related to entrepreneurship, UNCG faculty, staff, and students continue to make a significant contribution to the development of our local and regional economy.

Communication and Marketing of UNCG’s Research, Scholarship, and Creative Activities
Dissemination of the achievements of our faculty, staff, and students in the areas of research and creative activities is essential to increasing their impact on both the disciplines and the larger community. In line with the integrated marketing efforts, as well as our strategic goal of increasing awareness of the impact of UNCG’s research and creative activity, we completed a redesign of ORED’s home page to incorporate more user-friendly navigation and the new branding/wrapper requirements (see http://researchuncg.edu). These efforts were led by a new web designer and a new communication specialist, who together have coordinated the establishment of “real
time” announcements of awards via a UNCG Research Facebook page (http://www.facebook.com/UncgResearch) and Twitter account (https://twitter.com/uncgresearch or just @UNCGResearch). Combined with the UNCG Research Magazine, these initiatives will help to foster the reputation of UNCG as a place of knowledge generation, application, innovation, and impact.

Community Engagement Initiative
In July 2012, the Community Engagement Initiative launched the UNCG Community Engagement website and Collaboratory, a database of community-engaged projects and partnerships that take place between UNCG and community partners. The website and Collaboratory publicly showcases collaborations between the community and UNCG partners by telling the story of mutually beneficial and sustainable relationships through scholarship, teaching, research, creative activities, and public service. The Collaboratory enables UNCG administrators to track and measure community engagement across a spectrum of activities, sectors, and intended outcomes for the purposes of seeking funding from donors, foundations, and other agencies, reporting to UNC General Administration, the NC legislature, and the public at large, and applying for the Carnegie designation for community engagement, the annual President’s Honor Roll for Community Service and the Higher Education Civic Engagement Award, as well as for re-accreditation to SACS (3.3.1.5). At the time of public launch of the Collaboratory, 96 projects and 165 community organizations had already been identified and recorded in the database. Throughout AY2012-2013, it is anticipated that even more projects and partnerships will be identified, recorded, and displayed in the Collaboratory increasing the robustness of the data and enhancing UNCG’s ability to identify current and potential areas to advance the university’s strategic goals through community engagement. The Community Engagement Initiative also hosted the spring 2012 Community Engagement speaker series in partnership with the Office of Leadership and Service-Learning, and supported by the Office of the Provost, Office of Undergraduate Studies, College of Arts and Sciences, MERGE Network and the Public Scholarship Graduate Network. The Series included eight national and local speakers who presented a total of 10 public sessions (talks, workshops) to 193 faculty, staff, students, and community colleagues on topics related to community-engaged scholarship. To weave into the Series the thoughtful contributions generated from previous conversations in the Series, the Vice Chancellor for Research and Economic Development sponsored the publication, Excellence in Community Engagement and Community-Engaged Scholarship: Advancing the Discourse at UNCG (Vol. 1). This publication provides a list of core terms and definitions related to community engagement, an overview of the 2009-2011 Speaker Series, and a list of ten suggestions for next steps for supporting and advancing UNCG’s engagement with the community. As a result of the significant effort behind supporting community engagement at UNCG, several individuals have been recognized for their work, including Chancellor Linda P. Brady, Dr. Emily Janke (staff), Kristen Buchner (student), and Dr. Spoma Jovanovic (faculty). UNCG also was named to the President’s Higher Education Community Service Honor Roll.
**Collaboration: Doing Something Bigger Together**

The Office of Research and Economic Development continues to be at the leading edge of identifying, facilitating, and capitalizing on the power that collaboration brings to addressing the grand challenges of today. The design and development of the Community Engagement Collaboratory was informed by a 30-person, cross-sector and cross-stakeholder advisory committee and feedback from nonprofit, university, business and civic leaders, as well as key stakeholders on the UNCG campus. The College STAR project is resulting in collaboration of offices and individuals both within our own campus and across UNC institutions, leading to an improved learning environment for students with learning differences. The Center for New North Carolinians is collaborating with researchers from NC A&T and the local Montagnard community to address health issues common among this population. The interdisciplinary nature of the Center for Social, Community and Health Research has allowed for the successful engagement of collaborative work with campus centers, community-based organizations, other universities, and government agencies at the local, state, national, and international level, with work spanning across four continents. The North Carolina Center for Entrepreneurship reached out to multiple business owners in our community to deliver the Entrepreneurial Journeys speaker series and UNCG Entrepreneur Day, co-sponsored with Alumni Relations, during which 46 individuals spoke to more than 1,700 students about their experience as entrepreneurs.

**Centers of Excellence**

The Office of Research and Economic Development is now home to eight campus-wide interdisciplinary research centers that address a breadth of problems central in our society today. The Center for Biotechnology, Genomics, and Health Research, the Center for New North Carolinians, the Center for Social, Community and Health Research and Evaluation, the Center for Translational Biomedical Research, and the Center for Youth, Family, and Community Partnerships coalesce around the common theme of addressing individual, family, and community wellness for diverse groups by conducting activities that range from bench science to implementation of best practices in context. The SERVE center continues to provide local, regional, and national leadership in generating new knowledge and translating knowledge into best practices for pre-kindergarten to grade 12 educational settings. The Center for Geographic Information Science provides a rich resource to the business, government, and education community through the analysis of problems related to human and natural phenomenon using a spatial lens. The North Carolina Entrepreneurship Center provides individuals across our community with knowledge and support needed to begin business ventures that contribute to our community by disseminating knowledge, products, or services. By housing a cluster of centers within our office, we are able to facilitate communication, collaboration, and sharing of resources such that the overall impact of the centers is enhanced.
Catalyzing Entrepreneurship
The North Carolina Entrepreneurship Center is a clear example of the high-impact, collaborative, community engaged work the defines the Office of Research and Economic Development. During the 2011-2012 year, NCEC launched four new programs, brought more than 90 entrepreneurs to speak on campus at 13 different events, provided support for more than 60 startups and non-profits, provided leadership on seven local, regional, and statewide task forces and committees, and received more than $26,000 in new sources of individual, corporate, and foundation support. These activities culminated in a direct impact on an estimated 2,800 students and community members. Highlights included the launch of Growing Entrepreneurs by Mentoring Students (GEMS), a new program for 20 student participants from UNCG, NCAT, Elon University and Greensboro College; the Southern Entrepreneurship in the Arts Conference, co-sponsored by UNCG Entrepreneurship Cross-Disciplinary Program with funding support form Opportunity Greensboro and Self-Employment in the Arts, which had more than 350 attendees from 5 states and 18 colleges and universities; and hosting 19 students and faculty from the Louvain School of Management in Belgium. Importantly, the NCEC provided leadership for the Downtown Campus Global Entrepreneurship Initiative, by convening a 28 person planning team from the seven Greensboro colleges and universities, City of Greensboro, SBTDC, U.S. Commercial Service, Greensboro Chamber and others.
University Advancement

**Annual Giving Alumni Participation**
We increased our alumni participation rate from 6.62% to 7.33%.

**Total Annual Giving Dollars**
We secured $2.7 million in total annual gifts, including pledged and fulfilled dollars.

**Social Media**
We worked with University Relations and Alumni Relations to enhance social media in communication and solicitations. We incorporated social media links on all communications pieces. We enhanced the online giving program by providing online giving pages to campus community. Increased overall dollars received through online gifts by 42%.

**Alumni Relations**
The Office of Alumni Relations held a year-long series, Around the House, featuring alumni and faculty speakers which kicked off with a presentation by Bill Mangum ’75, ’83 MFA where he unveiled his painting of the Alumni House. Sales of the limited edition, signed and numbered lithographs benefit the Alumni Association.

The Alumni Association’s Board of Directors and their Spartan Advocacy Committee launched the Spartan Legislative Network, an organization of alumni, faculty, staff, students, parents, and friends with a mission of promoting the university and educating North Carolina’s elected and appointed officials and the greater community to the university’s contributions to economic development, breakthroughs in scientific research, development of future leaders, and service to the people of our state, nation, and world.

We held a press conference on June 13 to announce the Network which currently boasts more than 120 members. The Alumni House played host to more than 915 events throughout the year including wedding receptions, memorials, reunions, meetings, conferences, lectures, press conferences and debates for local and state-wide elections. We celebrated the 75th anniversary of the dedication of the Alumni House on June 5 with an afternoon reception featuring a retrospective prepared by University Archives and a presentation by Bill Mangum spotlighting the Alumni House lithograph.

The Office of Alumni Relations rebranded the UNCG license plate with the rising G athletic mark to revitalize the campaign to reach 300 applications through a series of marketing efforts including a partnership with Spartan Athletics and other campus offices to promote the “drive with Spartan pride campaign” through targeted emails, social media, and other means.

We held a successful (and rainy) Homecoming featuring reunions for a number of
alumni affinity groups including Greeks, rugby, soccer, women’s volleyball, chemistry, political science, the Bryan School, teaching fellows and Elliott University Center employees.

The Woman’s College celebrated another Reunion in April with more than 215 alumnae returning from classes ranging from 1942 to 1967. The Class of 1962 contributed more than $500,000 for their class gift to mark their 50th reunion. One example of the powerful programming that can unite alumni and current students is the African American Experience panel that took place in the Multicultural Center and featured African American alumnae from the 1950s, 1960s, 1970s and 1980s speaking to current students about their experiences as the university integrated.

