# TABLE OF CONTENTS

Executive Summary .................................................................................................................................. ii

General Characteristics and History .................................................................................................... 1

Findings of Previous Reviews ............................................................................................................. 2

General Program Characteristics ........................................................................................................ 2

Certifications and Interdisciplinary Programs ..................................................................................... 6

Facilities ............................................................................................................................................... 7

Personnel ............................................................................................................................................ 9

Graduate Students .............................................................................................................................. 14

Affirmative Action .............................................................................................................................. 19

Summary of Research and Scholarship .............................................................................................. 19

Goal and Objectives: Strengths and Weaknesses .............................................................................. 19

Appendix: Faculty Curricula Vitae ....................................................................................................... 30
The Graduate Liberal Studies (GLS) Program of the University of North Carolina Wilmington began offering the Master of Arts in Liberal Studies (MALS) Program in 1999 and the Post-Masters Certificate in Liberal Studies (PMCLS) Program in 2005. It has grown from an initial student body of 13 students to the current 148. Since the inception of these programs, 118 students have graduated. The GLS Program is now also available as part of the Onslow County Extension Program (OCEP) and expects its first graduates from there in the Fall 2006.

The GLS program has been successful based on a number of performance measures. Given that many of our graduates are also employed full-time, this is remarkable. Although, the MALS and the PMCLS degrees are not professional degree programs, several graduates have continued their education at the Ph.D. level or augmented their careers after obtaining the degree. Many graduates have published and/or presented papers, or given performances and exhibitions. Few of our students in the GLS program are supported with stipends. The program has only three teaching assistants and no research assistants. It has one out-of-state remission.

The GLS program is interdisciplinary and draws all of its faculty from numerous UNCW departments and the community. The faculty are almost all actively engaged in research or creative endeavors. Most have a substantial record of publications, performances, or exhibitions. They also have remarkable teaching and mentoring records, and the faculty who serve as final project committees receive no remuneration, financial or otherwise.

The last seven years have been a period of remarkable growth for the GLS Program. The next few will be a period of consolidation. This will include: the hiring of a full-time GLS lecturer, who will also serve as the Assistant Director; the development of a formalized orientation program; and greater selectivity with applicants.
GENERAL CHARACTERISTICS AND HISTORY

1. Program Mission Statement

Consonant with the University of North Carolina Wilmington’s mission “to stimulate in its students intellectual curiosity, ethics, imagination, rational thinking, thoughtful expression, and a love of learning,” the Graduate Liberal Studies program at UNCW provides a highly integrated exploration of the liberal arts, which not only adheres to the traditional values of broad liberal arts education, but is specifically designed for highly motivated learners who wish to deepen their understanding of the social, scientific, and humanistic dimensions of today’s world. Fundamental to UNCW’s GLS program is its mission to prepare its students to meet the many complex challenges facing our society, the regional and world communities, most of which do not fall within the strict confines of a single discipline or professional degree program, but rather require a broader interdisciplinary perspective.

2. Program Goals

The objectives of UNCW’s GLS program are clearly related to the desire of adults to continue their learning over their lifetime. As students often tell their undergraduate college advisors, typical degree or professional programs leave little room for experimenting or for pursuing a line of study for the sheer pleasure of following one’s intellectual curiosity. It is also true that the demands of state legislatures that students complete their degrees within a four-year course of study leave many feeling that they may have missed some vital part of their education. Years later some people return to the university ready to follow their intellectual muse into more eclectic, less job-related or professional areas. These students often enter a MALS degree program. Thus, the primary purpose of the GLS program at UNCW is to provide students with the opportunity to design a personalized program of interdisciplinary graduate study by selecting courses that will expand their interests and deepen their understanding of themselves, their society, and the environment. As such, the MALS degree program offers an alternative to standard professional/vocational degree programs such as the MBA, the Master of Arts in Teaching, or the Master of Arts or Science.

3. Program History

Like other graduate liberal studies programs, the GLS program at UNCW reflects an older, cultural tradition of scholarship, which liberally educates the whole person, providing breadth and depth, but not applying directly to a career or vocation. The popularity of such programs is evidenced by their widespread adoption, beginning in the 1950s and continuing to the present, in colleges and universities from east to west, north to south, urban to rural settings. According to the Association of Graduate Liberal Studies Programs, there are currently nearly 130 graduate liberal studies programs in the U.S., including UNCW’s program and six others in the state of North Carolina: Duke University, North Carolina State University, UNC-Asheville, UNC-Charlotte, UNC-Greensboro, and Wake Forest University.
The Graduate Liberal Studies Program of the University of North Carolina Wilmington began offering the Master of Arts in Liberal Studies (MALS) Program in the Fall of 1999 with 13 enrolled students and two courses. In Fall 2004 The Onslow County Extension Program (OCEP) began and in 2005 the Post-Masters Certificate in Liberal Studies (PMCLS) Program. The PMCLS is the only such program in the seven GLS programs in North Carolina and one of only handful in the United States. Since the inception of these programs, we have graduated 118 students—116 in the former (112 of which from 2001-2006) and 2 students in the latter. As the program grew from the initial 13 students in 1999 to 148 today, it has become the largest graduate program in the College of Arts and Sciences at UNCW. The GLS program has had no additions to the full-time faculty. However, the program relies on part-time instructors to teach approximately half of the GLS courses. Of the 148 current MALS students, 122 are active while 18 are on leave of absence or pending. An additional 10 students are in PMCLS students. Currently 27 of the 148 students are part of the OCEP, and it expects to graduate its first 4 students in Fall 2006.

FINDINGS OF PREVIOUS REVIEWS

The MALS Program (now renamed the GLS Program) began in 1999. The program’s first Five Year Self-Study should have been carried out in 2004 for the years 1999-2004. However, the report was delayed for two years. This report (for the years 2001-2006) is, therefore, the first GLS Five Year Self Study.

Because it is the first such study, it is not possible to report on the recommendations, the faculty’s or administration’s responses to them, the past strengths and weaknesses of the program, nor efforts undertaken to improve or refine the program.

GENERAL PROGRAM CHARACTERISTICS

1. Educational Objectives and Goals

UNCW’s GLS program’s objectives are a) to provide a structured opportunity for post-baccalaureate students from various professional backgrounds to continue learning; b) to encourage working professionals and other adults to make connections between important ideas and the world in which they live and work; c) to train active, engaged citizens to think creatively about the problems that face their communities and the world around them; and d) to improve the adult student’s articulation skills, with particular emphasis on writing and oral argumentation.

2. MALS Program

Degree Requirements

1. The program requires a minimum of 30 semester hours of graduate study.
2. No more than six hours may be taken from cross-listed 400/500 courses.
3. Students must maintain a "B" average in all graduate courses taken.
4. No more than six semester hours of credit may be transferred from another accredited institution. Grades earned on that transfer work must be equivalent to "B" or better. A minimum of 24 hours of graduate study must be completed in residence.
5. No more than nine hours may be taken outside the MALs degree (GLS 5xx) curriculum.
6. Only one GLS 591 Directed Independent Study course may be taken.
7. A final project (GLS 598) of three credit hours is required of all students who have successfully completed 27 hours of course work. (For details about the final project, see the GLS 598 description below.)
8. Students are expected to complete all course work within five years after their initial enrollment.

**Required Courses: Two courses are required for all students.**
- GLS 502: Contemporary Issues in Liberal Studies (3)
- GLS 598: Final Project in Liberal Studies (3)

MALs courses fall into five broad thematic areas: 1) social concerns and social systems; 2) environment, science, and society; 3) arts, literature, and society; 4) gerontology; and 5) Hispanic studies.

**Elective Courses**
In addition to GLS 502 and GLS 598, students pursuing a general option in MALs must complete 24 elective hours. At least 15 of the 24 elective courses must be graduate level liberal studies (GLS) courses with the exception of students pursuing a concentration in Gerontology or Hispanic Studies. Therefore up to 9 of the elective hours may be taken outside the GLS curriculum on condition that the desired courses are graduate-level courses; that they are consistent with the general philosophy of graduate liberal studies; that the student receives the permission of the instructor(s) in question in regard to possible background and methodological expectations; and that the student receives permission from his or her program advisor. Of course, students pursuing a general option in graduate liberal studies may take all of the required 24 elective hours within the GLS curriculum.

**Special Concentration in Gerontology**
In addition to GLS 502 and GLS 598, students pursuing a special concentration in gerontology must take GRN 501: Aging in Society (3), GRN 523: Biology of Aging (3), and PSY 524: Psychology of Aging (3) as well as 15 elective hours, at least 6 of which must be in gerontology.

**Special Concentration in Hispanic Studies**
In addition to GLS 502 and GLS 598, students pursuing a special concentration in Hispanic Studies must take 9 hours of core classes in Hispanic Studies and 15 elective hours, at least 9 of which must be in Hispanic Studies.

3. **PMCLS Program**

The post-Master's certificate in graduate liberal studies (GLS) requires the completion of 20 hours in graduate liberal studies beyond the Master's level. The certificate is intended to accommodate the needs and interests of those students who wish to extend their exploration of
and commitment to graduate liberal studies beyond the Master's level, while seeking formal and official recognition of such an extended pursuit. The orientation of the post-Master's certificate, like that of the Master of Arts in Liberal Studies (MALS) degree, is geared toward a community of life-long learners who are primarily motivated by a love of learning and who wish to further expand their interests and deepen their understanding of themselves, the environment, and social and cultural concerns related to the local, regional, national, and global communities.

**Certificate Requirements**

1. The certificate requires 20 semester hours in graduate liberal studies beyond the Master’s level, which will include 18 elective hours and the successful completion of a qualifying exit exam, GLS 599, which carries 2 hours credit.
2. GLS 591 (Directed Individual Study in Graduate Liberal Studies) courses may not be applied toward the satisfaction of certificate requirements.
3. Cross-listed 400/500 courses may not be applied toward satisfaction of certificate requirements.
4. Three hours of graduate liberal studies credit may be transferred from another accredited graduate liberal studies program.
5. Students must maintain an overall 3.5 average in all graduate courses applied toward satisfaction of certificate requirements.
6. Certificate requirements must be completed within four years after initial enrollment.

**Required Qualifying Exit Exam**

GLS 599: Qualifying Exit Exam in the Post-Master's Certificate Program in Graduate Liberal Studies is intended to provide certificate candidates with the opportunity:

1. to present a retrospective assessment of the meaning and significance of their experience as graduate liberal studies students on both the Master's and post-Master's levels, and
2. to examine the value and relevance of graduate liberal studies in the contemporary world, particularly in regard to those agendas of interdisciplinarity, cultural diversity, internationalism, and active citizenship that inform the graduate liberal studies program at UNCW.

4. **Relation to the College of Arts and Sciences**

By its very nature the GLS program is interdisciplinary. With no dedicated GLS faculty, the program draws on faculty from almost all of the departments within the College of Arts and Sciences (CAS). However, the GLS’s MALS program is also more directly connected to programs within the CAS.

Students in the MALS program may take concentrations in Hispanic Studies and Gerontology, allowing them to focus on a specific discipline. The MALS requirements for both Hispanic Studies and Gerontology concentrations mirror those of the Post-baccalaureate Certificate Program in Hispanic Studies and the Post-baccalaureate Certificate Program in Gerontology. This allows these programs to offer their students the opportunity to easily get Masters degrees to compliment their certificates.
Finally, The GLS Program serves the CAS by providing courses which non-GLS students can take as electives.

Table 1. Non-GLS Students in GLS Classes

<table>
<thead>
<tr>
<th>Semester</th>
<th>Audit/GPER</th>
<th>Non-MALS</th>
<th>Total Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>1</td>
<td>2</td>
<td>85</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>2</td>
<td>10</td>
<td>87</td>
</tr>
<tr>
<td>Summer 2002</td>
<td>0</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>1</td>
<td>2</td>
<td>119</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>1</td>
<td>5</td>
<td>123</td>
</tr>
<tr>
<td>Summer 2003</td>
<td>1</td>
<td>2</td>
<td>61</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>2</td>
<td>9</td>
<td>133</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>1</td>
<td>32</td>
<td>177</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>5</td>
<td>7</td>
<td>75</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>6</td>
<td>19</td>
<td>195</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>6</td>
<td>24</td>
<td>179</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>5</td>
<td>13</td>
<td>76</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>7</td>
<td>14</td>
<td>204</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>3</td>
<td>19</td>
<td>197</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>0</td>
<td>7</td>
<td>85</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>41</strong></td>
<td><strong>169</strong></td>
<td><strong>1829</strong></td>
</tr>
</tbody>
</table>

In the last 5 years 210 or 11.5% of seats were filled in GLS courses by non-GLS students. Thus, GLS course are popular electives courses for CAS graduate students.

5. Relation to Institutional Objectives

The UNCW Mission Statement reads:

The University of North Carolina at Wilmington is a public comprehensive university dedicated to learning through the integration of teaching and mentoring with research and service. The college of arts and sciences, the professional schools, and the graduate school seek to stimulate intellectual curiosity, imagination, critical thinking, and thoughtful expression in a broad range of disciplines and professional fields. The university is committed to providing the highest quality undergraduate and graduate academic experience in an extensive array of programs at the baccalaureate and master’s levels, as well as a doctoral program in marine biology. Our goal is excellence in teaching, scholarship, research, artistic achievement, and service.
UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, and regional service. Our campus community strives to create a safe, supportive, and technologically progressive environment in which students, faculty, and staff work together to develop their interests, skills, and talents to the fullest extent. UNCW seeks to celebrate and study the heritage and environment of the coastal region, and to enrich its quality of life, economy, and education.

[Statement adopted by the UNC Board of Trustees on April 29, 2005, and pending Board of Governors' approval]

The graduate programs in GLS support the goals in numerous ways. In its course offerings and in the guiding of students in their final projects, the faculty demonstrate their dedication to “excellence in teaching, scholarship, research, artistic achievement, and service”. The GLS Program’s Educational goals and objectives echo UNCW’s goal “… to stimulate intellectual curiosity, imagination, critical thinking, and thoughtful expression” by

(a) providing a structured opportunity for post-baccalaureate students from various professional backgrounds to continue learning;

(b) encouraging working professionals and other adults to make connections between important ideas and the world in which they live and work;

(c) training active, engaged citizens to think creatively about the problems that face their communities and the world around them; and

(d) improving the adult student’s articulation skills, with particular emphasis on writing and oral argumentation.

