Appendix B. Constituent Institutions' Progress toward Achieving the Strategic Directions of the 2000-2005 Long-Range Plan

The Board of Governors approved five interrelated strategic directions to pursue in fulfillment of the University's mission, which are presented in Long-Range Planning, 2000-2005. Highlights of each UNC constituent institution's progress toward achieving these strategic directions are presented below.

Access: Ensure access to higher education for all qualified citizens and embrace a vision of lifelong learning

ASU's primary contribution to this strategic direction takes the form of courses offered at off-campus sites. Since 1998-99, both the number of persons served and off-campus student credit hours (SCHs) produced increased by over 100 percent. Another 50 percent increase in SCHs is projected for the next two years, with an equivalent increase expected in the number of persons served. Only funding constraints may hold down the actual number of students ASU serves at off-campus sites.

ECU has set an institutional strategy of expanding the educational opportunities provided on and off campus by 20 percent. ECU will: develop and implement an integrated university marketing plan; identify and prioritize for development new and existing programs that meet the needs of students and the state; improve its competitiveness for superior undergraduate and graduate students; increase the proportion of in-state enrollment from the Piedmont and western sectors of NC; improve recruitment, retention, and graduation rates; ensure that academic programs are appropriate to accommodate both the expected enrollment increase and the institution's new doctoral status; expand distance education offerings; enhance responsiveness to the needs of non-traditional students and life-long learners; and increase the number and value of financial support offerings and scholarships available to students.

ECSU is committed to increase its current student enrollment from 2,035 to 2,863 by 2007 and 3,285 by 2010. In support of this effort, ECSU engaged many support endeavors for implementation: a consultant report, "Strategic Enrollment Directions at Elizabeth City State University," to assist in defining and refining enrollment, scholarship, and retention services; "Institutional Image and Competitive Position Analysis," a Noel-Levitz consultant report; "A Retention Planning Resource," by Noel-Levitz, a report to define the quality of student life and learning plan for ECSU; Undergraduate Academic Advising Handbook, an internal ECSU guidebook for advising, following, and retaining students; "Strategic Enrollment Management Planning for Recruitment," a Noel-Levitz report to define long-range recruitment goals, providing the model for recruitment strategies; "Report on Final Visit," a retention consultation report; the Administrative Improvement Project, a PricewaterhouseCoopers report to define operational issues for administrative efficiency; and creation of the Millennium Scholarship Program to attract highly qualified students.

FSU revitalized the Weekend and Evening College (WEC) to offer a variety of lower and upper-division courses beginning in the 1999-2000 academic year. As a result of a community needs survey, the WEC will offer courses leading to degrees in criminal justice, business administration, elementary education, middle grades education, sociology, computer science, psychology, and accounting. After consultation with the Pappas Consulting Group, Inc., the university has developed strategies and work plans to improve its recruitment and marketing efforts. A recruitment/admissions plan is being implemented to increase the number of transfer students from community colleges. The university has hired an associate vice
chancellor for academic planning and retention to assist in developing and implementing strategies to reach enrollment growth objectives of more than 6,000 students by 2010.

**NCA&TSU** has put in place several programs to increase access through enhanced distance education courses as evidenced by increased student enrollment in e-learning courses; implemented a marketing and retention plan; developed a long-range enrollment plan targeting under-represented minority students, e.g., Hispanics, Native Americans, and Caucasians; implemented a more aggressive campaign to encourage students to register and complete the financial award process; and implemented Web for Students to provide ready access to student information.

**NCCU** has developed an aggressive enrollment plan to invite and enroll increased numbers of students to its campus. This initiative emphasizes: high quality teaching and learning experiences; a substantive academic foundation provided through the general education requirements; a commitment to service learning and community service; a safe, supportive campus climate that promotes intellectual development and scholarly achievement; building relationships with business and industry for transition into the world of work; opportunities to experience learning strategies such as internships; and responding to student needs, academically, personally, and professionally.

**NCSA** continued to ensure access to the most talented students through efforts designed to broaden and improve the process of student recruitment, particularly for in-state high school students. The School has studied marketing, recruitment, and admissions procedures and has revamped its website to facilitate electronic dissemination of information and student applications. Renewed efforts have been made to attract a more diverse student population.

**NCSU** is seeking to serve more students by: aligning enrollment and space allocation plans as new classroom and lab space is built and improving efficiency of classroom utilization by increasing hours per week and occupancy rates; developing web-based courses and programs; working to improve retention and graduation rates; proposing an expanded summer school session, to be piloted when state funding is appropriated; developing financial aid resources to attract a diverse student body; developing new strategies for recruitment and for encouraging campus dialog, guided by the Vice Provost for Diversity and African American Affairs; revising course content and pedagogy and awarding funds to support diversity; and enhancing support for disability services.