The Office of Alumni Relations partnered with the NC Entrepreneurship Center to implement the first Entrepreneur Day at UNCG March 27. Almost 50 alumni and community members engaged with more than 1,700 students in classes across all the schools and colleges.

**University Advancement Fundraising**

We were pleased to exceed our $10 million fundraising goal, raising $11,048,166 - 110% of goal. Annual giving saw a 6% increase, reversing a four-year downward trend. Considering the various leadership and management transitions this year, these positive results are a testament to the dedication of the UA team.

CCS Fundraising completed the feasibility study and internal assessment, which proved invaluable to our campaign planning process. The feasibility study results suggested a potential goal of $175 million and the need for at least 18 months of pre-campaign planning. The assessment indicated the need for both a staff audit and additional resources. Our planned giving program was highlighted as one of our strengths.

In addition to providing research to the Chancellor and gift officers, the research team qualified the remainder of the 470 records rated by Wealth Engine in the $250K-499K range, of which only 8 were confirmed at the $250K-499K range. In addition, research qualified 88 records rated by Wealth Engine in the range of $100K-249K, of which 30 were confirmed at the same $100K-249K level. This work is a critical first step in identifying potential donors for our next campaign. The establishment of the Donor Relations office this year has already paid significant dividends. Attendance at donor events (e.g. SRE, Donor Recognition, Graduate Reception, Faculty/Staff Retirement Reception) consistently exceeded last year's attendance.

Due to the quality of interactions with the donor relations staff in answering donor questions and resolving donor issues, donors invested an additional $128,000 in the University by June 30 (with another donor providing a $300,000 gift just after the fiscal year closed.)
The establishment of the Principal Gifts Officer position has provided a very focused approach to our highest potential donors. Chancellor Brady participated in 15 prospect review and strategy meetings, which proved invaluable to moving the work of Advancement forward. Key visits were conducted that should bear fruit in this next fiscal year. The Chancellor’s active role in the work of University Advancement was also demonstrated by her participation in 70 donor and prospective donor visits, 12 corporate and foundation visits, 21 development events, 14 alumni events, 6 stewardship events, 12 Spartan events, and 7 BOV/EF meetings. The Division has established seven teams to address the areas of highest potential for better relationship management, increased revenue generation and process improvement. Team members are engaged, great ideas are being generated and implemented, and in general, morale is reported to be high.
Academic Affairs

Bryan School of Business & Economics

Undergraduate Advising Satisfaction
The Bryan School Undergraduate Student Services Office (USS) conducted a survey during fall 2011 to determine how well the office is performing during the peak advisement/early registration period. 762 of the 1278 students (60%) attending individual appointments with advisors participated in the survey. 99.3% of the respondents said yes to the question: Did you get what you came for? 63% stated that they could identify campus resources (including academic support and other student services). While the students reported satisfaction with their advising experience, the staff was concerned that the students could not identify more of the campus resources. Due to the limited amount of time available to spend with students one-on-one during the peak advisement period, USS developed an informative monthly newsletter that provides supplemental information for students. Four newsletters were produced in spring 2012 and were distributed via email and hard copy. The survey will be repeated next year to determine impact.

Accounting Tutoring Facilities
Tutoring in undergraduate accounting courses, primarily 201, 202, and 218, is provided by Beta Alpha Psi, the honor society for accounting majors. The number of students seeking tutoring in accounting courses has been increasing over the past several semesters and at times has exceeded the capacity of the accounting tutoring room. After a review of the departmental space available, it was determined that switching the departmental conference room, which required less capacity, with the accounting tutoring room, provided a more viable solution for serving the students and providing a more conducive environment.

Enhancement of HTM Advising Alternatives
In response to student feedback and information gathered by tracking of HTM student advising matters, faculty and staff developed a comprehensive system to respond more effectively to student requests for advising. A number of alternatives were provided to students for different advising needs, including:

- two formally scheduled pre-registration advising days in each semester (10/19-10/20; 3/21-3/22),
- a virtual advising system (sthinfo@uncg.edu) set up with the assistance of the Registrar’s office, initiated by Dr. Bonnie Canziani
- set dates/times for students to meet with faculty on general advising
- set dates/times for students to meet with faculty on the Disney Internship Program, information on Bryan School’s Undergraduate Student Services office for questions on business courses or HTM’s business minor, and
- information on UNCG’s Career Services Center for career and job search
Electronic Records Provides More Interaction Time
Using one-time funding provided by the Provost’s office, two GAs were hired to assist Undergraduate Student Services’ conversion to electronic files. Supporting Bryan School mission to promote innovation and sustainability, all advising files have been scanned and converted to pdf and are being housed on the University server. iPad’s are being used to create writable pdf advisement forms which are e-mailed to student and their assigned advisor so copies can be placed in the student’s electronic file. Conference notes and course plan sheets have been converted to writable pdf files. Eliminating paper files allows for advisors and support staff to focus on student interactions. Use of electronic filing systems reduces time spent on transactional tasks like responding to emails and processing paperwork. This project also provided hands on learning opportunities for the two GAs. One of the GAs led the project gained valuable project management, training and supervisory skills. The assistantship for the second graduate student filled a financial gap that allowed her to stay in school and to learn how to make office processes more efficient. The total number of student files scanned was 6189. All electronic records will be maintained according to the University’s electronic records retention policy.

College of Arts and Sciences

Best Practices in Promotion and Tenure
In 2002, Dean Johnston created a document titled “Best Practices in Tenure & Promotion.” The College and University P&T Guidelines in effect at that time had very little detail about the procedures to be followed in P&T review. As a result, there was little consistency among departments, and candidates and department heads were frequently unclear about what to do in preparing a tenure dossier and conducting the review. The Best Practices document was written to ensure greater consistency across departments and to provide guidance on questions of procedure. Each year thereafter, the Dean met with the College P&T Committee in November, after the review of dossiers was completed, to discuss the process and to ask for their suggestions about ways in which procedures could be improved. Those suggestions were then discussed with the College Administrative Council, after which the Dean prepared a revision of Best Practices responding to the suggestions put forth. After review by the P&T Committee and the Administrative Council, the revision was made available to the College faculty and posted on the College web site (www.uncg.edu/aas/). In 2011-12 “Best Practices in Promotion & Tenure” was largely re-written to take account of substantial changes in both the University and College P&T documents, and the adoption of on-line P&T dossiers by the University. Additional revisions are being made to take account of modifications in the on-line dossier format and a few minor changes.
Institutional Effectiveness Highlights

– UNCG Annual Report 2011-2012

Academic Affairs

The current version of the document is posted on the College of Arts and Sciences’ website: http://www.uncg.edu/aas/about/policies.htm. Beginning in 2012, the Dean and the current and coming years’ chairs of the P&T Committee will hold annual workshops on the P&T process each spring semester for all candidates for the coming year, their department heads, and senior faculty who will be working on the dossiers.

**Academic Professional Track**
In response to requests from College departments and in recognition of the distinction between non-tenure track faculty who are primarily teachers and those who have extensive administrative duties, the College decided to include the Academic Professional Track among its ranks. A committee of tenured and non-tenure track faculty was appointed to draw up the policies and procedures for this new rank and these were approved by the College Assembly on April 9, 2012. The document is posted on the College of Arts and Sciences website: http://www.uncg.edu/aas/about/policies.htm.

**College of Arts and Sciences Diversity Initiative**
The College departments have developed plans for 2012-13 to address diversity of faculty, staff, and students. On February 29 the Diversity Initiative Committee facilitated a workshop for department heads and program directors led by Dr. Benjamin Reese, Vice President of the Office for Institutional Equity, Duke University. The workshop was entitled Promoting Diversity in Challenging Economic Times. After introductory remarks by Dr. Reese, the department heads and program directors met in small breakout sessions to discuss issues of concern and actions they could take to improve diversity at UNCG. By April 30 each department and program submitted a diversity action plan tailored to its unique situation for 2012-13. These plans are on file in the Dean’s office.

**Division of Continual Learning**

**Student Services**
The student services team of DCL has evaluated its summer student information form (SIF) processing workflow to ensure that 100% of all admissible students are processed by the start of summer session. This includes the submission of registration information via email to these summer visiting students. As registration can occur up until the 2nd day of classes, the student services team will process all SIFS (for admissible students) received through the 2nd day of classes. The volume of applications varies throughout the year; particularly in light of the fact that students can complete a visiting student form at any time. Typically, student information forms are processed within a 48-hour period based upon reasonable volume. Summer 2011 1732 SIFs were received.
SIFs were processed and registration information submitted to prospective students. There were 458 visiting student registrations. Summer 2012 (as of - 5.22.12) 1665 SIFs have been received. 1168 SIFs have been processed and registration information submitted to prospective students by the start of first summer session. There have been approximately 600 visiting student registrations.

**Master of Arts in Liberal Studies - Visiting Student Enrollment**

The MALS program seeks to enroll at least 10 visiting students each semester. As these are not degree-seeking students, their pattern of enrollment can vary significantly. Previously, verifying student type was a manual process. In 2011, we began using WebFOCUS to detail the enrollment numbers of non-degree seeking students in MALS courses. 21 visiting students (student type = v or s) enrolled for Fall 2011 and 17 for spring 2012. Although we have met our target, we will continue to monitor the enrollment of visiting students along with the overall number of newly admitted students. The number of visiting students showed a slight decline from 2010-11. However, the overall number of new admits (66) for 2011-12 maintained at a similar level. Fall 2011 – 42 Spring 2012 – 24.