Of particular note is the GLS’s unique student body. The program provides “public access” to highly motivated, intellectually prepared post-baccalaureate adult learners whose interest is in continuing to stimulate their “intellectual curiosity, imagination, critical thinking, and thoughtful expression” without necessarily seeking a professional degree. The program provides a highly integrated exploration of the liberal arts, which not only adheres to the traditional values of a broad liberal arts education, but also is specifically designed for students who wish to deepen their understanding of the social, scientific, and humanistic dimensions of today’s world. In so doing, the GLS program addresses the needs of the region.

More generally, the GLS program reflects an older, cultural tradition of scholarship, which liberally educates the whole person, providing breadth and depth, by not applying directly to a career or vocation. It educates broadly, taking up important issues that require a perspective that crosses many disciplines: the humanistic, the social, and the scientific.

CERTIFICATIONS AND INTERDISCIPLINARY PROGRAMS

The Graduate Liberal Studies Program does not offer any graduate-level certification programs. Students may pursue a post-baccalaureate certificate in Gerontology in addition to the MALS degree with a Special Concentration in Gerontology. Students may also pursue a post-baccalaureate certificate in Hispanic Studies in addition to the MALS degree with a Special Concentration in Hispanic Studies. In both cases, students may graduate with both the post-baccalaureate certificate and an MA, thus making the certificate programs in Gerontology and Hispanic studies easily identifiable within the College of Arts and Sciences and facilitating coherence in student’s graduate study and preparing students for further graduate work, should
they so chose. 10 students have graduated with a concentration in Gerontology and 2 students with a concentration in Hispanic Studies.

As a program structured on interdisciplinarity, the GLS program draws upon and integrates the discipline areas of UNCW’s College of Arts and Sciences: the humanities, arts, natural and life sciences, mathematical sciences, and behavioral and social sciences. For instance, GLS courses have been offered by faculty from the CAS departments of Anthropology, Biological Sciences, Communication Studies, Creative Writing, English, Film Studies, Foreign Languages and Literatures, Geography, Gerontology, Health and Applied Human Sciences, Philosophy and Religion, Psychology, Social Work, and Sociology and Criminal Justice. (Courses have also been offered by faculty from the Watson School of Education.)

Furthermore, the GLS Program by its very nature emphasizes cross-disciplinary connections and multi-disciplinary approach to social, environmental, and humanistic issues and concerns, cultural diversity, and globalism, naturally invites cooperative liaisons with nearly every other established program and department at UNCW. Such alliances are not only reflected in the aforementioned wide-ranging disciplinary affiliations of participating GLS faculty, but in the GLS curriculum and the three fields of concentration, each of which is distinctively interdisciplinary in nature:

a) social concerns and cultural systems;
b) science, environment, and society; and
c) art, literature and society.

It is this emphasis on interdisciplinarity that makes the GLS program unique. In regard to future alliances, the “hard sciences” and the Cameron School of Business provide any number of attractive possibilities for curricular development and innovation within the GLS program.

FACILITIES

The Graduate Liberal Studies Program currently occupies approximately 300 ft² of office space in the Social and Behavioral Science Building. This limited space is divided between the Director of the GLS Program and the Program Office Assistant. Officially, GLS controls two other spaces. The first, an office for the Associate Director, is now occupied by a faculty member from Sociology and Criminal Justice. The second, a large workroom, is now fully occupied by graduate students in Psychology, except for a GLS supply cabinet and several filing cabinets.

Were the situation to remain as is, this space would be completely inadequate. There is no room for the assistant director / lecturer who will be hired for Fall 2007, no classroom space, no meeting space, and no space for graduate students to work. Such a situation is untenable for the largest graduate program on the UNCW campus. Fortunately, some of these concerns will be addressed when GLS moves into its new office space in Bear Hall sometime in December 2006. The new space will have 250 ft² of office space, with offices for the Director and the incoming Assistant Director. A 460 ft² of office general office space will house the Program Office Assistant, filing cabinets, storage cabinets, etc. In addition, 300 ft² workroom will provide a meeting place and workroom for graduate students.
However, an additional office space is needed for the 4 to 6 part-time instructors employed by the GLS program each semester. These instructors need to meet with students and hold office hours. They are forced to meet with student before or after classes, or in a public space such as a library. Only a single office, which these instructors could share, is required.

The demand for space is fueled in large part by the rapid expansion of the GLS Program. As the table below shows the number of courses per semester has been steadily increasing.

Table 2. Average Class Size

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Courses*</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Spring 2000</td>
<td>3</td>
<td>7.7</td>
</tr>
<tr>
<td>Summer 2000</td>
<td>2</td>
<td>11.0</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>4</td>
<td>15.0</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>5</td>
<td>14.4</td>
</tr>
<tr>
<td>Summer 2001</td>
<td>2</td>
<td>12.0</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>6</td>
<td>13.3</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>8</td>
<td>10.5</td>
</tr>
<tr>
<td>Summer 2002</td>
<td>2</td>
<td>14.5</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>6</td>
<td>17.7</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>9</td>
<td>12.9</td>
</tr>
<tr>
<td>Summer 2003</td>
<td>3</td>
<td>18.0</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>10</td>
<td>11.8</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>12</td>
<td>11.0</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>5</td>
<td>14.0</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>12/2**</td>
<td>13.1/7.5**</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>8/2**</td>
<td>16.1/10.5**</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>3/2**</td>
<td>13.3/14.5**</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>13/2**</td>
<td>12.8/11.5**</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>10/4**</td>
<td>13.4/10.5**</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>3/2**</td>
<td>13.7/9.5**</td>
</tr>
</tbody>
</table>

* These figures exclude GLS 591 (Directed Independent Study), GLS 598 (Final Project), and GLS 599 (Certificate Qualifying Examination)
** The first figure refers to courses on the UNCW campus and the second to courses in the Onslow County Extension Program

The number of courses has increased from 7 during the 1999-2000 academic year to 34 during the 2005-2006 academic year. The average class size has fluctuated but over all remains fairly
steady. The drop in four courses from Fall 2004 to Spring 2005 was due to budgetary cuts. Four courses had to be cancelled. This increase in enrollment and courses offered has put the budget, facilities, and administrative support under increased strain.

At present there is no “budget allocation” for Liberal Studies to build a collection in the library. However, the library has been very generous to GLS faculty Project Fund. Faculty offering courses in specialized topics have been assisted in acquiring the right combination of new material on that subject. The purchasing amounts on these projects have ranged from a few hundred up to $3,000. In fact, each year Sue Cody, Arlene Hanerfeld and Dr. Sherman Hayes, review the new courses being offered at the University, and if they anticipate a shortage of materials in that subject area, the library supports the class even before the faculty member asks. Some of the subjects that they have added in direct support of new classes in Liberal Studies included: Vietnam War studies; cooking and food history; bioethics; workplace issues; documentary films; popular music (notably blues and jazz) and others. In addition to these early librarian initiated buys in support of the program, several GLS part-time and full time faculty have applied formally for funds. For example, Paula Haller made requests in the areas of film noir, women film directors and documentary films. More than $12,000 has been spent for specific purchases in books and films directly for Liberal Studies classes over the past five years.

However, without an allocation directly to a program the library may not have been as consistent in adding materials about the interdisciplinary nature of Liberal Studies itself. However, starting in 2007, the library will initiate a fund for the three graduate programs that are either joint departmental programs or outside a particular departmental assignment (Liberal Studies, Marine Science and Computing Systems). Each graduate director in these areas will have an allocation of $500 annually to recommend titles that cover the subject of the discipline itself. The library will review this in two years to see if the titles added are helping our core courses and the discourse about interdisciplinary graduate programs.

At present, the GLS Program has three Graduate Teaching Assistantships. Two of these three assistantships are administered by the Office of Campus Diversity. Therefore, the GLS Program has only one assistantship that it can use for its own purposes.

Nevertheless there are still several inadequacies of the GLS support facilities:

1. Since many of the instructors employed in the GLS program are part-time, an office that they could share to hold office hours and to meet students is needed. At present, these instructors must meet students at the library, off campus, or in the hallways before or after classes.

2. Also critical is the need to put the Program Office Assistant’s computer within the Life Cycle Computer Replacement Plan. The current computer, were it in the plan, would be scheduled to be replaced. Should the computer fail, a new computer would need to be purchased out of the GLS budget. Such a purchase would either drain the limited GLS budget or, quite likely, mean that the Program Office Assistant would be without a computer. At that point, the GLS Program would cease to function.

3. The GLS Program requires more Graduate Teaching Assistantships. Three GTAs for 148 students is insufficient. If GTAs are meant to be a recruiting tool, GLS needs several more. And, since two of the GTAs are offered by GLS, but administered by the Office of
Campus Diversity, it is difficult to utilize the GLS GTAs for the instructional mission of GLS—which is the function of GTAs.

4. The GLS program requires more scholarships. Students need financial support—especially those who are full-time students. Likewise, additional tuition remissions for out-of-state students are necessary to recruit quality out-of-state applicants.

5. Less critical is the need for dedicated classroom space. With 11 courses being offered each semester, a classroom would alleviate the need to spread the GLS courses across the UNCW campus. Furthermore, it would provide a dedicated location for final project defenses.

The first 4 of these needs have the highest priority.

**PERSONNEL**

1. **Full-Time Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Yr. Hired</th>
<th>Degree</th>
<th>Graduate Inst.</th>
<th>Department Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ainsley, Frank</td>
<td>Prof.</td>
<td>1973</td>
<td>Ph.D.</td>
<td>UNC-Chapel Hill</td>
<td>Human Geography</td>
</tr>
<tr>
<td>Argenbright, Bob</td>
<td>Assoc.</td>
<td>1995</td>
<td>Ph.D.</td>
<td>UC-Berkeley</td>
<td>Human Geography</td>
</tr>
<tr>
<td>Bennett, John</td>
<td>Prof.</td>
<td>1992</td>
<td>Ed.D.</td>
<td>Northern Illinois</td>
<td>Health and Applied Human Sciences</td>
</tr>
<tr>
<td>Berg, Herb</td>
<td>Assoc.</td>
<td>1997</td>
<td>Ph.D.</td>
<td>Univ. of Toronto</td>
<td>Philosophy and Religion</td>
</tr>
<tr>
<td>Berliner, Todd</td>
<td>Assoc.</td>
<td>1996</td>
<td>Ph.D.</td>
<td>UC-Berkeley</td>
<td>Film Studies</td>
</tr>
<tr>
<td>Bobbitt, Randy</td>
<td>Asst.</td>
<td>2000</td>
<td>Ph.D.</td>
<td>Bowling Green</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>Boren, Mark</td>
<td>Asst.</td>
<td>2000</td>
<td>Ph.D.</td>
<td>Univ. of Georgia</td>
<td>English</td>
</tr>
<tr>
<td>Brown, Bob</td>
<td>Prof.</td>
<td>1974</td>
<td>Ph.D.</td>
<td>Yale</td>
<td>Psychology</td>
</tr>
<tr>
<td>Buttino, Lou</td>
<td>Prof.</td>
<td>2002</td>
<td>Ph.D.</td>
<td>Syracuse</td>
<td>Film Studies</td>
</tr>
<tr>
<td>Byington, Ele</td>
<td>Assoc.</td>
<td>Ph.D.</td>
<td>Univ. of Michigan</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Hines, Elizabeth</td>
<td>Assoc.</td>
<td>1997</td>
<td>Ph.D.</td>
<td>Louisiana State Univ.</td>
<td>Geography</td>
</tr>
<tr>
<td>Irwin, Darrell</td>
<td>Asst.</td>
<td>2004</td>
<td>Ph.D.</td>
<td>Loyola Univ.</td>
<td>Sociology and Criminal Justice</td>
</tr>
<tr>
<td>King, Donna</td>
<td>Assoc.</td>
<td>1994</td>
<td>Ph.D.</td>
<td>City Univ. of New York</td>
<td>Sociology and Criminal Justice</td>
</tr>
<tr>
<td>Kozloff, Martin</td>
<td>Prof.</td>
<td>1969</td>
<td>Ph.D.</td>
<td>Washington Univ.</td>
<td>Watson School of Education</td>
</tr>
<tr>
<td>Laudadio, Nick</td>
<td>Asst.</td>
<td>Ph.D.</td>
<td>State Univ. of New York</td>
<td>English</td>
<td></td>
</tr>
</tbody>
</table>
Lerch, Pat  | Prof.  | 1981 | Ph.D.  | Ohio State Univ.  | Anthropology  
McDaniel, Clyde  | Prof.  | 1996 | Ph.D.  | Univ. of Pittsburg  | Sociology and Criminal Justice  
McNab, Jim  | Assoc.  | 1989 | Ph.D.  | Duke University  | Foreign Languages & Literatures  
Murrell, Sam  | Assoc.  | 1995 | Ph.D.  | Drew University  | Philosophy and Religion  
Newlin, Keith  | Prof.  | 1991 | Ph.D.  | Indiana Univ.  | English  
Pasulka, Diana  | Asst.  | 2001 | Ph.D.  | Syracuse  | Philosophy and Religion  
Reid, P. Nelson  | Prof.  | 1980 | Ph.D.  | Ohio State Univ.  | Social Work  
Rice, John  | Assoc.  | 1998 | Ph.D.  | Univ. of Virginia  | Sociology and Criminal Justice  
Rugoff, Kathy  | Assoc.  | 1988 | Ph.D.  | Florida State Univ.  | English  
Schmid, Thomas  | Prof.  | 1976 | Ph.D.  | Yale  | Philosophy and Religion  
Walker, Lewis  | Prof.  | 1999 | Ph.D.  | Univ. of Virginia  | English  
Waxman, Barbara  | Prof.  | 1982 | Ph.D.  | City Univ. of New York  | English  
Wentworth, Michael  | Prof.  | 1983 | Ph.D.  | Bowling Green  | English  