**UNCA** has a broad admissions policy that gives it flexibility in recruiting and admitting a diverse student body. To enroll students from underrepresented populations, UNCA engages in a variety of targeted communication, contact and marketing strategies. UNCA is working with the western region's community colleges in developing special articulation agreements, delivering distance learning courses from UNCA, and creating unique opportunities that facilitate transfer of community college students. UNCA's partnership with NCSU has opened access to students in the region seeking an engineering degree.

**UNC Chapel Hill** has had a substantial increase in primarily web-based distance education courses, with the professional schools of Business, Public Health, Education, Nursing, and Social Work leading the way. The Friday Center for Continuing Education is also a leader in web-based distance learning with its popular Carolina Courses Online. A multi-disciplinary team of faculty is developing a film, book, and web-based course to help practicing professionals learn Spanish and develop appropriate cultural competencies to serve the state's rapidly growing Latino population. The Office of Minority Affairs has numerous campus-based recruitment and visitation programs, and minorities account for nearly 21 percent of the class of 2004. During 1999-2000 the AHEC Program brought health careers and workforce diversity programs to over 20,000 public school students in the state. AHEC's information technology
initiatives have significantly improved access to educational programs and services across the state. The university's libraries now offer web-based document delivery.

UNCC has taken the following actions to enhance access: using 25 percent of a $150 tuition increase in 2000-01 and 2001-02 to fund need-based financial aid; using the $190 million in capital funding approved in the bond referendum exclusively for academic facilities and planning for a campus to accommodate 25,000 students as a long-term goal; strategically proposing, planning, and implementing new programs that enhance its ability to meet the educational needs of the region and state; and working aggressively to recruit, support, and retain a diverse student body, faculty, and staff.

UNCG emphasizes access issues through three of its own strategic directions: providing exemplary learning environments, expanding outreach efforts, and increasing enrollments. Highlights include: creation of instructional technology consultant positions and delivery of workshops in web-based course design; development of online degree programs; greatly increasing distance education offerings and enrollments; providing extensive library support for distance learning; developing a new recruitment plan for non-traditional students; and developing new support programs for all entering students to increase student success and retention.

UNCP emphasizes service to its student population, and student satisfaction surveys reflect this. The campus was identified in a 2000 US News and World Report article as the second most racially diverse campus among southern regional universities. In fall 2000 UNCP experienced the largest percentage growth in the UNC system. A new Associate Provost for Outreach has been hired to help increase the number of programs offered at off-campus locations and online.

UNCW continues to develop online courses, many of which are designed to assist Onslow County students to complete a UNCW degree off campus. UNCW is a leader in developing the UNC German Studies Consortium, which will share courses among eight UNC institutions. The Watson School of Education is creating a teacher cadet program, which will partner with area schools to attract students to the teaching profession.

WCU since 1998 has made eight degree programs available to place-bound students with distance learning technologies and through partnerships with area community colleges. The admissions office is using the software program Sequitor to manage organized and sequential recruitment activities for new students. WCU is the development and beta test site for a new UNC Prospective Student Portal, which will provide comprehensive information to prospective students. The web portal Campus Pipeline enhances the sense of university community by grouping all student-related web functionality into one location and informing students about all campus activities.

WSSU has signed four articulation agreements with community colleges in the last year. An evening/weekend division is being developed and a director will be hired. WSSU has developed, in collaboration with Winston-Salem Forsyth County Schools System, a proposal to the US Department of Education to increase the number of students who will be qualified and will seek postsecondary education degrees. WSSU offers six RN-BSN programs at community college sites and an evening-weekend RN-BSN program.
Intellectual Capital Formation: Through excellent graduate, professional, and undergraduate programs, develop an educated citizenry that will enable North Carolina to flourish

ASU's Appalachian Learning Alliance is designed to respond to the needs of the constituencies of each two-year institution. Quality programs at ASU are ensured through use of multiple measures including system-wide surveys and reports from accrediting bodies. ASU was one of eight institutions selected by the American Council on Education to conduct a model self-study on internationalization.

ECU's plan to enrich the learning environment for its students includes the following actions: preserve ECU's tradition of being a large institution with a small campus feel; raise the academic quality of the incoming classes; create an environment that fosters the recruitment and retention of a more diverse student body, faculty, staff, and administration; ensure that students have frequent access to and interaction with faculty; promote a balanced educational experience for students; ensure quality advising; strengthen opportunities for innovative teaching strategies and innovative experiential settings; develop interdisciplinary curricula; and support selected university centers of excellence.