**Marketing of UNCG Online**

Centralized marketing efforts continued with expansion of program-specific efforts to a total of 10 selected online programs (covering ~ 1/3 of the total online program offerings at UNCG. The marketing team successfully launched 100% of the 10 program specific campaigns in addition to the continuation of the all-inclusive "UNCG Online" campaign. Specific campaigns include: Bachelor of Arts in Liberal Studies, Master of Arts in Liberal Studies, Master of Science in Information Technology & Management, Graduate Certificate in Healthcare Information Technology Management, Master of Arts in Conflict and Peace Studies, Post-Baccalaureate Certificate in Nonprofit Management, Graduate Certificate in Supply Chain, Logistics and Transportation Management, Master of Science in Consumer, Apparel, and Retail Studies with a concentration in Global Apparel Supply Chain Management, and online courses in *library and information studies and *philosophy. The marketing campaigns have resulted in 4,420 overall leads.

**The Graduate School**

**Effectiveness of Professional Development**

During the 2011-2012 academic year The Graduate School offered a total of 34 professional development workshops. At each workshop a four point likert scale was used to evaluate student satisfaction on a number of variables deemed as being pertinent. Combined across all variables the average ratings for the workshops were as
follows:

- Excellent rating = 56%;
- Good rating = 39%
- Fair rating = 5%
- Poor rating = 0%

Students were also asked to provide comments regarding strengths and weaknesses of each of the workshops. In addition to the workshops a related evaluation system was used to assess the new student orientation program and the teaching assistant training program. As a result of the evaluations and the comments the following changes were made to the offerings:

1. Evaluations of the Electronic Thesis and Dissertation Workshop resulted in improvements by adding a hands-on practice component that allowed attendees to try out the suggested approaches on computers during the workshop.

2. Based upon feedback, the Thesis and Dissertation Boot Camp has been redesigned to allow participation by students who have conflicts that prevent participation in a week-long event. Information on the best alternative forms of scheduling was sought from a Qualtrics survey sent to all graduate students. Also some reorganization of the days’ activities was made to formalize more peer to peer interaction, and to provide some additional structured presentations. Finally, a continuation of the bonds formed between peers within the workshop was facilitated by establishing post-workshop writers’ groups for those who have participated.

3. Evaluations of the Peer Writing Support Group Program led to the extension of these programs beyond the initial academic year semester. Programs were offered during the summer to allow students to continue their writing activities. Also the evaluations led to development of a clearer set of principles and guidelines designed to better acquaint students with expectations and garner participation.

4. Comments from the new student orientation program led to a streamlining of the program. Students clearly indicated that the amount of information presented was important but overwhelming at this early stage of their enrollment. Instead the Graduate School has pared down the program to information that is needed at the beginning of one’s academic career and has provided a set of more detailed information on later requirements to be made available on The Graduate School website.

**Strategic Planning Initiative**

In keeping with best practice, The Graduate School has worked this past academic year to develop a strategic plan to guide its future direction. In order to gain the most information in the least intrusive way, we went about our work using a non-traditional approach and designed a multi-phase but streamlined effort to develop our plan. The first step in the process was the development of a Qualtrics survey in which we asked
our constituents to identify issues needing to be addressed by The Graduate School. The second step in this process was a series of brainstorming sessions held on February 2, 2012 in which we gathered our constituents into four groups and asked them to discuss the issues that surfaced from our survey. We began the session with a 15-minute overview of the UNCG university strategic plan and then immediately moved into the following four separate groups:

1. Graduate School Personnel
2. Associate Deans from each unit
3. Directors of Graduate Study
4. Council for Advancement of Graduate Education and the Graduate Student Association

In attendance were one facilitator and two recorders for each group who took down all of the ideas generated. For the third phase of our process, we analyzed all of the suggestions that came from the brainstorming sessions and developed action statements that reflected the intent of the participants. We then turned to the participating groups to help us determine which of these action statements should form the body of the plan. This was assisted by developing a second Qualtics survey for which the respondents were asked to evaluate each of the action statements with regard to their importance and their feasibility. From these data, we generated a tentative strategic plan. The action items that were rated one standard deviation higher than the mean were included as part of the plan. Those that were between the mean and one standard deviation were considered as likely directions. Those that centered around the mean were considered as possible directions. Finally those that were one or more below the mean were excluded. Those in the likely and possible categories are now being evaluated by our constituents to determine which may be useful to include in the plan. In the early stages of analysis it was determined that several of the items were so strongly indicated as being necessary that development of those directions should begin immediately. In that category was the development of a Preparing Future Leaders program with separate tracks in Preparing Future Faculty and Preparing Future Leaders. Also clearly identified as a future direction was the development of a communication plan to better reach prospective students, current students, alumni, and the community at large. Both of those programs are in the planning stages and will become major initiatives in the next academic year.
International Programs Center

*Exchange Agreements*
In connection with the UNCG Internationalization Taskforce self-study, IPC undertook a review of its existing international agreements and MOUs. As a result, we now have newly revised templates that have been reviewed, approved and stamped by University Counsel and have decreased the number of partners to 106 (cf. 136 in 2010).

*Office HR Procedures*
In response to guidelines in HRS, IPC reviewed its hiring procedures and record keeping. We now have a better office system for updating relevant documents related to aligning job descriptions with duties and a more systematic way of evaluating staff (particularly our student staff).

*International Articulation Agreement Template*
In support of strategic goals 1.5 (Qualified diverse students) and 5.3 (International experience) and in an effort to create seamless pathways for potential international transfer students, IPC (together with appropriate offices across campus) has created a articulation agreement template for international community colleges (which can be replicated).

Joint School of Nanoscience and Nanoengineering

*Establishment of Four Degree Programs*
Now that JSNN has completed establishment of its four degree programs, it needs to market them to continue growing enrollment, particularly with an emphasis on part-time students who are currently employed in local high tech industries. JSNN is working to establish an on-line PSM in Nanoscience in order to help in this effort.

*Nanomanufacturing Innovation Consortium*
JSNN and Gateway have developed the Nanomanufacturing Innovation Consortium in order to improve our outreach and engagement with industry. JSNN and Gateway have identified over 50 companies that could benefit from the consortium including start-ups as well as established larger companies. JSNN and Gateway believe that the attraction for the consortium involves both the ability to use equipment as well as the ability to network with faculty as innovations are generated. Also, Gateway and JSNN have worked closely with the legal teams as well as the Gateway Board to identify opportunities for community members to be able to support businesses that spin-out of JSNN as well as high tech businesses that will utilize JSNN and Gateway facilities. We have worked to refine Gateway's "Innovation Catalyst" approach to be consistent with what is expected of state institutions and still enable community participation in
nanotechnology successes.

**Enrollment in Professional M.S. and Ph.D. in Nanoscience Programs**
Currently, there is 1 student enrolled in the Professional M.S. in Nanoscience degree program and 28 enrolled in the Ph.D. in Nanoscience degree program. Nanoscience has seen a slight increase in applications each year (24 applicants for Fall 2010, 27 applicants for Fall 2011, 29 applicants for Fall 2012). The class for Fall 2012 is expected to have 8 Ph.D. students, 3 Professional M.S. students, and 1 Visions student from an industrial partner who is expected to enroll in the Ph.D. program after his initial courses. Student recruitment for both nanoscience and nanoengineering programs has been helped by increased use of social networking (Facebook likes increased from 55 to 120, Twitter 112 followers). Also, JSNN is marketing its PSM program in Nanoscience through conference attendance, PSM and ACM organizations and JSNN web-site updates.

**JSNN New Faculty and Staff**
JSNN has hired three faculty members, six new staff members (with NC state funds) and two research associates through grants during 2011-2012 in order to assist with research, student supervision and administrative activities.

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**Lloyd International Honors College (LIHC)**

**Honors College First-year Enrollment**
LIHC admitted 193 incoming first-year students in fall 2011.

**UNCG Guarantee Students in LIHC**
In Fall 2011 LIHC admitted 21% of all UNCG Guarantee students admitted to UNCG.

**Retention and Graduate Rates in LIHC**
Annually LIHC will achieve a retention rate above 80%, four-year graduation rate above 34%, and six-year graduation rate above 60%. In 2010-2011 the four-year graduation rate was 51% and the six-year graduation rate was 79%. The fall 2012 retention rate was 84%.