### 2. Part-Time Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Yr. Hired</th>
<th>Degree</th>
<th>Graduate Inst.</th>
<th>Department Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bauereis, Elizabeth</td>
<td>Instructor</td>
<td>2004</td>
<td>Ph.D.</td>
<td>Univ. of Delaware</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Breit, Etta</td>
<td>Adjunct</td>
<td>2004</td>
<td>Ph.D.</td>
<td>Univ. of Pennsylvania</td>
<td>Gerontology</td>
</tr>
<tr>
<td>Chancey, Elizabeth</td>
<td>Instructor</td>
<td>2005</td>
<td>M.F.A.</td>
<td>San Diego State</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Durham, Elan</td>
<td>Instructor</td>
<td>2001</td>
<td>M.F.A.</td>
<td>UNCWilmington</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>Dutton, Karel</td>
<td>Instructor</td>
<td>1999</td>
<td>M.A.</td>
<td>Mary Washington College</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Elovaara, Mika</td>
<td>Instructor</td>
<td>1999</td>
<td>M.A.</td>
<td>Univ. of Oulu, Finland</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Faxon, Kimberly</td>
<td>Instructor</td>
<td>2006</td>
<td>M.F.A.</td>
<td>UNCWilmington</td>
<td>English</td>
</tr>
<tr>
<td>Ferrell, Larry</td>
<td>Instructor</td>
<td>2004</td>
<td>Ed.D.</td>
<td>Argosy Univ.</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Year</td>
<td>Degree</td>
<td>Institution</td>
<td>Field</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------</td>
<td>------</td>
<td>--------</td>
<td>------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Godwin, John</td>
<td>Instructor</td>
<td>2005</td>
<td>Ph.D.</td>
<td>Univ. of South Carolina</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Hagley, Rod</td>
<td>Lecturer</td>
<td>2001</td>
<td>Ph.D.</td>
<td>West Virginia Univ.</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Haller, Paula</td>
<td>Instructor</td>
<td>1997</td>
<td>M.A.</td>
<td>UC-Berkeley</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Hance, Susan</td>
<td>Instructor</td>
<td>2005</td>
<td>M.S.</td>
<td>East Carolina Univ.</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Harris, Jason</td>
<td>Instructor</td>
<td>2003</td>
<td>LL.M.</td>
<td>Univ. of Miami</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>James, Anthony</td>
<td>Instructor</td>
<td>2006</td>
<td>Ph.D.</td>
<td>Univ. of Mississippi</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Lyons, Meggen</td>
<td>Lecturer</td>
<td>2002</td>
<td>M.F.A.</td>
<td>UNC Wilmington</td>
<td>English/Creative Writing</td>
</tr>
<tr>
<td>Melroy, Diane L.</td>
<td>Lecturer</td>
<td>2000</td>
<td>Ph.D.</td>
<td>UC-Berkeley</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>McBride, Harriet</td>
<td>Adjunct</td>
<td>2000</td>
<td>Ph.D.</td>
<td>Ohio State Univ.</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Michael, Barbara J.</td>
<td>Lecturer</td>
<td>1987</td>
<td>Ph.D.</td>
<td>Univ. of Kansas</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Mize, Ray</td>
<td>Instructor</td>
<td>2002</td>
<td>M.A.</td>
<td>UNC-Chapel Hill</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Russell, Anne</td>
<td>Instructor</td>
<td>2005</td>
<td>Ph.D.</td>
<td>Univ. of Hawaii</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Shuster, H. David</td>
<td>Instructor</td>
<td>2005</td>
<td>Ed.D.</td>
<td>Univ. of Rochester</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Uldricks, Ted</td>
<td>Prof.</td>
<td>2003</td>
<td>Ph.D.</td>
<td>Indiana Univ.</td>
<td>History (UNC-Asheville)</td>
</tr>
<tr>
<td>Vernon, Steve</td>
<td>Instructor</td>
<td>2005</td>
<td>M.A.</td>
<td>UNC Wilmington</td>
<td>Graduate Liberal Studies</td>
</tr>
<tr>
<td>Yates, Jenny</td>
<td>Instructor</td>
<td>2003</td>
<td>Ph.D.</td>
<td>Syracuse</td>
<td>Graduate Liberal Studies, Philosophy and Religion</td>
</tr>
</tbody>
</table>

### 3. Staff

The GLS Program office is staffed by a program assistant, Mr. Perry Campbell. Mr. Campbell is part-time, working 22 hours a week. His tasks include:

- a. Making all GLS program Banner entries including budget revisions, purchase requests, overrides, maintenance of class schedules, and assigning academic advisors.
- b. Reviewing each GLS student’s information (including MALS OCEP students) to ensure its validity and accuracy.
- c. Acting as first-level liaison between the program and visitors, applicants, students, staff, and faculty.
- d. Independently answering routine inquiries about the program by phone, letter, email, or in person.
- e. Apprising GLS students, alumni, and teaching faculty, in timely fashion, of upcoming deadlines, program-related developments, and Graduate School/GLS program policies.
f. Maintaining informal contact with GLS alumni, keeping their folders up to date and maintaining their demographic/status Excel database.

g. Maintaining check-out system and records for program-owned computers, cameras, and projector.

h. Communicating with, as needed, the various internal UNCW support entities such as Purchasing, ITSD, Auxiliary Services, Post Office, College of Arts and Sciences office, etc., to obtain information, guidance, and assistance in responding to various inquiries; classroom assignment issues; and equipment procurement, computer systems and other support.

i. Communicating with, as needed, both permanent UNCW and temporary GLS faculty to resolve issues regarding course scheduling, course descriptions, syllabi, room criteria, biographies, and other information relevant to their GLS classes.

j. Organizing and maintaining paper files including relevant confidential records.

k. Identifying the need for, then creating and maintaining GLS databases (Excel) relevant to all aspects of program operations.

l. Ensuring effective and efficient scheduling of the Director’s appointments.

m. Securing pertinent information regarding correspondence from a number of sources and composing draft replies for Director’s approval.
   - Letters of acceptance into the program
   - Letters of acknowledgement for project directors and readers
   - Survey letters to other GLS programs, UNCW GLS alumni, etc.

n. Preparing final copy of letters, memoranda, reports, proposals, and various forms (acknowledgement diploma, reception program, etc).

o. Keeping program accounts and reviewing monthly budget statements projecting future expenditure levels in the various object codes.

p. Editing and compiling data from various sources, databases, for use in reports, budgets, etc.

q. Assisting to some degree in the formulation and administration of policies of the program.

r. Assisting in design and preparation of forms, records, newsletters, etc.

s. Assisting in design of brochures and other promotional materials.

t. Preparing records, fact sheets, and advising and mailing lists, keeping them up to date, on the computer.

u. Gathering information on GLS alumni and keeps their files up to date.

v. Monitoring equipment and supplies and acts accordingly in regard to anticipated equipment and supply needs.

w. Processing relevant HR 1.35 documents for temporary and UNCW GLS faculty.

x. As the program’s designated “keymaster,” maintaining an inventory of office keys assigned to the program.

y. Assisting the Director in the proper administration and management of the credit card assigned to the GLS program.

z. Maintaining the program website in a timely and professional fashion and maintaining contact with Michel Fougeres, UNCW Webmaster, in regard to enhancements and upgrades.
   - Yearly program calendar
• Upcoming courses – detailed course descriptions (including a listing of all GLS 592 courses)
• Reports on various social events (including pictures)
• Establishing for final projects a comprehensive report on the GLS website with names, titles, and completion year—a link is established to the library call number for each bound copy.
• Publishing notification of final project defenses via email and on the website.

  aa. Maintaining on a weekly basis the program computers specifically ensuring they are protected with current versions of spyware and anti-virus programs, and ensuring that all relevant Microsoft updates are installed in program computers.
  bb. Maintaining, daily if necessary, the appropriate security and content of the \sammy\departments\LiberalStudies folder and the Graduate Liberal Studies Public folder on Outlook.
  cc. Maintaining viable and accurate group email listings on Outlook including current students, alumni, faculty, Director’s and Associate Director’s advisees.
  dd. Creating and maintaining those student, course, enrollment, and other databases needed to respond to annual and five-year reports to upper echelons such as CAS and the Graduate School.
  ee. Maintaining comprehensive databases reflecting student final project data including title, committee names, registration status, etc.

Obviously, the workload requires more administrative assistance.

GRADUATE STUDENTS

1. Description of Graduate Student Population

Students currently enrolled in the GLS program represent a diverse and fascinating “mix,” with undergraduate disciplinary backgrounds in accounting, American studies, anthropology, art history, business, communication studies, creative writing, criminal justice, drama, economics, English, film studies, French, history, law, marine biology, marketing, medicine, nursing, philosophy and religion, physical education, physical therapy, primary and secondary education, political science, psychology, public administration, recreation, social work, and sociology, Spanish and current or former careers in accounting, advertising, arts administration, art therapy, assistive technology, banking, cinematography, civil service, computer technology, dance, professional diving, education, gerontology, health services, hospice facilitation, journalism, law enforcement, librarianship, marketing, military service, minor league baseball, music, photo journalism, religious ministry, social services, and television and film production. Yet whatever their diversity in age and background, GLS students share a common commitment to life-long learning as well as an equally avid commitment to the continuing relevance of the liberal arts not only as a means of personal growth and development but as a means of constructively negotiating the many complex humanistic, social, and scientific concerns currently confronting the global community. This diversity is also reflected in the quantitative measures given in Table 3a.
GLS students range in age from 21 to 90 (with an average age of ranging between 38 and 50 over the last seven years). The program has always had more females than males. When the program began, 64.3% of the students were female. It reached a high of 75.6% in the 2002–2003 academic year but has dropped down to 69.1% at the end of the 2006 Spring semester. In terms of race, the program began with 7.1% minority students. This is a respectable amount, but in subsequent years the percentage has increased dramatically. In 2005 over ¼ or the students were minorities, and currently 21.4% are. Thus, the GLS student body is an extremely diverse group.

An area in which GLS could improve is its number of out-of-state students. At its best, the program has had 6 or 5.9% out-of-state students. The current 3.6% needs improvement. However, without additional tuition remissions, this seems unlikely.

The GLS program also serves UNCW staff employees. At the start of the program, some 35 to 42 percent of the students were drawn from UNCW employees. This has gradually dropped as the program has grown and become better known. Currently 9.5% of the GLS student body is employed by UNCW. The program is also a popular destination for students who have undergraduate degrees from UNCW, who normally comprise 40 to 50 percent of GLS students.

These numbers seem appropriate for the program. That GLS students now make up over 10 percent of UNCW graduates receiving MAs, attests to its growing importance on campus.

The data for the PMCLS is too recent to make such assessments. They are provided in Table 3b for the sake of completeness.

Table 3a. MALS Student Characteristics from 1999-2005.

<table>
<thead>
<tr>
<th>Student Characteristic</th>
<th>Fall 1999</th>
<th>Spring 2000</th>
<th>Fall 2000</th>
<th>Spring 2001</th>
<th>Fall 2001</th>
<th>Spring 2002</th>
<th>Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>14</td>
<td>19</td>
<td>38</td>
<td>50</td>
<td>64</td>
<td>55</td>
<td>78</td>
</tr>
<tr>
<td>Residency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number In-State</td>
<td>14 (100.0%)</td>
<td>19 (100.0%)</td>
<td>37 (97.4%)</td>
<td>48 (96.0%)</td>
<td>62 (96.9%)</td>
<td>54 (98.2%)</td>
<td>77 (98.7%)</td>
</tr>
<tr>
<td>Number Out-of-State</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (2.6%)</td>
<td>2 (4%)</td>
<td>2 (3.1%)</td>
<td>1 (1.8%)</td>
<td>1 (1.3%)</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>13 (92.9%)</td>
<td>18 (94.7%)</td>
<td>34 (89.5%)</td>
<td>44 (88.0%)</td>
<td>57 (89.1%)</td>
<td>48 (87.3%)</td>
<td>68 (87.2%)</td>
</tr>
<tr>
<td>Minority</td>
<td>1 (7.1%)</td>
<td>1 (5.3%)</td>
<td>4 (10.5%)</td>
<td>6 (12.0%)</td>
<td>7 (10.9%)</td>
<td>7 (12.7%)</td>
<td>10 (12.8%)</td>
</tr>
<tr>
<td>Unidentified Race</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Non-Resident Alien (Foreign)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>9 (64.3%)</td>
<td>9 (47.4%)</td>
<td>20 (52.6%)</td>
<td>30 (60.0%)</td>
<td>43 (67.2%)</td>
<td>40 (72.7%)</td>
<td>59 (75.6%)</td>
</tr>
<tr>
<td>Male</td>
<td>5 (35.7%)</td>
<td>10 (52.6%)</td>
<td>18 (47.4%)</td>
<td>20 (40.0%)</td>
<td>21 (32.8%)</td>
<td>15 (27.3%)</td>
<td>19 (24.4%)</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNCW Staff Employees</td>
<td>5 (35.7%)</td>
<td>8 (42.1%)</td>
<td>10 (26.3%)</td>
<td>8 (16.0%)</td>
<td>13 (20.3%)</td>
<td>8 (14.6%)</td>
<td>16 (20.5%)</td>
</tr>
<tr>
<td>UNCW Graduates</td>
<td>8 (57.1%)</td>
<td>10 (52.6%)</td>
<td>19 (50.0%)</td>
<td>25 (50.0%)</td>
<td>29 (45.3%)</td>
<td>23 (41.8%)</td>
<td>36 (46.2%)</td>
</tr>
<tr>
<td>Average Age</td>
<td>50.1</td>
<td>48.1</td>
<td>41.7</td>
<td>41.9</td>
<td>39.5</td>
<td>41.5</td>
<td>39.9</td>
</tr>
<tr>
<td>Average GPA</td>
<td>4.000</td>
<td>3.988</td>
<td>3.775</td>
<td>3.831</td>
<td>3.722</td>
<td>3.713</td>
<td>3.705</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>3</td>
<td>N/A</td>
<td>8</td>
</tr>
<tr>
<td>Percentage of UNCW MAs</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
<td>1.3%</td>
<td>N/A</td>
<td>3.4%</td>
</tr>
</tbody>
</table>
### Table 3b. PMCLS Student Characteristics from 2005-2006.