ECSU assesses its academic delivery system annually with an internal assessment document. Criteria in evaluating academic programs include: centrality to the university's mission, quality of the program, faculty involved, facilities and equipment, demand, cost, duplication, critical mass, new programs, and assessment of program effectiveness. Through Title III funding, ECSU provides fellowship support for faculty to pursue the terminal degree and support for other activities, including proposals by students for international research.

FSU opened its new Advisement and Career Services Center in fall 2000. The new center includes a full service advisement staff who advise undeclared majors, low-GPA students, and other students who seek general academic advisement. As a result of the Freshmen Year Initiative (FYI), the 4-year graduation rate of 23.4 percent for the 1996 cohort exceeded all previous rates by at least five percent. The FYI was cited as one of the most effective retention programs in the country by the Consortium for Student Retention Data Exchange when it was awarded the Effective Retention Program Award for 2000. The university has established a Student Help/Information Desk that will serve as the focal point for students seeking information on student services.

NCA&TSU graduates are excelling in the job market and in graduate and professional schools. Because of NCA&TSU's land-grant mission, the School of Agriculture provides cooperative extension programs and agricultural research that positions students and NC citizens at the cutting edge of science and technology. The School of Technology is involved in a new Ph.D. consortium. The School of Business and Economics' Master of Science degree program offers concentrations in Transportation/Logistics and Management Information Systems. Programs offered help prepare a technologically competitive citizenry who can meet the human resource expectations of world-class organizations.

NCCU has strengthened academic advising and quality of academic programs through faculty and staff workshops and through review of all programs in the College of Arts and Sciences. Nine programs in the college have received accreditation or were re-approved for accreditation or certification since 1999. The School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and has entered the candidacy phase to achieve International accreditation by the Association to Advance Collegiate Schools of Business (AACSBB). Although it is a relatively small school, the School of Law has produced more African American graduates than any other law school in North Carolina.
NCSA continues to product graduates who gain national and international recognition in the arts. The School continues to be a source of highly-skilled and trained artists in dance, music, film, and theatre (acting and design), and is a rich cultural resource for the state and nation.

NCSU is engaged in many initiatives to improve undergraduate education and teaching effectiveness, including: The Campus Writing and Speaking Program; portfolio-based undergraduate program reviews focused on assessment of student learning; expanded support for faculty from the Faculty Center for Teaching and Learning; a new honors program; and the Undergraduate Research Symposium and Summer Enrichment Grants. NCSU contributes to the expertise and advancement of professionals throughout the state through a variety of on-campus and distance programs.

UNCA is UNC's designated Public Liberal Arts institution, and it also hosts the Asheville Graduate Center, which brokers graduate learning opportunities for residents of western NC. UNCA continues to develop opportunities for new and restructured programs that will graduate students capable of leading the state. The institution is current with technology changes and opportunities in electronic-mediated learning for students. This new approach to learning will enhance education and skill development in the region, resulting in improved economic opportunities.

UNC Chapel Hill students, through the Carolina Computing Initiative and wireless technology, are increasingly using laptop computers and the Internet in the classroom and for research assignments. The new Office of Undergraduate Research offers opportunities for students to work with faculty on special research projects. The College of Arts and Sciences has expanded and strengthened the First Year Seminar Program. The Graduate School has developed a bridge program for students in the sciences who are interested in pursuing a master's of education at NCCU or NCA&TSU, followed by PhD training at UNC Chapel Hill.

UNCC has created the Charlotte Institute for Technology Innovation (Charlotte Institute). The research programs on the 100-acre Charlotte Institute campus will focus on technologies that enhance and diversify the region's competitive advantage. Three research centers provide the initial focus areas for the Charlotte Institute. The eBusiness Technology Institute is a partnership with the finance industry and technology suppliers to address data security, privacy and cryptography. The internationally renowned Center for Precision Metrology works with industry in the research, application, and integration of precision metrology in design, manufacturing processes, and controls. The Center for Optoelectronics and Optical Communications supports interdisciplinary research in next-generation optics technologies.

UNCG faculty developed Student Learning Goals for all undergraduates and revised the general education program to support the goals. The new requirements include two writing-intensive and two speaking-intensive courses for all students. UNCG faculty developed a vision statement for teaching and learning that stresses diverse learning styles and the importance of active involvement in learning on the part of students and frequent evaluation and feedback by faculty. UNCG faculty also developed technology competencies for all undergraduates and incorporated them into technology expectations in each undergraduate major. UNCG has developed two masters' programs to meet crucial state needs, Genetic Counseling, the only NC program that trains specialists to explain genetic risks to families, and Gerontology, which produces service providers for the growing population of the elderly.