**LIHC Students Studying Abroad**
The goal for 2011-2012 was to send 90 LIHC students abroad. 95 students actually studied abroad.
School of Education

Advising and Administration for Licensure
In spring 2011 and fall 2012, the School of Education studied its organizational structure, with the goal of identifying changes that would result in greater effectiveness. Information was gathered through a series of faculty and staff meetings focused on the identification of the School of Education’s mission and priorities; a detailed review of the work of the School of Education, the workload related to these tasks, and the location of responsibility related to these tasks; and survey data from faculty, staff and students about the budget, student advising, student resources, information technology and faculty research. Analysis of these data resulted in a number of organizational changes in the school, including the following: The Teachers Academy (TA) was established in 1997 as an umbrella organization responsible for policy, procedures and licensure for school-based professional preparation programs. TA staff also advised alternative licensure students. The SOE Advising Center supported students early in their undergraduate programs, while faculty members advised juniors, seniors and graduate students. As a result of the School of Education self-assessment, it was determined that there was a need for more seamless and consistent advising. The Office for Student Services was established and took on all administrative and advising activities related to undergraduate and some graduate programs. The Advising Center was disbanded, while the Teachers Academy continued to function as a policy making and communication organization for University school-based licensure programs.

Reorganization: Academics and Research Support
In spring 2011 and fall 2012, the School of Education studied its organizational structure, with the goal of identifying changes that would result in greater effectiveness. Information was gathered through a series of faculty and staff meetings focused on the identification of the School of Education’s mission and priorities; a detailed review of the work of the School of Education, the workload related to these tasks, and the location of responsibility related to these tasks; and survey data from faculty, staff and students about the budget, student advising, student resources, information technology and faculty research. Analysis of the resulting data demonstrated a need to reassign the responsibilities held by Associate Deans to better coordinate academic, research and service activities for students and faculty. In one of two newly established positions, the Associate Dean for Academic Affairs and Student Services oversees the work of the Teaching Resources Center, the Office of Student Services, curriculum development and revision, and facility operations. The Associate Dean for Research and Assessment supports the research efforts of tenured faculty, works with junior faculty to identify and implement their research agenda, and is facilitating the reorganization of the research center. At the same time, this Associate Dean oversees assessment activities related to both licensure and non-licensure programs.
Coordination of Development and Communication Responsibilities
In spring 2011 and fall 2012, the School of Education studied its organizational structure, with the goal of identifying changes that would result in greater effectiveness. Information was gathered through a series of faculty and staff meetings focused on the identification of the School of Education’s mission and priorities; a detailed review of the work of the School of Education, the workload related to these tasks, and the location of responsibility related to these tasks; and survey data from faculty, staff and students about the budget, student advising, student resources, information technology and faculty research. Analysis of the resulting data demonstrated that development and communication activities required improved coordination and implementation. In 2011-12, as a result of organizational changes, one staff member was assigned oversight and coordination of development and communication (including the website, publications and marketing activities).

School of Health and Human Sciences

Personal Health Information Safety and Security
The protection of personal health information is of utmost importance to HHS units that provide a direct service to the public – such as the Speech and Hearing Center. To that end, the needs of the Center, the resources within the university, and the need to maintain the privacy and security of patients'/clients' information was considered when various software options were explored. This year, the Center purchased software that will not only increase efficiencies but that also ensures the confidentiality, integrity, and security of electronic protected health information, as required under HIPAA.

Electronic Student Portfolio System
The MS Genetic Counseling program has successfully transitioned to a fully electronic student portfolio system. Folders set up for each student on the shared (N:/) drive are used by faculty and students to build a student portfolio that includes documentation of student work (reports, completed assignments), evaluation (grade sheets for projects/courses), clinical training activities (electronic logbook, case summary sheets, rotation goals and evaluation forms), capstone experience (final report, final presentation), and community engaged learning (electronic logbook of experiences). The files are backed up to an external hard drive at the end of each semester. When a student has completed the program the files are copied to two CDs – one is given to the student and the other is placed in the student’s permanent record.

Diversity and Inclusiveness Self Study
The Department of Human Development and Family Studies (HDFS) conducted a self-study of how responsive their department is to issues of diversity and inclusiveness, with the help of Cathryne Schmitz, Director of the UNCG Conflict and Peace Studies
Program. Dr. Schmitz gathered data from focus groups with graduate students in the spring of 2010 and a report was made to the faculty in the fall. As a follow-up, in 2011 and 2012, HDFS systematically interviewed both faculty and graduate students regarding the climate in the department with regards to race, class, and culture. These interviews revealed both some strengths and challenges in how they were handling these issues, particularly in terms of the training of graduate students. As a result, HDFS faculty are developing a new graduate course in “Race, Class, and Culture” that will be offered for the first time in the Spring, 2013 semester. Their goal is to enhance the graduate curriculum by focusing more attention on the cultural foundations of development and their implications for families, by focusing systematically on demographic and other variations within and across societies, and by highlighting other diversities in human experience including those related to sexual orientation and ability. HDFS also made their Diversity Committee, chaired by Dr. Andrea Hunter, a standing (as opposed to an “ad hoc”) committee. Under the direction of Dr. Hunter, this type of initiative will broaden to the level of the School in the coming academic year.

**Joint Masters in Social Work Student**

Data from JMSW student survey related to implicit curriculum (environment within which the explicit curriculum is delivered) informed a decision to always invite students to faculty meetings, provide more assistance to formalize and support the student organization, and support student efforts to organize around their own interests. As a result, this past year we had JMSW students in attendance at every monthly faculty meeting, and the JMSW Student Organization for the first time became recognized as a formal student group at UNCG which will now provide them with some additional benefits and supports.

**School of Music, Theatre, and Dance**

*Committee on Recruitment, Enrollment, Retention*

Formation of the ad hoc committee on Recruitment, Enrollment and Retention for the Music Departments. This group analyses enrollment data and developed a list of strategies to improve the yield of our top recruits. Part of these initiatives involved discovery of where duplication of effort in the admission funnel was occurring and closing other gaps in the funnel. Through a newly concerted team effort, the Departments of Music increased the size of the incoming class by 35%. The new scholarship process took us from the acceptance of $30,000 total in May 2101 to $75,000 total acceptances in May 2012. We begin the first of our Retention efforts through the inaugural New Music Student Orientation that will take place this August.
School of Nursing

*Improved Technology Support for Teaching and Research*
In response to requests from faculty and students in the School of Nursing, one large web conferencing center was established in the faculty all purpose room and one small web conferencing center was established in the dean’s conference room. Teaching stations and projectors were also updated in classrooms and the computer center.

*Collaboration with Moses Cone Health System for EHR Training*
In response to a request by Moses Cone Health System, the School of Nursing collaborated with them for implementation of a summer program to train rising senior nursing students for use of the new electronic health record system being implemented for their system. A luncheon for interested students was hosted by Cone Health and held at UNCG to recruit students for this program. The students were paid $40 hourly for the 2 1/2 month training period that met during their summer break. Dr. Eric Ford advised them regarding content needed for the training.

*Implementation of Online Evaluations*
In response to faculty and student requests for online evaluations, ClassClimate was used to develop and implement online course, faculty, and end of program evaluations. This transition has been highly effective in saving paper and producing high quality outcome reports.

Undergraduate Studies

*SAS Program Institutes Cost-Saving Measures*
SAS Program Institutes Cost-Saving Measures According to current University policy, the SAS program is required for all undergraduate students who fall on academic probation during their tenure at UNCG. Included in the program are SAS 100 and SAS 200 – each are zero-credit, 8 week courses intended for students on probation following their first semester of enrollment (SAS 100) or for students on probation following at least one term of academic good standing (SAS 200). On average, 900-1000 students participate in the program each academic year with program enrollment for 2011-2012 equaling 892 total students. Despite consistent enrollment numbers, budgetary challenges resulting from the current fiscal climate required Undergraduate Student Excellence to look for innovative ways to run the program more efficiently during 2011-2012. As such, plans for a minor increase in class size (SAS 100: 22 to 35 students, SAS 200: 22 to 28 students) resulted in the elimination of 15 total sections of SAS 100 and SAS 200 in spring 2012. Simultaneously, the reduction in section offerings also resulted in a savings of $9,300.00 previously allotted for instructor stipends. While the total number of SAS sections offered in spring 2012 reduced by more than 40%, the program still successfully served 676 total students.
Developmental Advising Model Established for Exploratory Majors

Developmental Advising Model Established for Exploratory Majors. In fall 2011, plans began to transition academic advising of Exploratory (Undecided) Majors out of the College of Arts & Sciences advising center and into Students First. Motivated by longitudinal data showing that undecided students are significantly less likely to be retained at UNCG when compared to students who have declared a major (Retention SWOT Team 2009 Report), Students First staff began working intentionally to develop a comprehensive, developmental advising plan intended to expand the contact time that students have with their advisors throughout the academic year. Particular emphasis was placed on increasing academic advising meetings outside of the traditional advising/registration period. Under the CASA model, students met with their advisors a maximum of 3 times per year, including the advising/registration session that takes place during SOAR. With the Students First model, students will meet with their advisor a minimum of 5 times, including SOAR. Assuming that advising appointments continue at approximately 30 minutes in length, the amount of time spent in 1-on-1 meetings between students and advisors will increase by 114%, expanding from 70 total minutes in the previous advising center to an estimated 150 minutes within Students First.

More Support for Student Support Service Program

After reviewing retention results, it appeared that SSS students on academic probation or those with a cumulative average of below 2.25 struggled more or ended up academically suspended. A triage method was developed by the SSC director. A roster of at-risk students was created based upon GPA and academic standing. On that roster as well were notations about areas of concern for each student. The entire SSS professional staff met to review which components would be crucial for each student’s academic success. From there various staff members reached out to the students and began working with them in a very strategic manner. For example, if the student’s issues were motivation or enrolled in an inappropriate major, the Assistant Director for Counseling Services would reach out and serve first. Another example, if the student was on academic probation, then the Assistant Director for Academic Skills would reach out and then conduct sessions on time management, review techniques, and so forth first. All of our students at-risk were moved to the head of line for service so the students in the most academic need received all necessary support first.