<table>
<thead>
<tr>
<th>Student Characteristic</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>7</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td><strong>Residency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number In-State</td>
<td>7 (100.0%)</td>
<td>8 (100.0%)</td>
<td>10 (100.0%)</td>
</tr>
<tr>
<td>Number Out-of-State</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>7 (100.0%)</td>
<td>8 (100.0%)</td>
<td>8 (80.0%)</td>
</tr>
<tr>
<td>Minority</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (10.0%)</td>
</tr>
<tr>
<td>Unidentified Race</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (10.0%)</td>
</tr>
<tr>
<td>Non-Resident Alien (Foreign)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5 (71.4%)</td>
<td>6 (75.0%)</td>
<td>6 (60.0%)</td>
</tr>
<tr>
<td>Male</td>
<td>2 (28.6%)</td>
<td>2 (25.0%)</td>
<td>4 (40.0%)</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNCW Staff Employees</td>
<td>4 (57.1%)</td>
<td>4 (50.0%)</td>
<td>3 (30.0%)</td>
</tr>
<tr>
<td>UNCW Graduates</td>
<td>4 (57.1%)</td>
<td>54 (50.0%)</td>
<td>7 (70.0%)</td>
</tr>
<tr>
<td>Average Age</td>
<td>58.0</td>
<td>59.0</td>
<td>48.6</td>
</tr>
<tr>
<td>Average GPA</td>
<td>3.897</td>
<td>3.885</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Percentage of UNCW MAs</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
2. Acceptance Criteria

Admission into the MALS program is a two-step process. The initial screening for MALS is based on the Director’s evaluation of the application, which includes the signed Application Agreement Statement, three letters of reference, official transcripts of all college work, and an essay explaining how the graduate liberal studies degree can assist the candidate in meeting her or his personal goal. Then, at least officially, an interview with the director of the program and a representative from the advisory committee is required, though normally the interview is often done with just the director or the associate direction. No test such as the GRE (Graduate Record Examination) or the MAT (Miller Analogy Test) is required.

The application for the PMCLS is simpler. Applicants who have received a Master of Arts in Liberal Studies degree from UNCW need only complete the application for graduate admissions and residency forms. Applicants who have received a MALS degree from other institutions must fully complete all sections of the application. Admission into the post-Master’s certificate program does not require the GRE.

The number of applications to the to MALS program have grown rapidly since the program began in 1999 (Table 4a). The acceptance rate into the program has often been 100.0%. Because the goal is now to raise the quality of the GLS students, this acceptance rate will likely drop. The program is well established now, and can afford to raise its acceptance standards. Since the PMC program only began in 2005, it is too early to assess trends in applications. The data is included in the tables below for the sake of completeness.

Table 4a. Application, Acceptance, and Enrollment of GLS Students

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Applicants</th>
<th>Number Accepted</th>
<th>Acceptance Rate</th>
<th>Number Enrolled</th>
<th>Enrollment-Acceptance Rate</th>
<th>% Out of State Applicants</th>
<th>Total Program Enrollment</th>
<th>% Out of State Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999</td>
<td>15</td>
<td>15</td>
<td>100.0%</td>
<td>14</td>
<td>93.3%</td>
<td>0.0%</td>
<td>14</td>
<td>0.0%</td>
</tr>
<tr>
<td>Spring 2000</td>
<td>6</td>
<td>6</td>
<td>100.0%</td>
<td>6</td>
<td>100.0%</td>
<td>0.0%</td>
<td>19</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>20</td>
<td>20</td>
<td>100.0%</td>
<td>19</td>
<td>95.0%</td>
<td>5.0%</td>
<td>38</td>
<td>2.6%</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>25</td>
<td>25</td>
<td>100.0%</td>
<td>23</td>
<td>92.0%</td>
<td>12.0%</td>
<td>51</td>
<td>3.9%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>35</td>
<td>35</td>
<td>100.0%</td>
<td>27</td>
<td>77.1%</td>
<td>5.7%</td>
<td>65</td>
<td>3.1%</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>23</td>
<td>22</td>
<td>95.7%</td>
<td>20</td>
<td>90.9%</td>
<td>8.7%</td>
<td>59</td>
<td>3.4%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>37</td>
<td>37</td>
<td>100.0%</td>
<td>30</td>
<td>81.1%</td>
<td>10.8%</td>
<td>79</td>
<td>2.5%</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>16</td>
<td>15</td>
<td>94.0%</td>
<td>15</td>
<td>100.0%</td>
<td>18.8%</td>
<td>73</td>
<td>1.4%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>39</td>
<td>39</td>
<td>100.0%</td>
<td>31</td>
<td>79.5%</td>
<td>7.7%</td>
<td>93</td>
<td>2.2%</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>29</td>
<td>28</td>
<td>96.6%</td>
<td>28</td>
<td>100.0%</td>
<td>13.8%</td>
<td>95</td>
<td>4.2%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>42</td>
<td>42</td>
<td>100.0%</td>
<td>34</td>
<td>81.0%</td>
<td>11.9%</td>
<td>110</td>
<td>4.6%</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>33</td>
<td>33</td>
<td>100.0%</td>
<td>32</td>
<td>97.0%</td>
<td>3.0%</td>
<td>101</td>
<td>5.9%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>59</td>
<td>59</td>
<td>100.0%</td>
<td>45</td>
<td>76.3%</td>
<td>8.5%</td>
<td>103</td>
<td>2.9%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>21</td>
<td>21</td>
<td>100.0%</td>
<td>20</td>
<td>95.2%</td>
<td>4.8%</td>
<td>92</td>
<td>3.3%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>49</td>
<td>49</td>
<td>100.0%</td>
<td>37</td>
<td>75.5%</td>
<td>16.3%</td>
<td>106</td>
<td>2.8%</td>
</tr>
</tbody>
</table>
Table 4b. Application, Acceptance, and Enrollment of PMCLS Students

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Applicants</th>
<th>Number Accepted</th>
<th>Acceptance Rate</th>
<th>Number Enrolled</th>
<th>Enrollment-Acceptance Rate</th>
<th>% Out of State Applicants</th>
<th>Total Program Enrollment</th>
<th>% Out of State Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
<td>7</td>
<td>70.0%</td>
<td>0.0%</td>
<td>7</td>
<td>0.0%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>2</td>
<td>2</td>
<td>100.0%</td>
<td>1</td>
<td>50.0%</td>
<td>0.0%</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>6</td>
<td>6</td>
<td>100.0%</td>
<td>6</td>
<td>100.0%</td>
<td>0.0%</td>
<td>10</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Applications to the MALS and PMCLS programs come largely from in-state. Efforts have been made to recruit out-of-state and international students. The number of international students is also low. The financial incentives to recruit out-of-state students are meager. The ratio of males to females has been 2:3 for the last seven years. During this time, minority enrollments have been relatively high. The vast majority of these minority students were black. See Tables 3a and 3b above.

At present, students who enroll in the MALS program are not given an orientation apart from that presented by the graduate school. In the past, these students met individually with their advisor. All MALS students are advised to complete GLS 502: Contemporary Issues in Liberal Studies in their first semester in residence. Given the large number of graduate students, such an orientation is planned for the Fall 2007 semester. Students who enroll in the PMCLS program are given an orientation. These students are advised regarding acceptable courses and the Qualifying Exit Examination.

GLS has very few Graduate Teaching Assistantships and scholarships to award. The program has:
- 2 Graduate Teaching Assistantships for $9000 for the year but administered by the Office of Campus Diversity
- 1 Graduate Teaching Assistantship for $9000 for the year, normally split into 2, $4500 GTAs
- 1 tuition remission (to attract out-of-state students)
- 1 New Scholar Award for $1000 ($500 for Fall and $500 for Spring)
- 1 Graduate Tuition Scholarship for $2,500, which is normally split into $500 or $1000 awards.

Also, many GLS students are UNCW staff, and so may take one course free per semester. Nevertheless, most of our students receive no financial assistance. Students receive travel grants occasionally.

Obviously, the highest priority needs is for additional scholarship monies.

The role of the Graduate Teaching assistants is limited. Two of the three assistantships are administered by the Office of Campus Diversity. The OCD, therefore, determines the role and duties of the GTAs. The one GLS GTA is split between 2 students normally. These students do not teach, since there are no undergraduate liberal studies courses. They normally assist in some project such as developing a feasibility study for a new concentration, organizing a conference, or assisting in research.
3. Graduate Student Performance Measures

Given that most GLS students are older adults with full-time jobs, our retention rates seem quite good as Table 5 indicates. Table 6 indicates that the length of time to graduation is longer than many other MA programs. However, given the nature of the GLS students, many take less than a full-time course load each semester. UNCW staff employees, who get one course a semester for free at UNCW, tend to take only one. Therefore, the longer time to graduation is to be expected.

Table 5. Fall 1999 - 2006 Retention Report of Students Entering MALS Program

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>No. in Entering</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Fifth Year</th>
<th>Sixth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>14</td>
<td>13 (92.9%)</td>
<td>8 (57.1%)</td>
<td>4 (28.6%)</td>
<td>4 (28.6%)</td>
<td>2 (14.3%)</td>
<td>3 (21.4%)</td>
</tr>
<tr>
<td>2000</td>
<td>19</td>
<td>14 (73.7%)</td>
<td>8 (42.1%)</td>
<td>7 (36.8%)</td>
<td>4 (21.1%)</td>
<td>4 (21.1%)</td>
<td>4 (21.1%)</td>
</tr>
<tr>
<td>2001</td>
<td>26</td>
<td>16 (61.5%)</td>
<td>13 (50.0%)</td>
<td>10 (38.5%)</td>
<td>6 (23.1%)</td>
<td>3 (11.5%)</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>29</td>
<td>19 (65.5%)</td>
<td>11 (37.9%)</td>
<td>5 (17.2%)</td>
<td>3 (10.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>28</td>
<td>19 (67.9%)</td>
<td>11 (39.3%)</td>
<td>7 (25.0%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>34</td>
<td>20 (58.8%)</td>
<td>11 (32.4%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>36</td>
<td>21 (58.3%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6. Fall 1999 - 2006 Graduation Report of Students Entering MALS Program

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>No. in Entering</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Fifth Year</th>
<th>Sixth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>14</td>
<td>0 (0.0%)</td>
<td>2 (14.3%)</td>
<td>2 (14.3%)</td>
<td>1 (7.1%)</td>
<td>1 (7.1%)</td>
<td>2 (14.3%)</td>
</tr>
<tr>
<td>2000</td>
<td>19</td>
<td>2 (10.5%)</td>
<td>3 (15.8%)</td>
<td>4 (21.1%)</td>
<td>3 (15.8%)</td>
<td>1 (5.3%)</td>
<td>1 (5.3%)</td>
</tr>
<tr>
<td>2001</td>
<td>26</td>
<td>0 (0.0%)</td>
<td>3 (11.5%)</td>
<td>3 (11.5%)</td>
<td>4 (15.4%)</td>
<td>5 (19.2%)</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>29</td>
<td>2 (6.9%)</td>
<td>10 (34.5%)</td>
<td>6 (20.7%)</td>
<td>2 (6.9%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>28</td>
<td>1 (3.6%)</td>
<td>5 (17.9%)</td>
<td>5 (17.9%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>34</td>
<td>1 (2.9%)</td>
<td>7 (20.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>36</td>
<td>1 (2.8%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7. Fall 2005 – 2006 Retention Report of Students Entering PMCLS Program

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>No. in Entering</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Fifth Year</th>
<th>Sixth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>7</td>
<td>3 (42.9%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The retention report for the PMCLS program is included for completeness. There is not enough data for meaningful analysis. The first 3 students graduated from the PMCLS program by December 2006.

**Student Presentations**

The following students have presented papers at regional or national conferences.

- Jenifer Bianchi
- Jen Yi Lee
- Barbie Cowan organized and coordinated “‘Let’s Talk about It’: A Community End of Life Conference,” held at the University of North Carolina Wilmington (2005).
- Barbie Cowan also organized and coordinated a Community of Life Conference, sponsored by the Lower Cape Fear Hospice & LifeCareCenter, held at the University of North Carolina Wilmington (February 2006)

**Publications**

- Suzie Bean, “Staying Connected,” *Ninnao* (Spring 2006)
- William Freeman, Producer (compact disc), *Shayar* (Spring 2006)
- Kim Proukou, “Young Adult Literature: Rite of Passage or Rite of Its Own,” *ALAN Review* (Assembly on Literature for Adolescents of the National Council of Teachers of English) (Fall 2005)

**Public Performances**

- Curt Allen-Little, Director and Choreographer, “Shut Up and Dance” (dance production), November 2005, Kenan Auditorium, University of North Carolina Wilmington
- Suzie Bean, Writer and Director, *The Golden Harp* (an original Welsh folk opera), April 2005, Scottish Rite Temple, Wilmington, North Carolina
- James Burke, Composer (original musical score), *The Crucible*, November 2005, Kenan Auditorium, University of North Carolina Wilmington

The following students have received travel-research grants funded by the Graduate Student Association and the Graduate School at the University of North Carolina Wilmington.

- Cathy Bowens
- Betty Jo Brannon
- Gloria Jones
- Jen Yi Lee
Professional Placement

Like other graduate liberal studies programs, the Master of Arts in Liberal Studies degree at the University of North Carolina Wilmington is not a professional/vocational degree, but rather is intended to provide a highly integrated and interdisciplinary exploration of the liberal arts, enabling non-traditional/life-long learners with the opportunity to deepen their understanding of the social, scientific, and humanistic dimensions of today’s world. Nonetheless, as a result of earning a graduate degree, any number of MALS graduates have moved on to more lucrative professional positions or have achieved an upgrade in their current positions. In addition, the following students have acquired full- or part-time teaching positions since earning the MALS degree.