UNCP added four new graduate programs in the previous biennium. The campus is completing a comprehensive academic planning exercise. Assessment procedures are reviewed regularly and are implemented across all academic units. UNCP has formed three international exchange partnerships (China, Germany, and France) and has established a new Office of International Programs. A Multicultural Center was established in fall 2001.
UNCW has developed the Master of Liberal Arts degree for members of the community; the average age of students is in the 40-45 range. The university has also established a Master of Public Administration program, which is unique in offering a coastal town management track. Students evaluate every course at UNCW in a standardized manner, and the results are reported to the department chair and dean. All departments and interdisciplinary units are encouraged to make available to their students an honors program, directed individual studies, and opportunities to conduct research with faculty members. Each major has identified a standard of information technology skills necessary for that discipline and has established an appropriate computer competency course requirement.

WCU's College of Business successfully completed a visit from a peer review team and was reaccredited for ten years. The Office of Research and Graduate Studies administers a rigorous periodic review of each graduate degree program. All new students are required to attend a "Jump Start" training program prior to the beginning of classes to learn navigation of the university network and use of university web services. The library conducts a bibliographic instruction program that emphasizes teaching of critical thinking skills and their application.

WSSU has planned and implemented master's degree programs in physical therapy and elementary education. The university administers a graduate center that currently hosts the MBA and master's degree programs in middle grades education, school administration, reading education, and Instructional technology from ASU and a program in community health administration from UNC Chapel Hill.

K-16 Education: Continue to propose and support initiatives to serve the needs of the State's public schools

ASU produces the most baccalaureates in education among UNC institutions. The university continues to promote and expand its Public School Partnership program, which emphasizes enhanced preparation and continuing professional development. Many continuing education opportunities are offered through such campus agencies as the Math and Science Education Center. Advances in the use of technology connect public schools with the university such as with Impact North Carolina, a partnership among ASU, Lucent Technologies, and BellSouth that provides computer and video connections with ASU for five schools in the Watauga County School System.

ECU demonstrates its sustained commitment to working with public schools by 1) initiating numerous professional development programs for clinical teachers who work with our interns; 2) delivering specifically designed professional development through the Center for Science, Math and Technology and Cybercampus projects; 3) delivering a new MAT program which allows individuals holding a baccalaureate degree in another area to gain teacher licensure; 4) supporting lateral entry teachers through Project ACT and NC TEACH programs; 5) delivering an extensive distance education program which provides online or accessible face-to-face courses and degree programs; and 6) initiating a support program for teachers desiring to pursue National Board certification.

ECSU's School of Education and Psychology serves the 21-counties in northeastern NC in collaboration with the NC Model Teacher Education Consortium. The Model Summer Student Teaching Project provides preservice teachers opportunities to complete their practicum at area schools. The ECSU-School Teacher Partnership (ECSU-STEP) provides workshops for clinical teachers who supervise student teachers. The Northeastern NC Communication Skills Enhancement Program assists public school students in improving test taking, communication, and technology skills necessary for college entrance and subsequent teacher candidacy.
FSU's Chancellor's Scholars program involves students who perform community service as part of their scholarship requirements. These students provide tutoring and serve as mentors to students in grades K-12 in 15 public and private schools. FSU continues its work with the Seamless Education Highway Project with the Cumberland County and Robeson County Public School Systems, Fayetteville Technical Community College, Robeson Community College, and UNC-Pembroke. This program seeks to develop strategies to remove the barriers that students face as they attempt to move from K-12 to postsecondary education. In October 2000, the university was awarded a GEAR UP Grant from the US Department of Education for $83.2 million. In May 2000, the National Science Foundation awarded a five-year $6 million grant to FSU as the site coordinator for the "Coastal Rural Systemic Initiative," a collaborative effort among 35 impoverished counties along I-95 in North Carolina, South Carolina, and Virginia.

NCA&Tsu has made a commitment to work with K-16 schools to improve teaching and learning. One of its most significant involvements in K-12 schools is through the USTEP Partnership. Opportunities are provided for pre-service teachers to work with clinical teachers in the public school classrooms while completing a yearlong internship. Faculty and students interact through seminars, workshops and research to improve teaching and learning for all involved. The GEAR UP program recruits and prepares students for college. Collaborative recruitment programs with local schools districts, such as the Cadet Program, provide evening programs for lateral entry and licensure students.

NCCU is the only UNC institution to be awarded the Teacher Quality Enhancement grant during first round competition. The School of Education, in partnership with the College of Arts & Sciences, six school districts, and two community colleges, is now in the second year of reinventing its teacher preparation programs. The University-Schools Teacher Education Partnership now offers the Ron Edmonds 4-year full scholarship to individuals who will major in education at NCCU. NCCU, in partnership with UNC Chapel Hill, designed and implemented the largest NC Teach program during 2000-2001. This program is for mid-career professionals who want an alternative route to teaching.