New Faculty Orientation

This year a New Faculty Orientation Feedback survey was developed to 1) identify how well the New Faculty Orientation of August 17-18 supported the teaching and research efforts of incoming faculty, and 2) to explore new way to best offer continued support to new faculty. All faculty who attended the orientation rated the New Faculty Orientation above or at expectations, with 60% (12 out of 20) finding that the orientation exceeded their expectations. All faculty rated Agree or Strongly Agree in terms of having opportunities for interacting with other faculty and staff, and becoming more familiar with the student profile and academic integrity policy at UNCG. The areas for which
faculty needed more information appeared to be understanding UNCG’s expectations for teaching and research, and becoming more familiar with instructional and classroom technology. Participants provided positive comments on the interactive nature of the orientation activities and especially appreciated the opportunities to interact with each other and to learn more about the history and culture of UNCG. As such, the New Faculty Orientation will enhance its efforts to provide faculty with the most helpful information in way of campus technology and expectations for teaching and research.

University Libraries

**Customer Service Satisfaction**
Customer service will reflect the values and standards established by the Libraries. Results from the 2012 mystery shopper assessment indicated that “confirming satisfaction” (1.68 average score out of 3) and “going the extra mile” (15 “no’s” out of 26 responses) were areas that need attention. A committee was appointed to develop service training for Libraries’ students and staff. In August 2011 the HR librarian conducted four customer service workshops for full time staff. 85% of staff attended. Online training for students was developed and all public service students required to complete them. In addition, public service standards were developed to provide more specific guidelines. The mystery shopper was conducted again in Spring 2012 with significant improvement in “confirming satisfaction” (average 2.43 out of 3) and slight improvement in “going the extra mile” (59% yes over 57%).

**E-Books**
Users will be satisfied with the Libraries electronic book platforms. The Libraries have added thousands of E-books over the past several years. A satisfaction survey was administered in 2011 which indicated many students and faculty are unaware of E-book resources and/or find them difficult to use. The Libraries conducted staff training during summer of 2011 and developed improved user guides for E-Books.

**Digital Media Commons**
The Libraries will provide innovative high-tech services for UNCG students, faculty, and staff. In 2010 the Libraries conducted a student survey to determine their needs for support with multimedia projects such as videos, podcasts or web pages with the following results:
- 835 responses (22% response rate) from sample
- 120 indicated they had developed a video presentation for a class
- 60% of these did so because it was required
- 28.2% decided a video was the best way to fulfill an assignment
- 77.6% did not receive any assistance on campus
- 54% would have appreciated help with multimedia production

These services were also benchmarked with other academic libraries. Multimedia or
digital project labs exist in many academic libraries across the country but, except for Media Studies students, UNCG provides no assistance with media projects. In August 2012 the Digital Media Commons will open in the lower level of Jackson Library in collaboration with Communication Across the Curriculum and the Media Studies Department.

**Facilities**
The University Libraries provide the facilities and atmosphere needed by its customers. The Libraries collaborated with the Interior Architecture (IAR) Department to conduct studies of the Music Library and 1st floor of Jackson Library. IAR students examined our previous building assessments, observed operations and developed proposals for changes in furnishings, service areas and shelving arrangements. Using their recommendations new furniture will be placed in the Music Library in August 2012.

**Collections**
The Libraries will provide journals needed for teaching and research in a cost-effective manner. Faced with significant budget cuts and escalating journal subscription prices, the University Libraries conducted a data-intensive analysis of its academic journal publisher packages. Factors taken into consideration included total cost, number of titles, total use, cost per title, cost per use, inflation rate, participation charge, impact factors, distribution of usage across multiple titles within a set, and importance to curriculum and research. Using these objective data points, the Libraries developed a draft journal cancellation list that was shared with deans, department heads, and departmental library representatives. A copy was also made available through the library web site. Faculty and researchers then provided their expert, subjective input, which we used to complement the objective, data-driven draft and come to a final decision. As an end result, we identified and canceled the four publisher packages that were yielding the lowest ROI. The net savings exceed $150,000 per year.

**Researching the Researcher’s Space**
The Special Collections and University Archives Department will provide appropriate spaces allocated to the productive work of researchers, both on-campus and from elsewhere, to use our collections. Because research activity has grown over 200% over the past few years, we reviewed the space allocated for researcher use in the Special Collections area gained from the 3rd floor renovation and determined that the current and upgraded situation would not meet increased demands. Recent users of the space were surveyed and, based on the results, the decision made to remodel former staff space adjacent to the Hodges Reading Room. The remodeled space will provide increased capacity to accommodate additional researchers and increased use of our materials in a comfortable and secure environment.
Libraries’ Liaison Program
The Libraries’ appoint liaisons to each major and program in order to communicate effectively with faculty and students and ensure that Libraries’ collections and services are appropriate to their needs. The Liaison Program was created to ensure that Library resources and services are focused and responsive to the University’s instructional and research goals. A professional librarian is assigned to each department, school, and program to fulfill these goals. In fall 2010, the full-scale Library Liaison Responsibilities were developed at http://library.uncg.edu/info/library_liaison_responsibilities.aspx. The new document was communicated with library representatives and academic departmental chairs to raise awareness. In fall 2011, the Libraries conducted a survey on library resource needs. In the survey, the library representatives and department chairs were also asked if they were aware of the list of library services that library liaisons have provided to each department, college, school, and program. Overall, the UNCG faculty members were very satisfied with the library resources available to meet their teaching and research needs. They spoke highly on library liaisons for their services. The survey respondents also indicated that they had less awareness on two new library initiatives, open access models (38%) and LibGuides for academic disciplines (35%). Based on the feedback from the faculty members, the Libraries developed action plans to promote and raise faculty’s awareness on these initiatives. Messages were developed to inform faculty members on the newly implemented subject LibGuides. A campus-wide open forum is planned for October 2012 during the nation-wide Open Access Week which will be a great opportunity to inform and update the UNCG communities on the initiative. Several press releases were also sent out to Campus Weekly to inform the UNCG community about the Libraries’ Open Access Fund Program which supports submissions and publications on open access journals by the UNCG faculty and graduate students.

Evaluation of Educational Programs
By tracking attendance at educational programs during the past year, we are making adjustments to the mix of offerings in 2012-13. We are also tracking attendance at these events relative to marketing efforts for the (e.g. if we ran a local ad, was there greater participation?)

Weatherspoon Art Museum

Membership Data
The Museum moved from Contactology to the Convio database, which is better suited for tracking memberships. Data can be pulled to follow up with non-members attending special events and encouraging them to join; histories of giving at various levels are being analyzed to determine how to better reach lapsed members as well as to encourage current members to increase their giving levels. The Weatherspoon Museum Association Board and Membership Committee will utilize this information in the coming year to
target new members.

**Social Media**
Weatherspoon staff are tracking the use of social media tools to gauge their effectiveness and improve our use of them. For example, periodic analytic reports provide information on how people are receiving information, how long they visit our site, and to what extent they engage as Facebook friends and Twitter and blog followers.
Division of Student Affairs

Campus Recreation

New Student Recreation Center
The stakeholders for the new Student Recreation Center used this year to evaluate and reconfirm the decision to proceed with the process for acquiring the land on Lee Street for the new facility. The team of UNCG staff and consultants had many discussions, work groups and meetings where analysis and risk assessment of the advantages and disadvantages for locating the new Student Recreation Center in the Village. The team also explored 6 different site locations that could possibly accommodate the new facility. Ultimately, the team determined that indeed the Village is the best location and are proceeding in the process with the hope that approval will be gained to move forward with land acquisition and finally building design and construction.

Dean of Students

Improve students’ perceptions of the DOS Office
According to national statistic, 84% of students with mental health issues are likely to drop out of school. With this startling statistic, the DOS office provided Students Managing Academic Recovery Tasks (SMART) planning. SMART is an individualized process that assists the student who may have had circumstances or issues negatively affecting their success at UNCG in self-identifying appropriate resources for support. Discussion topics may include time management, finances, study habits, prioritization, personal coping strategies, stress management, personal/academic goal setting, etc. In situations where the Dean of Students Office cannot solve the presenting problem, SMART planning facilitates a seamless referral process in connecting the student with the appropriate resources. Out of students that attended three or more SMART Planning meetings, 90% were still enrolled at UNCG the semester following their participation in the program. Out of students that attended three or more SMART Planning meetings, the average change in GPA (from semester prior to the program and the semester they were enrolled) was between .10 - 0.18. Out of students that attended three or more SMART Planning meetings, 71% saw an increase in their GPA or their GPA did not decrease (remained stable).