- Wendy Exposito, Instructor (Gerontology Program, University of North Carolina Wilmington)
- Elizabeth Fugate-Whitlock, Instructor and Administrative Assistant (Gerontology Program, University of North Carolina Wilmington)
- Chasity Herring, Teacher (State of South Carolina Public School System)
- Casey Mabry, Teacher (State of North Carolina Public School System)
- Glenn Pack, Lecturer (Department of Film Studies, University of North Carolina Wilmington)
- Carlon Robbins, Part-time Instructor (Elon University, State of North Carolina Community College System)
- Melody Smith, Instructor (Lees-MacRae College)
- Sandie Sue, Part-time Instructor (General College, University of North Carolina Wilmington)
- Steve Vernon, Part-time Instructor (Graduate Liberal Studies Program, University of North Carolina Wilmington)
- Suzanne Ward, Instructor (State of North Carolina Community College System)
- Kay Warren, Instructor (Cape Fear Community College)
- Chanda Wynne, Teacher (State of North Carolina Public School System)
- Former MALS graduates Jessica Owen and Mary Walsh are also currently serving as volunteer teachers in Americorps.

Graduate School Placement (beyond the MALS degree)

- Betty Jo Brannon, Ph.D. candidate (folklore), Memorial University (Newfoundland)
- George Brown, School of Environmental Law, Lewis and Clark University
- James Burke, Ph.D. candidate (geography), University of North Carolina Greensboro
- Robyn Dunning, Ph.D. candidate (social work), The Ohio State University
- Elizabeth Fugate-Whitlock, Ph.D. candidate (health sciences), Virginia Commonwealth University
• Holly Lentz, Ph.D. candidate (textile design and marketing), University of North Carolina Greensboro
• Mark Menchhofer, Ph.D. candidate (social work), The Ohio State University
• Melody Smith, M.A. candidate (political science), Appalachian State University
• Jason Thompson, Law School, University of Washington
• David Vanderbilt, Ph.D. candidate (humanities), Salve Regina University
• In addition, former MALS graduates Curt Allen-Little, Joan McKillop, and Goldie Walton have received the post-Master’s certificate program in graduate liberal studies at the University of North Carolina Wilmington and ten former MALS graduates are currently enrolled in the post-Master’s certificate program in graduate liberal studies at the University of North Carolina Wilmington

**AFFIRMATIVE ACTION**

The GLS Program has an impressive number of minority students. In 2005, the minority enrollment was 17.5%, the highest of any UNCW academic program. Since then the number has risen to 17.7%. 65.2% of the students that have enrolled in the program are female (and 34.8% are male). Currently, 82.3% of GLS students are White, which means 17.7% are minorities. Of this latter group, 12.9% are Black, 2.7% are Hispanic, 0.9% are Asian/Pacific Islander, 0.9% are Alaskan/Native American, and 0.3% are listed as “Race/Ethnicity Unknown.” Also, students range in age from 21 to 90, with an average age of 43. 38.5% of faculty are female.

UNCW’s EEO/AA Policy Statement states:
The University of North Carolina at Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, gender, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents—except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for State funded employee benefit programs. Further, the university seeks to promote campus diversity by enrolling and employing a larger number of minorities and women where these groups have historically been and continue to be under-represented within the university in relation to availability and extends preference in staff employment to veterans and current State employees seeking promotion.

**SUMMARY OF RESEARCH AND SCHOLARSHIP**

The Graduate Liberal Studies Program does not have faculty in residence. The faculty is drawn from various departments and most are engaged in active research programs or creative endeavors within their own departments. Many of the faculty that teach for the GLS program also have substantial records of publication and grant support. Evidence of this is supplied in the Appendix: Faculty Curricula Vitae.

The only faculty assigned to the GLS program include:
1. Michael Wentworth, the Director of the MALS/GLS program from 1999–2006.
   • His essay “‘Only Connect’: The Continuing Value and Relevance of the Liberal Arts” appeared as the lead essay in *Best Practices in University Teaching: Essays by Award-Winning Faculty at the University of North Carolina Wilmington*.
   • He also received the UNCW Graduate Mentor Award in 2006.

2. Herb Berg, the Associate Director of the MALS/GLS program from 2003–2006, and current Director.
   • He received a Chancellor’s Teaching Excellence Award in 2006

Their research and scholarship is listed in the Appendix as well.

**GOALS AND OBJECTIVES: STRENGTHS AND WEAKNESSES**

Since its start-up semester in the fall of 1999, UNCW’s MALS program has dramatically surpassed original enrollment projections. During the fall of 1999, the program enrolled thirteen students and offered two courses. Currently, it is the most heavily enrolled graduate program in the College of Arts and Sciences at UNCW. For instance, in the spring of 2005 the program enrolled nearly 120 students and offered ten courses, including such varied courses as “Mass Media and Society,” “The Dark Side of Scottish Fiction,” “Vietnam, Politics, and Film,” “Clothing and Society,” “Comedy and the Media in Contemporary American Culture,” “Appalachian Folkways,” and “American Noir.”

One of the most notable demographic aspects of the GLS learning community is the fact that the program continues to attract and enroll a significant number of UNCW staff, with a current enrollment of eighteen students. Even more telling is the fact that the program currently enrolls twenty-four minority students, who comprise nearly 18% of the MALS student community, a percentage significantly above the current minority enrollment for the university as a whole. The 116 graduates of the program are a considerable achievement considering the daunting professional, social, family, and service responsibilities that typically apply to MALS students. Representative final project titles from the fall 2004 include “Bedrock Beliefs of the Nineteenth Century as Mirrored through the Prints of Currier and Ives,” “The Undiscovered Self: The Way of the Traveling Being,” “The Americanization of Hinduism and Buddhism,” “The Effect of Religious Involvement and Faith on Longevity,” “Heeding the Call: 177 Years of Protestant Missionary Work in Mexico,” “Spiritual Formation in a Technological Society: Being Authentic,” “Rusted Rails, Strong Ties, and New Freedom: A Study of Transportation, History, and the People of New Freedom, Pennsylvania,” a teaching memoir “Unbecoming a Teacher,” and an original comic drama “Gimme Some Sugar.”

The growth and development of the GLS program is further reflected in a number of recent developments, perhaps the most notable of which is the development of a post-Masters certificate in graduate liberal studies, one of only several post-Masters certificate options in the U.S. and the only post-masters certificate option among the currently existing seven graduate liberal studies programs in the state of North Carolina. The start-up of a UNCW MALS extension program in Onslow County, North Carolina, situated at Camp Lejeune in Jacksonville,
is set to graduate its first 4 students in Fall 2006. In addition, the GLS program is currently in
the process of establishing an on-line journal *Mindscape*, which will feature exceptional
creative, artistic, and scholarly works produced by GLS students. Further noteworthy is the fact
that over the current academic year five GLS students have received travel and research grants
funded through the Graduate Student Association and the Graduate School. It is equally
noteworthy that a number of recent GLS graduates are teaching in the North Carolina public
school system; six GLS graduates are teaching in the North Carolina community college system;
and five recent graduates are currently, or will be, teaching at UNCW. Other recent graduates
have entered graduate programs in criminal justice, drama, English, environmental law,
geography, social work, Spanish, textile and clothing design, and women’s studies.

1. **Immediate and Long Range Problems**

A. **Scheduling Concerns**

Maintaining the current pattern of program growth will depend upon the continuing support of
the College and professional schools, by way of part-time and overload monies, to enable faculty
to teach in the GLS program. Thus far, the generous support of the College, GLS course
offerings have accommodated the escalating growth of the program. Still, due to budgetary
exigencies, the GLS program director was required to cancel four courses for the 2005 spring
semester, which constituted a four-course reduction compared to the fall 2004, and this in spite
of the fact that the number of incoming students for spring 2005 exceeded the number of MALS
students who graduated this past December 2004. While, as noted above, the number of course
offerings during the fall and spring semesters has been consistent with enrollment growth, the
summer schedule remains a concern. Based on the summer allocation assigned by the College,
the GLS program is currently able to offer only two or three summer courses, the same number
of courses offered during the program’s first summer of operation in 2000, in spite of the
program’s dramatic growth in enrollment. This is a continuing source of frustration to many
GLS students who find summer school a convenient and attractive option. With the assistance of
the College and Academic Affairs, the GLS program was able to offer five courses during the
summer of 2004 and was able to offer three in the summers of 2005 and 2006. Still, the
program’s assigned summer allocation is essentially the same as it was five years ago.
Hopefully, future summer allocation can be augmented to support a fourth summer course. As a
matter of record, the average enrollment in the five MALS courses offered during the summer of
2004 was 13.7 students.

Future scheduling considerations are further complicated by recent program developments, most
notably the implementation of the post-Masters certificate in graduate liberal studies. In the case
of the post-Masters certificate program, Dr. Bob Roer, Dean of the Graduate School, has
provided assurance that he would identify institutional resources to support the advanced
certificate program. In regard to the GLS Onslow extension program, the likely growth of the
program will require additional funding from the Office of Academic Affairs to support a
commensurate increase in course offerings. Currently, the Onslow program offers two courses
during the fall and spring semesters and two summer courses.
B. Staffing Needs

Since the GLS program is not an autonomous academic department with an established faculty in residence, the program draws upon teaching faculty in various departments to meet scheduling needs. To date twenty-four regular UNCW faculty from nine different departments (anthropology, biology, criminal justice and sociology, English, film studies, geography, philosophy and religion, and psychology) have taught in the GLS program. Beyond existing alliances with other programs and departments at UNCW, the GLS program, by the very nature of its emphases upon cross-disciplinary connections, a multi-disciplinary approach to social, environmental, and humanistic concerns, cultural diversity, and internationalism, naturally invites cooperative liaisons with nearly every other established department and program at UNCW. Still, at the present time the GLS program, in meeting scheduling needs, relies heavily on a core of sixteen adjunct faculty, ten of whom possess terminal degrees and five of whom possess Masters degrees. While adjunct faculty are remarkably enthusiastic and very accomplished classroom instructors, whose SPOT evaluation scores often equal or surpass those of regular UNCW faculty, the professional accountability of the program would be enhanced by a reduced reliance on adjunct faculty. The current over-reliance on adjunct faculty can be attributed to a number of factors: the continuing escalation of program growth; prevailing budgetary exigencies in academic departments across campus whose own curricular/staffing needs understandably take priority over the scheduling and staffing needs of the GLS program; and budgetary constraints within the College of Arts and Sciences. Spring 2007 will be the last time faculty without a terminal degree will be used.

Filling the lectureship assigned to the GLS program should mitigate the current over-reliance upon adjunct faculty since the assigned lectureship would involve teaching three GLS courses during the fall and spring semesters, in addition to assigned administrative and advising duties, and final project direction. Based on a formula- and enrollment-driven “Academic Affairs Initiatives: New Requirements” report submitted to the College of Arts and Sciences in the spring of 2004, the GLS program should be assigned three full-time faculty positions. In addition to the currently assigned lectureship, the assignment of a second lectureship position would be further instrumental in alleviating the current over-reliance on adjunct faculty.

On the other hand, it would be ill-advised to eliminate adjunct faculty altogether, even if this were practicably feasible. Several such faculty have already established legendary teaching reputations in the program, as a result of which their courses are not only filled, but overenrolled. In addition, a number of adjunct faculty bring courses to the program such as “Coastal and Ocean Law,” “Business and Environmentalism,” and “‘This Property Is Condemned’: Eminent Domain and the American Dream” that are both locally and regionally significant and that otherwise, at students’ loss, would be untaught. Still it is a matter of continuing concern and expediency to explore various options to reduce the current disproportionate reliance on adjunct faculty.
C. Additional Administrative Support

Given the administrative demands of the GLS program on the GLS program director, the implementation of the post-Masters certificate program in the Fall of 2005 required additional administrative support in the form of a certificate program director, who would be responsible for screening applications, advising, reviewing certificate graduate applications, and coordinating the qualifying exit exam and who would be responsible to the GLS program director. Such a position, which would most likely be assigned to the full-time lecture member or a full-time UNCW faculty member, would carry budgetary implications since the appointed coordinator would most likely receive a one-course teaching reduction in the fall and spring semesters. This position would require administrative staff support, which, in the case of each, could be accommodated by the assignment of a partial graduate assistantship.

The MALS Onslow extension program will also require additional administrative resources to support enrollment growth. More specifically, in view of the extension program coordinator’s considerable administrative duties (budget management, scheduling classes, program promotion, etc.) and advising responsibilities, the extension coordinator, who is also responsible for coordinating other Onslow extension programs, should be assigned a one-course reduction during the fall and spring semesters. The assignment of a graduate assistantship to the Onslow program would further alleviate the extension coordinator’s administrative load and would also serve as a recruiting incentive in the Onslow program. Since the Onslow program is funded through Academic Affairs, the requisite funding to support the requested course reduction for the MALS extension coordinator and the requested graduate assistantship would most likely originate in Academic Affairs rather than the College of Arts and Sciences and the Graduate School.

Finally, it would be advantageous to hire a part-time writing consultant on both the main campus and the Onslow campus to assist graduate liberal students in a tutorial capacity. As noted elsewhere (“Peer and Aspirant Programs”), Duke University currently has a half-time writing consultant, a position unique to graduate liberal studies programs in the state of North Carolina. Such a request is based on the special writing concerns of graduate liberal studies students, who constitute a notably diverse learning community, particularly in regard to age, professional/occupational experience, and disciplinary backgrounds. In addition to assisting students, in a tutorial capacity, in regard to writing assignments in graduate liberal studies classes, the two designated writing consultants could serve as an advisory resource for GLS 598: Final Project in Liberal Studies committees and could also coordinate training/mentoring workshops for participating graduate liberal studies faculty as well as workshops related to the qualifying exit exam in the post-Masters certificate program. The two requested positions, which would involve 15-20 contact hours a week, could be filled by way of two partial graduate assistantships in the amount of $2500 a semester or a temporary staff position.