NCSA offers its pre-professional dance program in Winston-Salem public schools. NCSA offers an outreach program, the Community Music School, which offers a wide variety of arts instruction to students of all ages. Through the School's affiliation with the Kenan Institute for the Arts, major arts initiatives offer enrichment to a wide range of public schools.

NCSU is the site of the Centennial Campus Middle School, which opened in summer 2000. The Partners in Schools Research and Development Center is planned and, if funded, will focus on the use of technology in math and science education and provide in-service education for teachers throughout the state. Science House and a variety of workshops for public school teachers provide in-service professional development.

UNCA students, following the liberal arts model, major in a content area while simultaneously taking courses to fulfill the competencies for licensure. UNCA increasingly serves nontraditional licensure students, including lateral entry positions, post-baccalaureates, and NC-TEACH. Advisors work closely with lateral entry teachers to plan their schedules, monitor their progress, and serve as liaisons with the school.

UNC Chapel Hill's School of Education is: targeting potential math and science teachers in NC-TEACH, a high quality, accelerated program for lateral entry; increasing its elementary education program by 50 full-time students; increasing its MAT program from 67 to 120 full-time students over the next two years; and has established three county-based off-campus cohorts of 25 experienced teachers each. Currently the School has 50 teachers from the central part of the state enrolled in its licensure ESL program. The Center for Mathematics and Science Education serves teachers in the northeast Piedmont. The Frank Porter Graham Child Development Center has examined the ability of schools to assess the readiness of
children to enter kindergarten. The School of Social Work has partnered with Communities in Schools to design the School Success Profile, a tool for informing interventions with middle and high school students at risk of school failure.

**UNCC** is engaged in two statewide initiatives to increase the supply of well-qualified teachers in NC: the University-Schools Teacher Education Partnerships (U-STEP), which emphasizes early clinical experiences and yearlong internships, and NC TEACH, an innovative effort to recruit, prepare, and support mid-career professionals who enter the teaching profession. The College of Education has developed innovative Graduate Certificates in Education, which offer a fast track to teacher licensure for college graduates from other fields. The college is offering four field-based master’s degree programs to teachers in Charlotte-Mecklenburg schools and distance education programs in five other counties.

**UNCG** is involved in the Piedmont Triad Education Consortium, which serves teachers and administrators in 15 NC counties. UNCG’s SERVE supports research and development efforts throughout the Southeast that address education issues and provide technical assistance to school personnel. Six UNCG centers also provide services to K-12 education: the Center for Educational Research and Evaluation, the Center for Educational Studies and Development, the Center for School Accountability and Staff Development, the Center for the Study of Social Issues, the Reading Together USA Institute, and the National Paideia Center. UNCG participates in two statewide initiatives to enhance the recruitment and retention of teachers. The NC TEACH (North Carolina Teachers of Excellence for All Children) lateral-entry program is for individuals in other careers who want to become teachers. The USTEP [University-Schools Teacher Education Partnerships] program provides funding for collaborative school improvement projects between school practitioners and university faculty. As part of the elementary and middle grades programs, all UNCG juniors and seniors work at Professional Development Schools in the Greater Triad Community where they assist teachers and work with students during learning activities, accumulating over 1,000 hours in schools.

**UNCP**’s School of Education was named one of the exemplary programs in North Carolina as measured by both the 2000 and the 2001 IHE “report card” of performance. The School is actively involved with the University-Schools Teacher Education Partnerships, NC TEACH, and the NC Model Teacher Education Consortium.

**UNCW** introduced a Graduate Certificate in Spanish aimed at enhancing the qualifications of secondary school teachers. UNCW hosts the regional Science Olympiad, which brings 1,000 middle and high school students from the surrounding eight counties, and it hosts the North Carolina Regional Science Fair annually. The Watson School of Education is expanding its partnership to additional schools and continues to work with community colleges for seamless transfer of students. The UNCW Mathematics and Science Education Center is a member of the UNC Mathematics and Science Education Network.

**WCU**’s College of Education and Allied Professions revised its undergraduate and graduate programs, resulting in strengthened programs. Most programs take advantage of the Model Clinical Teaching Program that pairs master public school teachers with faculty in teaching methods courses. The college annually sponsors a Teachers of Tomorrow day and participates in the Teacher Cadet Program designed for high school students interested in becoming teachers. The college participates in Coach 2 Coach, a program in which two teachers-in-residence housed at WCU assist public school mentor teachers. WCU hosts Teacher Academy training activities during the summer and works with the NC Center for the Advancement of Teaching in sponsoring approximately five programs a year. The college has expanded its University-Schools Teacher Education Partnership to include additional schools. The Office for Rural Education, the Mathematics and Science Education Center and the NC TEACH Program provided services and coursework at a variety of sites throughout the region. Faculty provided over 500 school service events to the public schools.
WSSU developed a new middle grades science concentration, and has developed a strong relationship with Winston-Salem Forsyth County Schools. Using matching incentive grant funds, WSSU established three collaborative computer laboratories in its three professional development schools in the school district. The university has developed a strong clinical component for its University-Schools Teacher Education Partnership.