Elliott University Center

Student Employee Transferable Skills
In the spring of 2010, we received the results from the NASPA Consortium Survey for College Unions and Programming. There were two questions asked of the student employees which we needed to address. 36% of the 11 respondents to the question: I have gained skills/experience relevant to my future careers; and 27% of the 11
respondents to the question: I have gained skills/experience that I will use after college, somewhat or strongly disagreed with this question. In our efforts to increase the percentage of student employees in the Elliott University Center who were able to understand how their current positions will provide transferrable skills they will be able to use once they graduate from college, we added two new components to the training the students receive. One of the units in the department invited a speaker to conduct a workshop on Personal Development. A portion of this workshop was used to discuss the transferrable skills the students were developing in their current employment. During our all-staff spring training session, we had a panel discussion with former student employees of the EUC who discussed their employment roles and how the skills they developed here were able to be applied in their current work environment. 84% of the respondents to a post-training survey indicated they understand how their student employee position connects to their life after UNCG.

**Housing and Residence**

**Life Facilities Management**

HRL conducts the Educational Benchmarking Survey for Student Satisfaction in the residence halls periodically and in recent years, our satisfaction levels regarding the timeliness of repairs in the residence halls were decreasing. As a result, HRL implemented a series of improvements including the creation of an on-line maintenance request system, taking staff through additional customer training, and realigning maintenance areas of responsibility. The EBI survey results on this question reached their highest point ever this past fall and our work order tracking system reported that we received our smallest number of work order requests during the first two weeks of the fall semester than we have received since we began tracking of these requests.
Information Technology Services

Identity Management Services Enhancement – Enterprise Authentication Reliability
Stable and robust Identity Management services, including authentication services to access University enterprise and department applications and technology resources, are essential to providing successful technology services. In July-October 2011, UNCG experienced outages of our “Enterprise Authentication” service that exceeded our stated downtime tolerance. Specifically, ITS’s uptime goal for “Enterprise Authentication” services is 99.9%, and ITS failed to achieve this level of uptime for 4 consecutive months, with the lowest uptime percentages occurring in the critical Fall semester start months of August and September. In response to these problems, ITS redesigned the “Enterprise Authentication” service to move it from a multiple server configuration, which required manual intervention in response to a service failure, to a new server cluster environment which allowed automatic failover in the event of a service failure. Since the new solution was implemented in January, 2012, uptime exceeded 99.9% in 5 of 6 months, with 100% uptime achieved from March through June, 2012. ITS has also completed work to prepare for the July, 2012, cutover from “Enterprise Authentication” services based on Novell eDirectory technology to the new “Spartan ID” service which will provide robust, more secure, and more fully featured authentication and identity management services.

Internet Redundancy Phase II Implementation
In FY 10-11, ITS implemented Phase I of an effort to establish redundant internet connectivity between UNCG’s network and the external internet. Phase I offered redundancy and protection against failure of UNCG’s internet connectivity equipment located in downtown Greensboro. In October 2011, UNCG experienced a 20 minute internet service outage caused by a Denial of Service (DOS) attack against another entity also connected to the internet through UNCG’s regional network service provider (MCNC). In this event, MCNC services, rather than UNCG equipment, created the failure point. Following this incident, ITS worked with MCNC to implement Phase II of the redundancy solution. The Phase II solution, implemented in May 2012, will protect against service disruptions in the event of similar future events.

TechQual+ Technology Survey Action Plans
In the spring of 2012, Information Technology Services (ITS) conducted its first TechQual+ survey, a national survey from the Higher Education TechQual+ Project which is used to assess, analyze, and report on the effectiveness of technology services at higher education institutions. The “UNCG ITS 2012 TechQual+ Survey” was conducted to solicit student, faculty, and staff perceptions about campus technology services and to gather suggestions for service improvements. The results are being used to help set priorities for technology planning and service improvements in FY 12-13. Based on survey results, ITS has identified 7 areas related to ITS-provided technology services in which client minimum service expectations are not being met. ITS has developed
“TechQual Action Plans” to respond to each of the following 7 areas:

- Need for reliable internet service
- Need for easy-to-use campus web sites
- Need for prompt, effective, courteous service
- Research computing
- 6-TECH services after 8-5 M-F
- Need for access to services from off campus
- Student & administrative systems

ITS will post on our web site, approximately six months from now (July, 2012) and then again approximately twelve months from now, summaries of the service changes that relate to the seven areas above.

**ITS Lab Computer Performance Improvements**

In summer 2011, ITS migrated its instructional/open access and training labs to the new General Computing Network. In Fall 2011, ITS began receiving considerable complaints about the performance of these lab machines, including long login times, missing software, failure to properly map network drives, and “logon server” errors. ITS developed a modified OS configuration and software deployment method that was tested on a subset of “Superlab” computers in mid-Fall 2011. ITS administered a survey to users of these test machines as well as to users of nearby unchanged “control” computers. Survey results showed that login time, the most widely heard complaint, was substantially reduced with the new design. In the test group, the proportion of machine logins completed in under two minutes was greater than 2/3’s, as compared to approximately 1/3 of control group machines. Based on these results, ITS launched a formal pilot of the new configuration in the Bryan 211 instructional lab, and implemented the new configuration for all ITS labs in January, 2012. Students comments on the UNCG ITS Spring 2012 TechQual+ survey, as well as feedback received through the ITS Student Advisory Committee, indicated that students had generally noticed an improvement in lab computer performance as compared to Fall 2011.
Office of Research and Economic Development

Understanding Our Audience

The Office of Research and Economic Development has redesigned its website and added several real-time communication tools, including Twitter and Facebook, to better disseminate the important work of our faculty, staff, and students. The redesign and inclusion of new tools has allowed us to make better use of the analytic tools for tracking patterns of use that are embedded in these systems. Understanding these patterns allows us to evaluate the best methods for information dissemination and to make more informed decisions about information placement on the many websites that we host. For example, faculty often look to our websites for information needed to complete grant applications; the use of analytics is allowing us to determine information placement on our website that optimizes ease of navigation for individuals seeking to contribute to UNCG's research mission by seeking external funding.
College of Arts and Sciences

Student Learning Enhancement Award
Dr. Elizabeth J. Natalle (CST) and Kathy Crowe (Library) were awarded the 2011-12 Learning Enhancement Award by the University Student Learning Enhancement Committee for their work on student learning outcomes for Information Literacy.

Classical Studies Assessment Plan
Classical Studies began assessing student speaking (i.e. formal oral presentations) during the 10-11 AY. Instructors video-recorded students’ oral presentations in classes that required them, and a faculty committee reviewed the recordings. Overall, our students are weak in this area. The faculty agreed that we need to provide more formal instruction on speaking before students gave presentations rather than relying almost exclusively on critiquing presentations after they had been given. Faculty agreed on topics that they all need to address in courses with a speaking component. (Assessment of speaking for the 11-12 AY will occur at the beginning of fall semester). Classical Studies plans to continue to assess speaking for several more years and to make adjustments to the instruction of speaking as needed.

Computer Science Student Learning Enhancement
In the 2010-2011 assessment report for the Computer Science Bachelor of Science program, it was determined that communication regarding student opportunities outside of organized classes could be improved. In particular, professional development opportunities, such as internships, and opportunities, such as scholarships, were not being communicated effectively to Computer Science students. In the 2011-2012 year, CSC designated a faculty member to coordinate extracurricular student opportunities, and significant improvements have been seen. The department posted information on 23 different internship and employment opportunities on its web site, and distributed information directly to students through the department’s email list. Scholarships were promoted, and resulted in several computer science students receiving both internal and external scholarships. These opportunities have enriched the experience for many computer science students, and is a significant improvement over previous years.

Physics Retention Plan
Over the past several years, Physics has instituted mechanisms to ensure retention of majors in the program. These include the introduction of PHY101 (Methods, Skills, and Strategies for Physics) targeted to incoming majors (and other science majors). The purpose of this course is to ensure that students have a minimal set of tools to help them in introductory Physics courses. In collaboration with the Department of Mathematics and Statistics, Physics instituted an experimental program where students who have
completed PHY101 with a B and who get a recommendation from the instructor are admitted into MAT191 (Calculus I). Furthermore, incoming students are encouraged to move through the program as a cohort, to develop a bond between students from the same graduating class, and to develop a sense of cooperation. The results of these efforts are just becoming apparent – this year, five students are graduating as Physics majors, an increase from previous years. These innovations will be monitored closely over the coming years.

**Chemistry Assessment Plan**

The Department of Chemistry and Biochemistry developed information that indicated that our majors were lacking the level of organic knowledge and laboratory experience necessary for them to be successful in upper level courses. In addition, the CHE372 Introduction to Laboratory Methods course focused on information that could be incorporated into an advanced laboratory so that students would be learning the material (safety, chemical literature, scientific writing, ethics, etc.) in an applied environment. As an outcome, the degree program for all of our undergraduate majors will require CHE 355 Intermediate Organic Chemistry, a two credit lecture and lab experience, instead of CHE 372.

**Bryan School of Business & Economics**

**MS in Accounting Highlight**

Based on the assessment completed in 2010-11 of Learning Objective 2-2 (Risk Analysis), in order for the students to adequately identify and evaluate most of the controls that mitigates risk of negative outcomes, the action plan which was discussed and approved by the MSA committee was implemented in ACC 638 (IT Auditing). Students were required to complete additional assignments that required analysis of controls. These assignments were discussed in detail and students were given written feedback on their solutions. This learning objective will be re-assessed in the 2012-13 assessment cycle.