D. Space Concerns

At the present time, GLS office space consists of the program director’s office in 214A Social and Behavioral Sciences Building, the associate program director’s office in Morton Hall, and a
temporary administrative assistant’s office in 214H Social and Behavioral Sciences Building. GLS files are currently housed in 214 Social and Behavioral Sciences Building, an office site originally assigned to the GLS program, though 214 SB has largely been subsumed by the Psychology Department. Even though many of these space concerns will be alleviated with the move to the new space in Bear Hall 106 in early 2007, the GLS program still lacks office space to accommodate the two half-time teaching assistants in the program, a lounge area for MALS students, and assigned classroom space. The program’s relocation will be especially helpful in providing a centralized setting for the program. However, the need still exists for assigned classroom space which would facilitate the scheduling of GLS classes and will likewise facilitate the centralized accessibility of audio-visual equipment needs, particularly in the case of adjunct faculty whose classes, at the present time, are scheduled in various academic buildings across campus, very often at the inconvenience of the program director, who has to make special arrangements for equipment requests. Also, the projected relocation scheme does not accommodate office space for adjunct faculty, the requested writing consultant position (as noted elsewhere), and the coordinator of the post-Masters certificate program, all of which would be optimally situated in a centralized setting. Such a development is particularly regrettable since a centrally assigned program space is instrumental in promoting a sense of community and program identity. In addition, though not an autonomous departmental entity, the GLS program, whatever its anomalous infrastructural status, should not be disadvantaged as such, particularly in view of the fact that the GLS program, with a current enrollment of approximately 120 students, is presently the most heavily enrolled graduate program in the College of Arts and Sciences.

E. Budgetary Concerns

Currently the budgetary allocation for the GLS program is $4500 compared to a budgetary allocation of $3500 for the program’s start-up year in 1999-2000. To this point the program’s budgetary allocation has adequately accommodated equipment and supply needs, duplicating and printing costs, phone charges, and miscellaneous expenses. Such operational expenses, however, have essentially depleted the budgetary allocation assigned to the GLS program over the past five years. An augmented budgetary allocation in the amount of $7500 per annum would enable the program to assume a variety of initiatives (e.g., a lecture series, program-related symposia and forums, thematically based film series, library acquisitions, promotional-recruitment initiatives) and, further, would reflect the dramatic increase in program enrollment from 13 students in 1999-2000 to a current enrollment figure in the spring of 2005 of nearly 120 students. Aside from such considerations, the implementation of the post-Masters certificate program will require additional budgetary support, if only in terms of developing promotional-recruitment materials. In addition, the eventual relocation and centralization of GLS office space in Bear Hall, which will include office space for the GLS program director and the assistant program director as well as office space for the GLS program’s administrative assistant and the single assistantship currently assigned to the GLS program and a lounge area for graduate liberal studies students, will require a requisite allocation of budgetary resources above and beyond the $4500 noted above, to accommodate computing and appropriate furnishing needs.

Unlike the main campus program, which is funded through the College of Arts and Sciences and, in terms of scholarship and assistantship awards, the Graduate School, the MALS Onslow
extension program is funded through Academic Affairs. The continuing growth of the MALS extension program will require additional budgetary resources to support promotional initiatives and student recruitment and to facilitate administrative management, the scheduling of a sufficient number of classes to accommodate enrollment growth, and the assignment of tuition scholarships and a graduate assistantship.

**F. Compensation for Final Project (GLS 598) Service**

As of August 2006, the GLS program has graduated 116 students. Each student in the program is required to complete an extended final project, subject to the approval of a final project committee, consisting of a director and a second reader, and the program director. Though the previous program director has served as a director or reader on approximately 80 final project committees, faculty from a variety of departments have served, on an entirely voluntary basis, as project directors and/or readers. Since MALS final projects are often as substantive as theses in other graduate programs and the investment of time on the part of MALS final project committee members is equal to that of thesis committee members in other programs, it would reasonably follow that service as a MALS final project director/reader should be compensated in a fashion commensurate with service as a thesis director/reader. One compensatory option would allow for the “banking” of final project service against a future course reduction while yet another option would allow for a financial honorarium, a policy which has been adopted by a number of other GLS programs.

**G. Financial Aid for Graduate Liberal Studies Students**

Originally, in the fall of 1999, the start-up semester for the MALS program, the program was assigned $2500 in tuition scholarships, a $1000 “new scholar award,” and an assistantship in the amount of $4000. Though the stipend assigned to the assistantship has since been increased to $8000, other support resources have remained the same in spite of a dramatic growth in program enrollment from 13 students in the fall of 1999 to nearly 120 students in the spring of 2005. Clearly, the current allocation of scholarship funds and the single assistantship assigned to the GLS program need to be augmented to reflect the program’s continuing enrollment growth, which will no doubt increase beyond the current enrollment figure with the likely growth of the MALS Onslow extension program and the projected implementation of the Masters-level dance concentration and the post-Masters certificate program. The assignment of an additional assistantship would be particularly propitious in the recruitment of out-of-state and international students. Currently the program enrolls one international student and four out-of-state students, though nearly twenty out-of-state students have requested information on the program over the past year or so. The further addition of international and out-of-state students would favorably reflect upon the diversity and quality of the program, and the additional assistantship, which could be split into two $4000 stipends, thereby qualifying international and out-of-state recipients for tuition remissions, would dramatically alleviate prohibitive out-of-state expenses. An additional “new scholar award” and an augmentation of current tuition scholarship funds from $2500 to $4000 would also accommodate the financial need as well as recognize the academic merit/achievement of in-state students.
2. **New Degree Programs**

Among the graduates of the GLS program there is much interest in developing a Ph.D. in Liberal Studies Program. However, at this time no formal discussions have begun and no timeline has been developed. It seems prudent to allow the PMCLS program to be consolidated first.

Several UNCW faculty have expressed interest in creating other concentrations within the MALS program. These include a Hellenic Studies concentration and perhaps even a Philosophy and Religion concentration. Again, no formal discussions have yet begun.

3. **Long Range Goals and Strategic Plan**

A. **Main Campus**

The main goals of the GLS program are:

- The implementation and consolidation of the post-Masters certificate program in graduate liberal studies, including an augmentation of the program’s current administrative structure, to include a coordinator for the post-Masters certificate program.
- Filling the lectureship currently assigned to the GLS program and seeking authorization to hire one additional lecturer.
- Providing administrative support, by way of partial graduate assistantships, for the coordinator of the post-Masters certificate.
- Establishing a part-time writing consultant position (15-20 hours/week).
- The allocation of requisite office space to accommodate the needs of the numerous adjunct faculty who teach in the GLS program any given semester, the possible the coordinator of the post-Masters certificate program, and the program’s teaching assistants.
- The relocation of the GLS program in Bear Hall following the move out by Computer Science.
- In view of the post-Masters certificate program, the GLS program’s continuing liaisons with the graduate certificate programs in gerontology and Hispanic studies, and the continuing popularity of the general elective option, the assurance of a sufficient number of curricular offerings during the fall and spring semesters to accommodate the various student constituencies that comprise the program’s learning community.
- An increase in the average number of GLS summer courses from two to four courses.
- The attraction of additional out-of-state and international students.
- An augmentation of current scholarship funds and the single assistantship currently assigned to the GLS program, including tuition remissions to accommodate out-of-state and international students.
- The development of a biennial orientation program for incoming GLS students.
- The promotion of research and conference-related initiatives among GLS students.
• The development of a series of training/mentoring workshops for participating GLS faculty.
• The development of various assessment instruments, including a student course evaluation form, which would supplement the standard SPOT form; an instructor course evaluation form; and a graduation exit survey form.
• The exploration, with the assistance of the Office of International Programs, of study-abroad initiatives.
• Identifying various means of compensating faculty for service on GLS final project committees and post-Masters certificate exam committees.
• Developing the GLS program’s alumni chapter by extending alumni involvement in the program through special events and activities and appointing, in this regard, a GLS Alumni Director responsible for developing and maintaining alumni contacts as well as designing and implementing special alumni events.
• Exploring various initiatives to augment the GLS program trust fund.
• Establishing a consortial network with other graduate liberal studies programs in the state (Duke University, North Carolina State University, UNC-Asheville, UNC-Charlotte, UNC-Greensboro, Wake Forest University), with one goal, among others, of developing a state-wide annual conference that would involve both graduate liberal studies students and faculty. Such a networking initiative would promote a far greater sense of community among graduate liberal studies students and faculty in the state than is presently the case and could lead to mutually advantageous liaisons among the seven graduate liberal studies programs in the state.

B. Onslow County Extension Program

The main goals for GLS’s OCEP program are:
• Augmenting the current budgetary allocation assigned to the Onslow program to accommodate and sustain enrollment growth.
• Ensuring a sufficient number of course offerings to support enrollment growth.
• Developing a core teaching faculty and providing such faculty with office space and computing resources.
• Developing a versatile, comprehensive, on-going recruitment/marketing plan.
• Developing an extension program brochure and related promotional materials.
• Enhancing the Onslow program’s “presence” on the GLS program web-page.
• Assigning scholarship awards specifically directed to the Onslow program.
• Providing the Onslow program coordinator with a one-course reduction during the fall and spring semesters to alleviate the administrative load associated with program administration.
• Assigning a partial or full graduate assistantship to the Onslow program, both as a recruiting incentive and as a means of administrative support.
• Establishing a part-time on-site writing consultant position (15-20 hours/week).
• Identifying and fostering collaborative liaisons between the main campus program and the Onslow program.

C. Funding Implications of Proposed Objectives
Coordinator of Graduate Liberal Studies Post-Masters Certificate Program (proposed one course reduction for fall and spring semesters): **$5000-$6400**

Proposed partial graduate assistantship to provide administrative support for the GLS post-Masters certificate program: **$4500**

Proposed part-time writing consultant position: **$5000**

Augmentation of Tuition Scholarship Funds from $2500 to $4000: **$1500**

Additional “New Scholar Award”: **$1000**

Additional Graduate Assistantship to facilitate the recruitment of international and out-of-state students: **$8000**

Augmentation of current annual budget from $4500 to $7000: **$2500**

Extension Program Coordinator (proposed one-course reduction for fall and spring semesters): **$5000-$6400**

Proposed partial or full graduate assistantship to provide administrative support: **$4000-$8000**

Proposed assignment of tuition scholarship awards: **$1500**

Proposed part-time writing consultant position: **$5000**

**D. Peer and Aspirant Institutions**

In addition to UNCW, there are six other graduate liberal studies programs in the state of North Carolina: Duke University, North Carolina State University, UNC-Asheville, UNC-Charlotte, UNC-Greensboro, and Wake Forest University. With the exception of UNC-Greensboro, which has a 33-hour degree requirement, the remaining programs carry a 30-hour degree requirement, including a culminating 3-hour final project requirement. Though the most recently established graduate liberal studies program in the state, UNCW’s GLS program, with a fall 2004 enrollment of 100 students, is the third most highly enrolled program in the state, exceeded by Duke University with a fall 2004 enrollment of 163 students, and UNC-Greensboro, which relies primarily upon distance-learning and on-site classes, with a fall 2004 enrollment of 178 students. Based on a survey of graduate liberal studies programs in the state undertaken by the former GLS program director at UNCW, during the fall of 2004, UNCW’s GLS program, with a total of 12 course offerings, compared to 4 course offerings at UNC-Charlotte, 5 course offerings at North Carolina State University, 5 course offerings at Wake Forest University, 6 course offerings at UNC-Asheville, and 7 course offerings at Duke University, had the highest number of graduate liberal studies course offerings in the state. Compared to other graduate liberal studies programs in the state, UNCW’s program is one of only three programs with an assigned graduate assistantship (in the amount of $8000) and allocated scholarship awards (in the amount of $3500). By way of comparison, Duke’s program awards three assistantships, each in the amount
of $3000, and 46% of Duke’s graduate liberal studies students receive a 20-70% tuition remission; and North Carolina State’s program offers four graduate assistantships, ranging from $3000-$6000. In terms of administrative support, UNCW’s GLS program is one of only two programs in the state, along with Duke University, with an associate program director. In terms of additional administrative support, compared to the 20-hour temporary non-faculty staff position currently assigned to UNCW’s program, Duke has a full-time administrative assistant, a half-time writing consultant, and a half-time temporary office assistant; UNC-Greensboro has two half-time administrative staff positions; and North Carolina State, UNC-Asheville, UNC-Charlotte, and Wake Forest University all have either an assigned part-time or full-time administrative assistant. Though UNCW’s program would seem to be adequately resourced in regard to administrative support, the continuing enrollment growth of the main-campus program as well such recent developments as the post-Masters certificate program will require additional administrative support well beyond the half-time office assistant assigned to the GLS program at a point before the development of the post-Masters certificate program. Various remedial proposals in this regard are discussed elsewhere.