**Creation and Transfer of Knowledge: Expand the frontiers of knowledge through scholarship and research and stimulate economic development in North Carolina through basic and applied research, technology transfer, and public service activities**

ASU annually submits grant proposals that total between $8-10 million and receives funding for $5-7.5 million. Most of these grant submissions sponsor or focus benefits primarily on NC residents. ASU serves as the cultural center of northwest NC through dozens of art, music, and drama presentations throughout the year. Appalachian Summer, a month-long festival of art, music, and drama during July, serves thousands of citizens.

ECU has the strategic goals of extending external leadership and partnership roles in eastern NC and increasing the productivity of faculty, staff, and students in research and creative activity. This will be accomplished in a variety of ways, including: develop selected new interdisciplinary doctoral programs; develop university and systemwide collaborative and interdisciplinary research programs; increase recognition of and resources for faculty and student research and creative activity; increase by 50 percent the grant and contract dollars secured over the next five years; and strengthen the campus infrastructure that supports the application for and implementation of grants and contracts.

ECSU houses the Community Development Program, a federally sponsored program, and the Small Business and Technology Development Center, both of which support economic development in the region. Funding agencies that provide contract and grants to ECSU faculty include the National Cancer Institute, NASA, National Institutes of Health, Kaufman Center for Entrepreneurial Leadership, and the UNC Math and Science Education Network.

FSU will use grant funding to open in fall 2001 the Fayetteville Business Center, an incubator for newly emerging businesses. This center, using FSU faculty and students, will provide technical and clerical assistance and operational space for small businesses. FSU’s Sponsored Research Office has provided a number of technical and grant-writing workshops to assist faculty and development of grant proposals. The number of new proposals submitted rose from 36 in 1999-2000 to 51 in 2000-2001.

NCA&Tsu has multidisciplinary research teams organized into thematic clusters and centers that conduct basic and applied research. NCA&Tsu ranks fourth in the UNC system in overall revenue from sponsored programs and has a balanced portfolio of federal and non-federal sponsors, including industries and extensive local, state, national and international partnerships. The School of Agriculture provides programs in cooperative extension and agricultural research that improve the economic, environmental and social sustainability of NC. NCA&Tsu established an Office of Technology Transfer and Commercialization as an enhancement to the research administrative infrastructure.

NCCU through its Sponsored Research Office is providing training to enhance the skills of faculty in electronic grants proposal submission. NCCU is emphasizing delivery of grant development workshops across campus, development and implementation of a grant management curriculum for faculty, and increased collaboration and development of partnerships. The progress of the Julius L. Chambers Biomedical/Biotechnology Research
Institute continues with an expanding focus on human genomics and bioinformatics research and strengthening of the major core laboratories.

**NCSA** serves as a major cultural driving force in NC, offering more than 300 public performances annually. The School has added to NC’s economic base by providing an increasingly well-recognized School of Filmmaking, which helps attract film business to the state. The School has also been instrumental in developing initiatives to found professional arts companies in NC.

**NCSU** research programs address economic and societal problems, and are multidisciplinary, reflecting the complexity of problems faced by NC communities, agriculture, and industry. Emphases include: genomic science and bioinformatics, which are revolutionizing agriculture; nanotechnology—engineering at the sub-microscopic level; polymer science, which is producing a wide range of new materials; computer science; information technology; technology commercialization; and environmental health and sustainability. NCSU has established the position of Vice Chancellor for Extension and Engagement, who will develop a more systematic, multidisciplinary approach to NC issues. The Centennial Campus continues to be a primary focus of NCSU engagement activities.

**UNCA** is involved in a variety of research, public service, and knowledge transfer activities that enrich the quality of life of NC citizens. The Environmental Quality Institute is involved in water quality testing in many counties in western NC. UNCA has partnered with CrossLogic Corporation, Mars Hill College, and Ikion to support a business training center in Asheville that offers courses in specialized software applications to business personnel and students. UNCA continues its emphasis on undergraduate research, and faculty and staff receive external support from agencies such as the National Science Foundation, the Office of Naval Research, the National Park Service, and the National Endowment for the Arts.

**UNC Chapel Hill** and **NCSU** jointly developed the Patent Acquisition and Technology Transfer Initiative to provide a business plan for marketing the application of research findings. UNC Chapel Hill has produced research that enabled a number of new companies to develop in the last year. UNC Chapel Hill is developing its capacity in genomics, nanoscience, computational sciences, and, in cooperation with Triangle Universities, statistical and mathematical sciences. The university conducts a wide variety of applied research focused on issues of importance to NC, including infant mortality, the Work First initiative, child abuse prevention, aging, and health information.