**International Business Studies**

Learning Objective 1 for the International Business Studies majors is to be able to demonstrate movement from being sympathetic to being empathetic toward people from other cultures after participating in an exchange program (i.e. cultivate world-mindedness).

Learning Objective 2 is for the majors to demonstrate foreign-language proficiency. To assess learning along the two dimensions, the collected data indicate that:

1. IB students tend to have higher cultural intelligence (world-mindedness) compared to the school average (3.62 vs. 4.03, appx. 1 St. Dev above the school average (3.62 vs. 4.03, appx. 1 St. Dev above the school average, p<0.01). Most importantly, there is a further significant improvement in their cultural
intelligence following their study abroad semester (4.03 to 4.46, approximately 1 SD improvement, p<0.01).

2. Based on the grades in Foreign Language Course, 76.8% exceed foreign language proficiency expectations and 21.7% meet the expectations, while 1.4% do not meet the expectations. The action plan is to continue to monitor and to consider additional measures of IB student learning.

**Consumer Apparel and Retail Studies**

One objective of the Department of Consumer, Apparel, and Retail Studies is that all undergraduate students are able to demonstrate knowledge of the principles of design in any aesthetic context. To achieve such, all CARS majors are required to complete APD 242 Design Principles Applied to Textile Products, with a C grade or better. In 2009, the course was changed from a completely face-to-face format to a hybrid format in which students spent approximately half of the course time using specialized software in a computer lab. The hybrid format was successful, but required relatively small class sizes. The decision was made to put the class completely online allowing for a larger number of students and fewer sections being offered per semester. After two semesters, assessment of student work showed a decline in quality. The decision has been made to return to the hybrid format.

**Economics**

ECON - Comprehension in Intermediate Microeconomics based on assessment results collected in spring of 2010, an action plan was developed to re-balance class time in ECO 301 (Intermediate Microeconomics) to elevate Learning Goal 1.2.2 (Use the consumer model to predict the impact of changes in the economic environment). It was decided to place more emphasis on the intuition and less on the mathematics. These changes were implemented in the fall of 2010. Our data from fall 2010 suggested that these changes were effective at increasing students' ability to use the consumer model to predict the impact of changes in the economic environment. The percentage of students who met or exceeded expectations for 1.2.2 increased from 50% to 90%. However, this improvement came at a cost. The percentage of students meeting or exceeding expectations for 3.1.3 (Formulate and solve a constrained optimization problem) fell from 100% to 60%. Based on the above results, the decision was made in January 2011 to re-balance ECO301 again. This time, emphasis was not taken off the mathematics in favor of the intuition. Instead, both were to receive equal time and attention. The instructor could "buy" more time by streamlining the presentation of budget constraints and preferences through the use of PowerPoint. This would increase the pace at which this material is presented, freeing up time for the discussion of consumer choice. This additional time could then be spent on extra practice problems and applications of the material. These changes were implemented in the fall of 2011 and spring of 2012. Data pooled from these semesters show that the percentage of students who met or exceeded expectations for 1.2.2 fell from 90% to 70%, while the percentage of students who met or exceeded expectations for 3.1.3 increased from 60% to 89%. These results suggest that the re-balancing succeeded in
increasing success rates in 1.2.2 from 2010 levels without substantially decreasing success rates for 3.1.3.

**Undergraduate Program**

The Undergraduate Program (through the Undergraduate Program Committee) actively involved many “common course” coordinators in the assessment process of undergraduate student learning. Data was collected from the course coordinators of MGT330 to assist with assessment of CLO1 (Critical Thinking), MGT312 and MGT330 for CLO2 (Ethics and Social Impact), MGT312 and SCM302 for CLO3 (Communication, Team Performance, Leadership), and finally MGT312 for CLO5 (Global Issues). The Student Learning Enhancement Summit conducted in August 2011 analyzed the complete set of data, and the Undergraduate Program Committee (UPC) is pleased with the learning results. UPC is especially appreciative of the cooperation they have received. All “common courses” coordinators have specified certain learning outcomes and/or dimensions that they can evaluate; the specifics can be found in the CBK Course Coordinators document in the UPC folder on BB. Next Summit is planned for August 2012. This student learning enhancement process improvement has allowed the UPC to move away from the use of standardized assessment instruments (ETS Major Field and Bryan CBK Comprehensive Exam) and an over-reliance on testing within our capstone MGT491 course. Assessment is now more focused on appropriate locations throughout the undergraduate curriculum, providing us with better and more timely information re student learning. This will ultimately allow UPC to pinpoint areas and time frames that may need adjustments to improve learning. Again, UPC has been very pleased with the support offered by all faculty in this endeavor.

**School of Education**

**Teacher and Administrator Licensure Programs Review and Revision**

In Fall 2010 through Fall 2011, all teacher and administrator licensure programs were revised in response to new North Carolina professional standards. At the beginning of the 2011-12 year, faculty evaluated these new curricula in terms of their promoting student learning outcomes. The review was comprised of two major activities: 1) Faculty completed a detailed survey about the implementation of the new programs and 2) they participated in a curriculum mapping exercise to study the alignment of standards and learning goals with the programs’ content. As a result of these activities, faculty identified areas that required additional attention. They added course content and assessments and, when needed, revised course syllabi.

**Review and Revision of Math Education Programs**

At a time when there is a shortage of mathematics teachers, faculty were particularly concerned by their review of the enrollment, grades and completion of students in this
licensure area. The data showed that applications to math education programs had declined; students were having difficulty meeting admission requirements. Graduation from the program declined even more as students grappled with course content. Math education faculty members wrote a detailed report in which they recommended, among other initiatives, moving from a combined middle and high school curriculum to two separate programs. The change will provide more focused curricula for students and will allow faculty to better support each group as they master the student learning outcomes for this program.

Appointment of Committee to Review the School’s Assessment System
In Summer 2011, the Dean appointed a committee to review the school’s assessment system. The committee identified requirements related to program evaluation and external reporting. It also reviewed existing data sources, identified questions to guide program evaluation, and determined the types of additional measures that were needed to collect data about student learning and inform program improvement. The committee developed a detailed work plan for 2011-12 that included revisions to existing assessment instruments, construction of a number of surveys, and development of a training module to increase the consistency of use of assessment instruments. The work plan was completed during the year, with new goals set for 2012-13.

School of Health and Human Sciences

Curriculum Changes Resulting from Program and SLEC review
Most departments and programs in HHS made extensive modifications to their 2011-12 Student Learning Plans, based on feedback from the Student Learning Enhancement Committee (SLEC-based on 2009-2010 data) and departmental reflection stemming from accreditation and Program Review. These changes ranged from a complete overhaul of mission, outcomes and measures, to clarification of only a subset of one or more of these elements (learner centered). Examples of these actions include (not exhaustive): In HDF: Revise Undergraduate Student Learning Objectives (SLOs) and accompanying measures of success for each This objective was achieved during 2011-2012. Although SLOs had been revised during 2010-2011, this action had been initiated at the departmental level without any formal guidelines provided by the Office of Planning and Assessment. For the first time, such guidelines were provided in the Fall of 2011. Using these guidelines, the Undergraduate Committee developed and proposed new SLOs and Indicators of Success for each SLO. These were approved by the HDFS faculty in the Fall, 2011 semester for use during the 2011-2012 year. In CTR: The Department of Community and Therapeutic Recreation developed and adopted a new conceptual model whereby two of the three undergraduate concentrations (Leisure Services Management, Commercial Recreation, and Event Management) were merged into one new concentration, Community Recreation, whose curriculum reflects current trends in the
field. In addition, focus on services across the lifespan is highlighted. The development of this model was data driven from three primary sources: (a) professional trends identified by the Department of Labor’s, Occupational Outlook Handbook 2010-2011, (b) reports from two consultant visits to our department, and (c) active use of our Professional Advisory Committee. In addition, the data required by the UNCG Program Review report criteria allowed our department to view our department from new perspectives of demand, function, and quality. In Gerontology: In 2011-2012 after completing the program review, the Gerontology Program made the following adjustments to enhance the students’ educational experience: The student portfolio, which had been optional and is introduced during the student’s first fall semester in the program, became a requirement for all master students for graduation. The final portfolio is now a requirement of GRO 651: Integrative Seminar and may be entered to be recognized for exceptional classification to be recognized at the Gerontology Program’s annual spring Recognition and Awards Ceremony. The portfolios are reviewed by two or more professionals, who are either faculty, visiting faculty, advisory professionals, or professionals in the field of gerontology. This spring year ten portfolios were reviewed.