On the basis of enrollment, course offerings, financial aid, and non-faculty support staff, UNCW’s GLS program compares very favorably to other peer programs in the state. Considering various recent developments in the continuing evolution of the graduate liberal studies program at UNCW—most notably, the recently established Onslow County extension program, the development of a special dance concentration on the Masters level to be directly aligned with the development of a touring dance company, the development of a post-Masters certificate in graduate liberal studies, and the development of an on-line journal—the graduate liberal studies program at UNCW incorporates a number of features that are unique among the seven graduate liberal studies programs in the state. For example, though Duke University is in the process of developing a doctoral program in liberal studies (currently, Georgetown University is the only university with a PhD program in liberal studies), at the present time no other graduate liberal studies program in the state offers a post-Masters certificate and, in fact, UNCW’s advanced certificate program is one of only several such programs in the U.S. With the exception of Duke University, which produces a very professional and handsome graduate liberal studies program journal, UNCW’s projected on-line journal would be the only other such venture in the state and one of the few in the country that provides a forum featuring the creative and scholarly work of GLS students. UNCW’s graduate liberal studies program is positioned, then, to assume a distinctive prominence compared to other graduate liberal studies programs not merely within the state, but the region and the nation as a whole. The consolidation of current program developments and the exploration of additional program initiatives, particularly the development of study abroad opportunities, will, of course, require institutional support, particularly in regard to the growth of the Onslow program, and the implementation of the post-Masters certificate program, and an accompanying allocation of additional assistantship and scholarship awards. With the allocation of sufficient institutional resources, admittedly a problematic projection given continuing state-wide budgetary difficulties, it is not inconceivable that beyond a comparative parity with such peer programs as those at North Carolina State University, UNC-Asheville, and Wake Forest University, UNCW’s program can achieve parity with such distinguished and well-established programs as those at Duke University, Georgetown University, Stanford University, and Wesleyan University.
APPENDIX:
FACULTY CURRICULA VITAE
W. F. Ainsley
Professor of Human Geography

Education:
A.B. in Biblical Studies, University of North Carolina, 1966
Master of Divinity, Southeastern Baptist Theological Seminary, 1969
M.A. in Geography, University North Carolina, 1972
Ph.D. in Geography, University North Carolina, 1977

Current Research Interests:
Historical-Cultural Geography; Vernacular Architecture of Anglo-America, Europe, and the Caribbean; Rural Settlement Landscapes (North Carolina, Barbados, Norway, Alpine Italy); Ethnic Landscapes; Geography of Religions; Historic Preservation; Regional interests in Southeastern United States, Colorado Plateau, Scandinavia, Barbados

Professional Experience:
1988-Present - Professor of Human Geography, UNCW
1982-1988 - Associate Professor of Human Geography, UNCW
1977-1982 - Assistant Professor of Human Geography, UNCW
1973-1977 - Instructor in Human Geography, UNCW
1972-1973 - Physical Geography Instructor, UNC-CH
1969-1972 - Geography Teaching Assistant, UNC-CH

Principle Publications:
Ainsley, W. F., and Florin, J. W., 1988, North Carolina: The Land and Its People, Silver Burdett & Ginn Company, Morristown,
New Jersey, 392 pp.


**Professional Societies:**
Association of American Geographers; Southeast Division, Association of American Geographers; American Geographical Society; North Carolina Geographical Society; Pioneer America Society; National Trust for Historic Preservation; Vernacular Architecture Forum; Virginia Geographical Society; North Carolina Geographic Alliance
Robert Thomas Argenbright  
Associate Professor of Human Geography

Education:  
Ph.D. in Geography, University of California, Berkeley, 1990  
M.A. in Geography, University of California, Berkeley, 1984  
B.A. in Geography, University of California, Berkeley, 1981

Current Research Interests:  
Command Performances: The Party Ethics Campaign of the Early Twenties; Death on the Rails: Trains and Typhus in the Russian Revolution; Moscow Under Construction, a book about the transformation of urban space in the Russian capital;  
Continuation of projects concerned with the historical-geographical evolution of the Soviet Union, including long projects on agitational vehicles in 1917-1922 and the evacuation of industry and civilian personnel in 1941-1942.

Professional Experience:  
2004-2005, Visiting Assistant Professor of Human Geography, Miami University  
2001-2005, Associate Professor of Human Geography, UNCW  
1995-2001, Assistant Professor of Human Geography, UNCW  
1993-1995, Visiting Instructor of Human Geography, Simon Fraser University  
1993-1994, Visiting Instructor of Human Geography, Western Washington University  
1993-1994, Visiting Instructor of Geography, Coquitlam College  
1993, Visiting Instructor of Geography, University of British Columbia  
1993, Visiting Instructor of Geography, Columbia College  
1985-1986, Teaching Associate, UC-Berkeley  
1983, Teaching Assistant, UC-Berkeley

Principle Publications:  
Articles (Refereed):  

Book Reviews:  


**In Press:**


**Other Publications:**


**Professional Societies:**

Member, Association of American Geographers; Member, Soviet, Central and East European Specialty Group of the A.A.G.; Member, Political Geography Specialty Group of the A.A.G.; Member, North Carolina Geographical Society; Member, American Association for the Advancement of Slavic Studies; Member, Southern Conference on Slavic Studies; Member, committee to evaluate student papers for the annual award.
Elizabeth Ingram Bauereis  
Part-time Instructor for Graduate Liberal Studies

Education:
Ph.D. in Biological Sciences, University of Delaware, 1972
M.S. in Public Health, UNC-Chapel Hill, 1964
B.A. in Science Education, Duke University, 1960

Professional Experience:
2004-present, Adjunct Professor of Liberal Studies, UNCW
1988-2000, Director of Environmental Affairs, Baltimore Gas & Electric Company (Constellation Energy)
1975-1988, Biologist, Senior Biologist, Baltimore Gas & Electric Company (Constellation Energy)
1969-1975, Instructor, Assistant Professor, Research Associate, University of Delaware

Professional Societies:
Executive Environment Advisory Committee—Chairman (1999-2000); Electric Power Research Institute: Ecology Task Force—
Chairman (1990), Environment Division Committee (1994-2000); Southeastern Electric Exchange: Production Group,
Environment Committee—Chairman (1992 & 2000); Maryland Chamber of Commerce: Environment Committee Reporting to
the Board of Directors—Chairman (1988-2000); E.P.A. Chesapeake Bay Program: Citizens Advisory role (1976-2000), Citizens
Environmental Law Institute—Board of Directors (1994-1998)
John Price Bennett
Professor of Health and Applied Human Sciences

Education:
Certified Public Manager, NC Office of State Personnel, 1988
Ed.D. in Curriculum and Supervision, Northern Illinois University, 1980
M.Ed. in Administration and Supervision, Virginia Commonwealth University, 1972
B.A. in Health and Physical Education, College of William and Mary, 1969

Professional Experience:
1992-present, Professor of Health and Applied Human Sciences, UNCW
1985-1992, Director of Healthful Living Education Section, NC Department of Public Instruction
1981-1985, Assistant Professor of Health and Physical Education, George Mason University
1976-1981, Program Research Coordinator & Elementary Physical Education Teacher, DeKalb County Public Schools
1974-1976, Supervisor of Health, Physical Education, Driver Education, and Athletics, Hanover County Public Schools
1974-1976, Adjunct Professor of Health Education, Virginia Commonwealth University
1973-1974, Elementary and Middle School Physical Education Teacher, Henrico County Public Schools
1970-1973, Athletics Coach, Douglas Freeman High School, Henrico County Public Schools
1969-1970, Elementary Physical Education Teacher, Henrico County Public Schools

Principal Publications:
Books, Chapters and Contributions to Books:

Bennett, J.P. (1994). Two chapters in "PE for TV" by Whittle Communications, Knoxville, Tennessee for a special made for TV series on personal fitness. The two chapters are in a companion text for the TV series which is titled, "PE for TV", and was made possible through a grant from Reebok. The title of the first chapter is "Sports and Dance, Week #8, Rhythm and Coordination" and the second chapter is titled, "Sports and Dance, Week #11, Line Dance". PE TV. Knoxville, Tennessee: Whittle Communications, L.P.
Journal Articles:


Bennett, J.P., Perko, M.A., & Herstine, J.H. (2000). “1988 – 1998 National Practices in Health Education and Physical Education Teacher Certification”. Journal of Health Education. 31(3): 143-148. (Special note: This article was selected by the journal editors to be the focus of a special commentary due to the national significance of the study)


Bennett, J.P. and Morris, B. "Let the Good Times Roll - Laissez Les Bon Temps Rouler!" Resources in Education. #ED356223. August 1993.


Seaver, W.L. and Bennett, J.P. "A Statistical Analysis of Selected Physiological Characteristics of Undergraduate Physical Education Majors to Non-Physical Education Students with Implications". The North Carolina Journal, 24(2), Fall 1989, pp. 70.
Bennett, J. P. "Fitness in the Classroom-Use It, But Don't Abuse It.", Sports Information Resource Center, Ottawa, Ontario, Canada. #103758, June 1985, pp. 1-14. (Proceeding).
Bennett, J. P. "Exercise for Well or Community Living Older Adults", Resources in Education, Ed 246 054, SP 025 000, November 1984. (Proceeding).
Balkus, M. P. and Bennett, J. P. "American Country Dance: A means of Furthering Cultural Heritage", Contemporary Elementary and Middle School Physical Education Conference, Atlanta, Georgia, 1/19-21/84. (Published Conference Proceedings).
Bennett, J. P. and Sterne, M. L. "The Grid as a Strategy to Maximize Teaching Effectiveness (K-8)", Contemporary Elementary and Middle School Physical Education Conference, Atlanta, Georgia, 1/19-21/84. (Published Conference Proceedings).

Professional Societies:
American Alliance for Health, Physical Education, Recreation, and Dance; North Carolina Association for Health, Physical Education, Recreation, and Dance; North Carolina College Conference on Professional Preparation in Health Education and Physical Education; Virginia Association for Health, Physical Education, Recreation and Dance; Virginia Association for Driver Education and Traffic Safety; National Association for Sport and Physical Education (Secondary Council and Curriculum and Instruction Academy); Council on Physical Education for Children; National Dance Association; Society of State Directors of Health, Physical Education, Recreation and Dance; National AAHPERD; Midwest District AHPERD; Southern District AAHPERD; North Carolina AHPERD
Herbert Berg
Associate Professor of Philosophy and Religion

Education:
Ph.D., Centre for the Study of Religion, University of Toronto, 1996
Advanced Arabic for Speakers of Other Languages, Language Centre, University of Jordan, 1991
M.A., Centre for Religious Studies, University of Toronto, 1990
B.A., Honours Religious Studies / Middle Eastern Studies Option, University of Waterloo, 1989
B.M., Honours Computer Science, University of Waterloo, 1988

Current Research Interests:
Islamic Origins; African American Islam

Professional Experience:
2006-present, Director, Graduate Liberal Studies Program, UNCW
2005-2006, Assistant Chair, Department of Philosophy and Religion, UNCW
2003–2006, Associate Director, Graduate Liberal Studies Program, UNCW
2003-present, Associate Professor, Department of Philosophy and Religion, UNCW
1998-present, Graduate Faculty, UNCW
1997-present, Co-Coordinator for Middle East Studies Minor, UNCW
1997–2003, Assistant Professor, Department of Philosophy and Religion, UNCW
1997, Visiting Assistant Professor, Department of Near Eastern Studies, Cornell University
1996–1997, Postdoctoral Fellow, Center for Middle Eastern Studies and Department of Afro-American Studies, Harvard University
1995–1996, Lecturer, Department of Religion, University of Vermont
1994–1995, Visiting Instructor, Department of Religion, Middlebury College
1993–1997, Research Assistant for E. J. Brill’s Encyclopaedia of the Qur’ān
1992–1994, Instructor, Department for the Study of Religion, University of Toronto
1992–1993, Instructor, Division of Humanities, York University
1990–1992, Teaching Assistant, Department of Middle East and Islamic Studies and Department of Religious Studies, University of Toronto.

Principal Publications:
Professional Societies:

Theses:
2006  Member, Master of Arts in Liberal Studies Final Project Committee for Chandler Madray “The Expansion of a River Town”
2006  Chair, Master of Arts in Liberal Studies Final Project Committee for Joanie D. Martin, “The Fight and Flight of Publishing”
2006  Chair, Master of Arts in Liberal Studies Final Project Committee for Kay Warren, “A Yen for Exploring Japan”
2006  Member, Master of Arts in Liberal Studies Final Project Committee for Star Vaught, “We’ve Come This Far by Faith”
2006  Member, Master of Arts in Liberal Studies Final Project Committee for Lisa M. Tripp, “Her Fateful Passage: The Mystery of the Mary Celeste”
2005  Member, Master of Education Portfolio Committee for Christopher Garner
2004  Chair, Master of Arts in Liberal Studies Final Project Committee for W. Sam Perry, “The All Too Human Traveler”
2004  Chair, Master of Arts in Liberal Studies Final Project Committee for Chasity Herring, “Interpreting the Americanization of Buddhism and Hinduism”
2004  Chair, Master of Arts in Liberal Studies Final Project Committee for Mitzi Pulliam, “Heeding the Call: Protestant Missionary Work in Mexico, Past and Present”
2004  Chair, Master of Arts in Liberal Studies Final Project Committee for David Vanderbilt, “The Military Chapel as a Model for Spiritual Formation Within the Protestant Worship Community”
2004  Member, Master of Arts in Liberal Studies Final Project Committee for Stephanie Kerr, “Politics on The Simpsons: A Look at Comic Pop Culture”
2004  Chair, Master of Arts in Liberal Studies Final Project Committee for Joan McKillop, “The History of the Paisley Shawl”
2004  Chair, Master of Arts in Liberal Studies Final Project for Carlon Robbins, “Darth Vader as a Mythological Symbol for Technology and Its Effects on Humanity”
2004  Chair, Master of Arts in Liberal Studies Final Project for Tom Wells, “Exporting the North Carolina Furniture Industry: A Documentary on the Industry’s Past, Present, and Future”
2004  Member of Master of Arts in Liberal Studies Final Project Committee for Shana Sek, “The Legalization of Marijuana”
2003  Member of Master of Arts in Liberal Studies Final Project Committee for Todd Thomas’s. “This Machine Kills Fascists: A century of Woody Guthrie.”
2002  Member of Thesis committee for Amy Henke’s Honors Thesis in Psychology. “Neuropsychological Assessment of Memory: Utilizing the Autobiographical Memory Interview and the Spatial Memory Task as Tools of Assessment.”
2002  Member of Thesis committee for Joshua Mullen’s Honors Thesis in History. “A Long Road to Conflict: An Examination of the Causes of the Gulf War (1990-91).”
2000  Outside Representative for Scott Huntley’s Master’s thesis defense in History.
1999  Outside Representative for Stephanie Cuisson’s Master’s thesis defense in English.
Todd Berliner
Associate Professor of Film Studies

Education:
Ph.D. in English, University of California at Berkeley, 1996.
B.A. in English and Psychology, University of California at Berkeley, 1986

Current Research Interests:
Film history, aesthetics, theory and criticism; American cinema; cognitive and neoformalist film theories; film genres; Hollywood films of the 1970s; John Cassavetes; Martin Scorsese; theater and cinema.

Professional Experience:
2003-present, Chair and Associate Professor, Film Studies Department, f
2002-2003, Director of the Film Studies Program and Associate Professor of English, UNCW
1996-2002, Assistant Professor, Department of English, UNCW

Principal Publications:
Berliner, Todd. Review of Cassavetes on Cassavetes (Ray Carney, Faber and Faber), Quarterly Review of Film and Video 20:4 (2003), 292-295.