**UNCC** has increased emphasis on research activity with a variety of programs and initiatives that support the following: the C.C. Cameron Applied Research Center, home to research programs in biomedical engineering, electronics, biotechnology, analytic chemistry, robotics, and the Center for Precision Metrology; the Charlotte Institute for Technology Innovation, which will build on current research strengths to fuel the development of high-technology companies; the Center for Optoelectronics and Optical Communications, which will conduct advanced optics research; the eBusiness Technology Institute; the Metropolitan Studies Group, which will be organized to support social science research; and the Office of Technology Transfer.

**UNCG** total external funding increased by 41 percent in fiscal year 2000, to $32.9 million, with the greatest support for projects in education and the social and behavioral sciences. A multidisciplinary research unit in the life sciences, the Gene and Micro Array Application Project (GMAP), will support development of the biotechnology workforce. In the area of technology transfer, increased disclosures have led to patent applications for Reading Together and electronic voting. An Office of Business and Economic Research has been established in the Bryan School to support contracted research. UNCG created the position of Associate Provost for Research, and all academic units have established targets for external funding.
UNCP faculty and staff, in collaboration with the Office of Sponsored Research and Programs, continue to expand externally funded research and public service activities dramatically over the level of grant-supported activity in place five years ago. UNCP established the Regional Center for Economic, Community, and Professional Development as a formal public service center in fall 2000.

UNCW supports faculty research through yearly research awards, travel funds, and research reassignments, and new policies have been developed to facilitate faculty research stipends received from external agencies. Academic units at UNCW provide a variety of outreach activities to the local community and region, including film festivals, history exhibits, health presentations, clinical health services, and theatre productions.

WCU is developing a Biotechnology Center in Asheville to serve regional needs. Research and Graduate Studies promotes research through grant administration, information dissemination, and grant-writing workshops. The College of Arts and Sciences is developing a commercial and electronic music concentration and a musical theatre concentration that will support the music industry in NC.

WSSU has developed the Maya Angelou Institute for Improvement of Child and Family Education; the Center for Community Safety, with a focus on reducing and preventing crime in the community; and the University/Community Wellness Center, an academic primary care facility that cares for 4,000 underserved Forsyth County residents.

Transformation and Change: Use the power of information technology and more effective educational, administrative, and business practices to enable the University to respond to the competitive global environment of the 21st century

ASU has ongoing projects involving the allocation of technology to faculty and instruction in its uses and addressing the use of information technology (IT) for educational purposes in both on-campus and distance-education classes. A new IT division for the support of teaching and learning with technology is active in serving the needs of faculty and staff. Students are also realizing the benefits of increased IT services including increasing access to newer and more capable computers, increased access to network services, and growing access to technology-enhanced “smart” classrooms.

ECU has made significant capital investments in strategically deployed IT, including a campus-wide fiber optic backbone and highly advanced IT infrastructure. Collaborative groups are refining a variety of technology enhanced instructional strategies, student support services, and other critical service functions. The campus is also involved in a pilot project to provide wireless connectivity to the backbone. The Brody School of Medicine’s TeleMedicine program is a leader in the deployment of IT to address delivery of critical medical services and support. Other advances include development of a web-supported diagnostic system to provide direct monitoring of patients in remote locations.

ECSU has two IT specialists who assist faculty and students in integrating technology in the teaching and learning process. The university sponsors an annual technology expo at which vendors provide demonstrations and faculty make presentations on their teaching innovations. Academic Computing offers at least ten workshops a semester for faculty and staff, as well as one-on-one training. On-line training resources are also available via the campus web site. A faculty development lab will be housed in the new Information Technology Center.

FSU in the last three years has purchased computers for all faculty members and has provided training for faculty to develop on-line and web-enhanced courses. The university has
implemented on-line and voice response registration, web-for-students, and web-for-faculty, and is part of the PricewaterhouseCoopers Integrated Student Services project. The university is completing the wiring of all of its residence halls and has reorganized its management information systems for Information Technology Services to improve service delivery. The university is hiring an associate vice chancellor/chief information officer to provide leadership in the areas of academic and administrative computing, telecommunications, and distance learning.

NCA&Tsu has implemented its network infrastructure baseline and five applications (Web for Students, Web for Faculty, Web for Alumni, Payment Gateway, and Campus Pipeline). The university is participating in Army University Access Online, the world's largest educational portal, where military personnel can access course work, advisory services, registration services, and technical and administrative support.