**Department of Nutrition curriculum changes**
The Department of Nutrition made a number of important changes to their undergraduate programs, based on intern exit interview feedback and in order to keep pace with current trends in the field of nutrition: In the Dietetic Internship (DI) program, “End of Life Nutrition” was added to better prepare students for their practicum experience. To keep pace with current trends in the field of nutrition, the Academy of Nutrition and Dietetics Nutrition Care Manual and Pediatric Nutrition Care Manual were added as references for use by interns throughout the entire internship. To support our DI curriculum and better prepare students for the hospital practicum, an Observational Experience - A Body in Parts, led by museum docent at The Weatherspoon Art Museum was added to enhance learning on the subject of providing care for the hospitalized patient. A major curricular change in the undergraduate Dietetics curriculum was the creation of a separate International Nutrition course and then refocus of the prior Community and International Nutrition course to Community Nutrition (and the International Nutrition component provided the basis for the newly created, separate International Nutrition course. This was done to incorporate more information and student learning experiences in both areas which are key to the future professional careers of our students.
School of Music, Theatre, and Dance

Foundational Music Education Coursework
Substantive Improvement in Teaching Skill Development in Foundational Music Education Coursework. MUE 261 is the third course of a 3-course sequence designed to provide Music Education Majors foundational teaching skills at the beginning of their degree program. Changes were implemented in the preceding courses (MUE 110 and 111) as well as in MUE 261, including increasing the number of peer teaching episodes in MUE 110 and the number of field teaching episodes in MUE 111 and 261. Student also taught from scripted lessons before they created lessons on their own. The chart below shows mean final exam teaching scores for students in MUE 261 during the following semesters: Fall 2010, Spring 2011, Fall 2011, and Spring 2012. The mean teaching exam scores increased by 3.12 points between Fall 2010 and Spring 2011 and by 4.4 points between Spring 2011 and Fall 2011. There was an increase of .85 points between the Fall 2011 and Spring 2012 students.

Oral Presentations
In his MUS 606C seminar, Dr. Revell Carr had each student give oral presentations on their research and then had their fellow students provide feedback on the quality of their arguments and research. This feedback was combined with his feedback on the students’ written first drafts to provide the student with a variety of perspectives. He notes that many of the students provided insights and comments that he would not have considered. The graduate students felt that their peers’ comments were helpful, and they also said that they found the process of providing thoughtful, constructive feedback helped them to think about the process of research and writing more carefully. He also found that the student’s papers were much improved by having this extra level of scrutiny.

Music Dictation
In his MUS 205 and 206 courses, Dr. Guy Capuzzo adapted and tested two new methods for taking harmonic dictation. Students reported no clear preference for his usual method or either of the two new methods. Instead, they pieced together aspects from all three methods. From this response, he learned that students benefit more from a method that continually shifts its focus between the bass line, the soprano line, and tendency tones. He reports that this hybrid method has significantly improved the class’s ability to audiate prior to singing, and to retain memory after singing.

School of Nursing

Improvement of NCLEX-RN Passage Rates
A passage rate of 85% was obtained in 2010 for NCLEX-RN, the licensure exam taken
after graduation by our pre-licensure baccalaureate nursing graduates. The national average that year was 87%. We had set a goal of 90% for our passage rate. In response to that outcome, we held test taking and test writing consultation for students and faculty, respectively. We strengthened admission requirements for pre nursing students. We engaged in content mapping according to professional standards. In 2011, a 95% passage rate was achieved.

**RN-BSN Performance on Achievement Tests**
In 2010, our RN-BSN students scored at the 41st and 45th percentiles on the NLN Community Health exam that measures some of the content found in our RN-BSN program. Our goal was set at the 50th percentile. In reexamining the content for this exam, the faculty decided that the NLN Achievement Test was a better indicator for current performance for our RN-BSN students. In 2011, RN-BSN students scored at the 56th and 62nd percentiles on the NLN Achievement Test.

**Preliminary Exams for PhD Students**
During 2010-2011, we had one PhD student who failed the preliminary examination. Since the program had started, 17 had successfully passed the exam. Faculty were uncertain about options/processes for those who failed the exam on the first sitting. Subsequent PhD Council meetings focused on this topic to clarify the Graduate School policies. During 2011, no problems were experienced with this process. All preliminary exams proceeded according to the established process.

**Joint School of Nanoscience and Nanoengineering**

**Mathematics Course for Nanoscience Ph.D.**
The mathematics course for Nanoscience Ph.D. students (NANO 701 - Mathematical Methods for Nanoscience and Nanoengineering) was revised in order to make it more relevant for Nanoscience.

**Two New Ph.D. Level Nanoscience Courses**
Two new Ph.D. level Nanoscience courses were created and taught during Spring 2012, three on-line Nanoscience courses were approved to pave the way for an on-line PSM in Nanoscience.

**Increase in Research Activity**
A significant increase in research activity occurred during Spring 2012 due to the opening of the JSNN facility. Ph.D. students have begun presenting research findings externally as part of their degree program and one student will be sent to France in FY 2012 - 2013 to acquire instrument training at Horiba.
<table>
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<th>Area/Program</th>
<th>Accrediting Association</th>
<th>Initial Accreditation (Yr)</th>
<th>Last Reaffirmation (Mo/Sem, Yr)</th>
<th>Next Scheduled Accreditation Report Due</th>
<th>Next Reaffirmation Expected (Mo/Sem)</th>
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<td>1992</td>
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<td>2011</td>
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<td>Nutrition, UG, G Dietetic Internship (Dept. of Nutrition)</td>
<td>American Dietetic Association (ADA)</td>
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<td>Nutrition, UG-Didactic Program (Dept. of Nutrition)</td>
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<td>School of Education- All school-based professional licensure programs (including counseling, school media, teaching, administration, and school social work)</td>
<td>NCATE (10-year cycle)</td>
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<td>School of Education- School Media</td>
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<td>School of Music</td>
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<td>1938</td>
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<td>Student Health Services</td>
<td>AAAHC (Accreditation Association for Ambulatory Health Care Organizations)</td>
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<td>Student Health Services (Laboratory)</td>
<td>COLA (Council on Laboratory Accreditation)</td>
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<td>Launch of Virtual Desktop Services through virtual.uncg.edu</td>
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<td>College Faculty Provide Expertise for Federal Government</td>
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<td>Ph.D. in Clinical Psychology Receives Awards</td>
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<td>Unit: College of Arts and Sciences</td>
<td>UNCG PI Heads Team Studying ADHD in College Students</td>
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<td>Unit: College of Arts and Sciences</td>
<td>Classical Studies Offers Summer Study-Abroad Opportunities for Undergraduates</td>
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<td>Unit: College of Arts and Sciences</td>
<td>College Faculty Members Win Grants to Study Physical and Mental Health Issues</td>
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<td>Unit: College of Arts and Sciences</td>
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<td>Unit: College of Arts and Sciences</td>
<td>Five College Faculty in Humanities Win Prestigious Fellowships</td>
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<td>Visiting International Scholars</td>
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**Appendix**

Talking Points Related to UNCG Strategic Plan 2009-2014

UNCG Annual Report 2011-2012

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<p>| Division/Unit                                                                 | Talking Point                                                                 | Internal | External | SA 1 | SA 2 | SA 3 | SA 4 | SA 5 | Val-In | Val-Col | Val-Sus | Val-Resp | Val-Tran | AR-Teaching | AR-Research | Creative Activity | AR-Community | Service | AR-Professional | Service | AR-University | R-Faculty | R-Technology and | Technological Support | R-Facilities | or Space | R-Public and | Private Support |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------|----------|------|------|------|------|------|--------|---------|---------|----------|----------|-------------|------------|----------------|-------------|---------|----------------|---------|----------------|-----------|----------------|---------|----------------|---------|----------------|
| Unit: Office of Disability Services                                         | Disability Documentation and Intake Procedure                                 | Both     |          | 1.1 | 1.3 |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
|                                                                              | Increased Completion Rates of Leadership Challenge Program                    | Both     |          | 3.6 | 4.3 |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: Office of Leadership and Service Learning                             | Documentation of Service Hours                                               | Both     |          | 3.6 |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: Office of Leadership and Service Learning                             | First Phillips-McCracken Service and Leadership Scholarship Award             | Both     |          | 3.6 |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: Office of Leadership and Service Learning                             | Community Based Research Highlights                                          | Both     |          |      |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: Office of Leadership and Service Learning                             | Partnership among Higher Education Institutions and Guilford County Schools through Service-Learning | Both     |          | 3.6 |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: Office of Leadership and Service Learning                             | State Wide Recognition of Engagement Award Dr. Spoma Jovanovic                | Internal  |          |      |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: Office of Multicultural Affairs                                       | LGBTQ Advocacy and Support                                                   | Both     |          |      |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: Office of Multicultural Affairs                                       | Foundations for Learning and UNIV 111 for Rites Of Passage                   | Both     |          |      |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: Office of Multicultural Affairs                                       | R.O.O.T.S. Social Justice Off-Campus Institute                               | Both     |          |      |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: Office of Multicultural Affairs                                       | Multicultural Resource Center Usage                                          | Both     |          |      |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: School of Education                                                    | School of Education Indicators of Excellence                                 | Both     |          | 1.4 |      | 1.5 |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: School of Education                                                    | School of Education Building                                                 | Both     |          | 2.4 | 2.5 |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: School of Education                                                    | Project ENDUCTION                                                            | Both     |          | 1.5 | 1.6 | 1.8 |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: School of Education                                                    | Partnerships/Community Engagement                                            | Both     |          | 1.6 |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: Student Health Services                                                | Sexual Violence Campus Advocacy                                              | Both     |          |      |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: Student Health Services                                                | Increased long-Acting Contraceptive Options                                  | Both     |          | 2.4 |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |
| Unit: Student Health Services                                                | Increase Access Points in Counseling and Testing Center                     | Both     |          | 2.4 |      |      |      |      |        |         |         |          |          |             |             |                |             |         |                |         |                |          |                |         |                |         |</p>
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