NCCU has used the power of information technology and more effective administrative and business practices with the following initiatives: Center for Teaching and Learning with Technology, which provides faculty with high performance electronic teaching, development, and research facilities; distance education, with creation of the Faculty Den, which provides training to faculty in using technology to deliver high quality distance education programs; student services that will provide students with learning environments and one-stop service centers almost anywhere on or off campus; and administrative services with implementation of Web for Students, Web for Faculty, Pathways Mentor, and the Eagle-Line Voice System.

NCSA is making progress to complete the fiber-optic backbone for the entire campus; to incorporate significant elements of a comprehensive software package to benefit students, faculty, and staff; and to move toward further integration of technology into the teaching of academics and arts. Faculty and staff workshops are conducted, and several classrooms have been furnished with computers and Smartboard technology.

NCSU achieved universal connectivity on campus in June 2001. A new university-wide Learning Technology Service complements college-level support for faculty infusing web-based applications into their classrooms. The campus uses assistive technologies to support learner-centered instructional design and to comply with ADA requirements, and has implemented a Basic Information Technology project to ensure student competency in computing and network skills. A new partnership between Information Technology and Telecommunications has resulted in better coordination and shared facilities and services.

UNCA maintains campus-wide support of WebCT as a learning management system. Faculty are provided frequent development opportunities by the Center for Teaching and Learning (CTL), and the CTL supports a faculty-dedicated instructional technology lab. UNCA actively participates in the UNC Shared Services Alliance, which has resulted in training opportunities for staff and acquisition of new computer hardware and software licenses. Administrative Computing has provided a number of web-enabled services, including a master events scheduling system and a computing job tracking system.

UNC Chapel Hill's Carolina Computing Initiative (CCI) is the first program for technology delivery of its kind on any research campus in the nation. Phase I provides a desktop life cycling plan for faculty, staff, and teaching graduate students in the College of Arts & Sciences. The CCI, funded largely by campus reallocation of resources, provides all undergraduates, faculty, and staff with appropriate computer technology and support, transforming the educational process. The Department of Biology has developed a program using videoconferencing and SmartBoard technology that enables delivery of biology instruction to students at campuses across the state. The Department of Chemistry has instituted a wireless keypad response system to assess student understanding in the classroom. The Center for
Teaching and Learning (CTL) has invested heavily in helping faculty and teaching assistants make effective use of information technologies.

**UNCC** has created the Faculty Center for Teaching and has engaged the assistance of Eduprise, Inc., in formulating a campus instructional technology strategic plan. UNCC will develop one-stop student services delivered over the web and in a single location on campus. New software from SCT Corp. has been installed to provide increased web self-service features for students. UNCC has made a substantial investment in hardware, software, and networking, and has established a set of nine principles that will guide the development and coordination of its various computing environments.

**UNCG** developed the Campus Information Technology Plan to guide its efforts in accomplishing: completion of the campus telecommunications network with a fiber optic backbone linking the entire campus and wiring in all campus buildings for high speed information technology; provision to students of email, personal web pages, open access to computer resources, and over 60 software packages; new systems support activities in Human Resource Services and Financial Records; and upgrades in other operating systems and databases.

**UNCP** is moving to implement all major components of the UNC IT strategy. The Teaching and Learning Center is sponsoring campus involvement in the Teaching and Learning through Technology training workshops. The new Associate Provost for Outreach is developing a comprehensive distance education strategy. The Director of University Computing and Information Services, currently on leave with the UNC Information Resources Shared Services Alliance, will supervise Web for Faculty in 2001-2002.

**UNCW** has established a plan for using bond funds to expand its fiber optic network and wireless computing capabilities across campus. The university has implemented a web-based registration system for students and web services for faculty, and students are able to take standardized tests such as the GRE at campus computer terminals. Data warehousing processes are being considered as a way of responding to the growing demand for current assessment data.

**WCU** fully supports and participates in activities of the UNC Teaching and Learning with Technology Collaborative and the UNC Shared Services Alliance. WCU has invested in upgrading its baseline network infrastructure. The library has licensed a growing array of electronic resources and established a major web presence to provide "any time, any place" access to library information and services.

**WSSU** maintains a training lab for faculty development and provides faculty training in all software that the university has adopted. The campus has benefited from participation in the UNC Teaching and Learning with Technology Collaborative, which has sponsored an initiative to develop PDA/handheld technology projects. WSSU participated in the spring 2001 UNC Flashlight training workshop, which helps institutions improve educational uses of technology. WSSU is a participant in the Strategies for Online Learning Infrastructure Development (SOLID), which focuses on course management and development systems. The campus has also participated in the UNC Alliance for Shared Services software sharing initiative. Campus Pipeline, Web for Students, and Web for Faculty have been implemented.