Professional Societies:
Board member, Cinematique, Wilmington, NC, 1997-present, film selection and programming for weekly art-film series; Board Member, FilmSouth, 2002-present, a non-profit organization dedicated to promoting indigenous Southern filmmaking through education; Co-founder and Co-Organizer, Cape Fear International Film Series, Wilmington, N.C., 1998, devised, planned, and obtained funding for the first annual International Film Series in North Carolina’s Cape Fear area; organized publicity; selected, scheduled and introduced films.
William R. Bobbitt  
Assistant Professor of Communication Studies

Education:  
Ph.D. in Communication Studies, Bowling Green State University, 1999  
M.A. in Mass Communications, University of South Florida, 1989  
B.A. in American History, University of South Florida, 1979

Professional Experience:  
2000-present, Assistant Professor, Department of Communication Studies, UNCW  
1992-2000, Assistant/Associate Professor, W. Page Pitt School of Journalism and Mass Communications, Marshall University  
1989-1992, Instructor, School of Mass Communications, University of South Florida  
1983-1988, Communications Manager, Brandon Area Chamber of Commerce, Brandon, Florida

Principal Publications:  
"University Public Affairs Officers Have to be Ready for Anything." *Communication World*, October/November 1996.  

Professional Societies:  
Member, Wilmington, N.C. chapter of MENSA, 2004-present; Member, Public Relations Committee, Coastal Classic Celebrity Golf Tournament (fund-raiser for New Hanover Regional Medical Center), 2003-present; Co-founder, Cape Fear Communicators Roundtable, 2002-present; Member, Public Relations Society of America, 1992-2000 (Educators Section). President of West Virginia Chapter, 1996-97; Member, Association for Education in Journalism and Mass Communications, 1993-1998 (Public Relations and Law divisions)
Mark Edelman Boren
Assistant Professor of English

Education:
Ph.D. in English, University of Georgia, 1998
M.F.A. in Visual Arts, State University of New York, 1991
B.A. in English, University of Florida, 1986

Professional Experience:
2003-present, Assistant Professor of English, UNCW
2000-2002, Visiting Lecturer, English Dept., UNCW
1995-1998, Teaching Assistant, English Dept., University of Georgia
1998-2000, Lecturer, Parks Teaching Fellowship, English Dept., University of Georgia
1990-1991, Adjunct Professor, Art Dept., Rochester Institute of Technology
1989-1990, Teaching Assistant, Art Dept., State University of New York

Principal Publications:
Book:

Refereed Articles and Essays:
“Revolutionary Learning,” in Radical Experiments in Utopian Pedagogies, ed. Mark Cote and Richard Day.

Other Publications:
Etta Breit  
Adjunct Professor of Gerontology

Education:
Ph.D. in Gerontology, University of Pennsylvania, 1984  
M.A. in Health Education, University of South Florida Tampa, 1976  
B.S. in Health Education, University of Florida Gainesville, 1974  
R.N. in Nursing, Evanston Hospital School of Nursing, 1965

Current Research Interests:
Since retiring, I have served the Counseling Center as a consultant to develop a Stress Reduction Program and as a part-time counselor. I also have returned to teaching and have developed graduate courses for UNCW’s Gerontology Program and Master of Arts in Liberal Studies Program.

Professional Experience:
Coordinator, Women’s Education, Memorial Mission Hospital, Asheville, NC, 1994-1995
   Wellness programming for midlife community women
Psychotherapist, Private Practice, Tampa, FL, 1975-1994
   Individual, couple and group therapy, with areas of specialization
   in sex therapy, sexual trauma, and women’s issues
Faculty, University of South Florida, Women’s Studies Department, Tampa, FL, 1974-1994
   Undergraduate and graduate courses in women’s health, human sexual behavior, social work, rehabilitation counseling, and nursing

Professional Societies:
Licensed Registered Nurse – North Carolina (active) and Florida (inactive)
Licensed Marriage and Family Therapist – Florida (active)
Certification in Integrative Imagery Advanced Training for Nurses
Certificate in Holistic Nursing
Teacher Intensive Training in Mindfulness-Based Stress Reduction (MBSR)
Robert Brown
Professor of Psychology

Education:
Ph.D. in Experimental Psychology, Yale University, 1966
A.B. in Psychology, Hamilton College, 1961

Current Research Interests:
Science vs. Pseudoscience; Evaluation of claims to knowledge; Psychology of belief; Etiology of handicapping conditions; Influences on prose comprehension.

Professional Experience:
1979-present, Professor of Psychology, UNCW
1974-79, Associate Professor of Psychology, UNCW
1968-74, Assistant Professor of Psychology, UNC-Chapel Hill
1967-68, Visiting Assistant Professor of Psychology, College of William and Mary
1965-67, U.S.P.H.S. Postdoctoral Fellow, University of Sussex
1963-65, U.S.P.H.S. Predoctoral Fellow, Yale University
1961-63, Research Assistant, Yale University

Principal Publications:
Books:

Chapters:
Brown, R. T. (1996;2000). Exercise demonstrating a genetic-environment interaction. In M. E. Ware & D. E. Johnson (eds.) Handbook of Demonstrations and Activities in the Teaching of Psychology, 2nd ed., vol. 2, pp. 51-53. Mahwah, NJ: Erlbaum. (Note: This is the fourth time that this article, originally published in Teaching of Psychology in 1989, has been reprinted. It was also in the first edition of this handbook.)

Journal articles:

**Professional Societies:**
American Psychological Association, Council of Teachers of Undergraduate Psychology, Southeastern Psychological Association, Southern Society for Philosophy and Psychology
Lou Buttino
Professor of Film Studies

Education:
Ph.D., The Maxwell School of Citizenship and Public Affairs, Syracuse University
M.A., University of Miami
M.A., Colgate Rochester Divinity School
B.A. Colgate University

Current Research Interests:

Professional Experience:
Professor of Film Studies, UNCW
Chair, Film Studies Department, UNC Wilmington.
Advisory Board, International Documentary Association.

Principal Publications:
3 books (history, biography & fiction);
21 documentary projects;
1 produced play;
55 articles and feature stories;
18 teaching and academic scholarship awards;
22 academic grants;
30 university lectures (Harvard, Brown and Syracuse among others);
46 courses across three disciplines: political science, communication studies and film studies.
24 community speeches and lectures;
56 newspaper, radio and television interviews;
8 reprints in newspapers, magazines; and inclusion in a college text that also included James Baldwin, Annie Dillard and Alice Walker.
16 state, national or international writing and documentary awards;
3 screenplay and playwriting awards;
the Inauguration of a Special Manuscript & Film Collection housed at William M. Randall Library, The University of North Carolina at Wilmington.
Award for Faculty Scholarship;
J. Marshall Crews Distinguished Faculty Award;
Distinguished Teaching Professorship Award;
Chancellor’s Teaching Excellence Award;
UNC Board of Governors Award for Teaching Excellence;
Trustees Award for Distinguished Scholarship;
St. John Fisher College;
Teaching Excellence Award, SJFC. Voted “exemplary” status for post-tenure review at UNCW; a rare university honor.

Filmography (A Select List):
The Lady and the “Outlaw Horse”, hour-long. Theatrical premiere, Laemmle Fairfax Theater, Los Angeles, March 10, 2006; second theatrical premiere at Village East Cinemas, New York City, May 2006. Nominated for top prize as “Best Documentary” WorldFest Houston, one of the world’s largest competitive festivals (selection forthcoming). Under review for national broadcast and distribution.


Paving the American Dream: Southern Cities, Shores and Sprawl, writer, director, co-producer, hour-long PBS documentary, broadcast June 20, 2001; CASE Award, “Best Documentary,” February 2002.


Ele Byington
Associate Professor of English

Education:
Ph.D., University of Michigan
M.A., University of Michigan
B.A., University of California

Current Research Interests:

Professional Experience:

Principal Publications:


Elizabeth Hahn Chancey
Part-time Instructor for Graduate Liberal Studies

Education:
M.F.A., San Diego State University
Certificate, Center for Documentary Studies, Duke University
M.A., Hollins University
B.A., Virginia Tech University

Current Research Interests:
Latin American Studies, Women’s Studies, Film and Documentary, Literature and Writing, Travel Narratives, Creative Nonfiction
Elan Durham
Instructor of English

Education:
M.F.A. in Creative Writing, University of North Carolina Wilmington 2001.
B.A. in Comparative Humanities, New College-University of Alabama 1979
National Student Exchange, University of Oregon 1973-74

Professional Experience:
2001-present, Part-time Lecturer in English and Women’s Studies, UNCW
2002, Part-time Instructor in Argument-based Research Writing, Cape Fear Community College

Principal Publication:

Professional Societies:
The Modern Language Association and Associated Writing Programs
Karel H. Dutton  
Part-time Instructor for Graduate Liberal Studies

Education:  
M.A. in Liberal Studies, Mary Washington College, 1994  
B.A. in History and Social Studies, State University of New York at Albany

Professional Experience:  
1999-present, Director of Continuing Studies, Division of Public Service and Continuing Studies, UNCW  
1994-1999, Instructor, Counselor, Course Designer, Continuing Education Division, Coastal Carolina Community College  
1989-1994, Marketing Director, NTS Development Corp., Fredericksburg, VA  
1978-1989, Executive Vice President, Prince William County Builders’ Association, Manassas, VA  
1971-1974, Public Relations/Press Assistant for Congressman Tom Railsback, Washington, DC

Professional Societies:  
LERN (Lifelong Learning Resources Network) Leader, UCEA (University Continuing Educations Association), Wilmington Chamber of Commerce, Soroptimist International, ASAE (American Society of Association Executives)
Mika Tommi August Elovaara
Part-time Instructor for Graduate Liberal Studies

Education:
Ph.D. in Literature, University of Oulu, Finland, 2007
M.A. in English philology, University of Oulu, Finland, 2002
B.A. in English, University of North Carolina Wilmington, 1999

Professional Experience:
2004-present, Lecturer in Literature, University of Oulu, Finland
2002-present, Senior Lecturer in English and Literature, Toppila Senior Secondary School, Oulu, Finland
2002-present, Writing Instructor, Nukun Sanataidekoulu (The Word Art School at the Oulu Centre for Culture and the Youth) Oulu, Finland
2001-2002, Substitute English Teacher, Oulun Lyseon Lukio High School, Oulu, Finland
2000-2001, Senior Linguist, CoCom Corporate Communications
1997-1999, English Tutor and Substitute Teacher, UNCW
Kimberly Kersten Faxon  
Instructor of English and Creative Writing

Education:  
M.F.A. in Creative Writing, University of North Carolina at Wilmington, 2005  
B.A. in English, St. Lawrence University, 1995

Professional Experience:  
2005-present, Instructor of English and Creative Writing, UNCW  
2003-present, Founding Editor, Ecotone: Reimagining Place  
2002-2005, Graduate Teaching Assistant, UNCW  
2004-2005, Instructor, Young Writers’ Camp  
2000-2002, Instructor, University of Utah Lifelong Learning  
1999-2002, Tutor, Educational Advantage, Park City, Utah  
1996-2002, Reporter, The Park Record, Park City, Utah  
2002, Reporter, Canyons Magazine, Park City, Utah  
2001, Reporter, PC Magazine, Park City, Utah  
1995-1998, Senior Buyer, Dolly’s Bookstore, Park City, UT  
1993-1995, Associate Editor, Sidewaves Magazine, Canton, NY  
1993, Researcher under Professor Natalia Singer, Canton, NY
Larry Ferrell  
Part-time Instructor for Graduate Liberal Studies

Education:  
Ed.D., Argosy University  
M.Div., Church of God Theological School  
Th.M., Emory University  
B.A. Lee University

Current Research Interests:  
Ethics and moral development, substance abuse and addictions, Christian religion, religions and culture, individual, family and group counseling, and individual development

Professional Experience:  
Instructor of Liberal Studies, UNCW
John L. Godwin
Part-time Instructor for Graduate Liberal Studies

Education:
Ph.D. in American History, University of South Carolina, 1994
B.A. in Philosophy and English, University of North Carolina at Chapel Hill, 1975

Current Research Interests:
Civil rights, race relations, and the history of education.

Professional Experience:
Instructor of Liberal Studies, UNCW

Principal Publications:
Rodney Dale Hagley
Lecturer in Biology

Education:
Ph.D. in Biomedical Sciences, Marshall University
M.S. in Biomedical Sciences, Marshall University
B.S. in Chemistry and Zoology, Marshall University

Professional Experience:
2001-present, Lecturer of Biological Sciences, UNCW
1996-2001, Instructor of Biology, J. Sargeant Reynolds Community College
1996-1997, Adjunct Professor of Internal Medicine, Medical College of Virginia
1995-1996, Research Instructor in Internal Medicine, Medical College of Virginia
1993-1995, Research Fellow in Internal Medicine, Medical College of Virginia
1991-1993, Assistant Professor of Biology, St. Mary’s College of Minnesota
1988-1991, Assistant Professor of Biology, Viterbo College
1986-1988, Research Fellow in Biology, Baylor College of Medicine

Principal Publications:

Professional Societies:
American Society of Microbiology, National Science Teachers Association, Society of College Sciences Teachers
Paula Lee Haller  
Part-time Instructor for Graduate Liberal Studies

Education:
M.A. in Asian Arts, University of California at Berkeley, 1979
B.S., University of Wisconsin, 1957

Professional Experience:
2003-present, Instructor of Liberal Studies, UNCW
1997-present, Annual Lectures on Asian Art, Pathways Program, UNCW
2003, Instructor of Film Studies and Asian Art, Cape Fear Community College

Professional Societies:
International Documentary Association, Kino Women International, San Francisco Symphony Foundation
Susan Hance
Part-time Instructor for Graduate Liberal Studies

Education:
M.S. in Speech, Language, and Auditory Pathology, East Carolina University
B.A. in Sociology, San Diego State University

Current Research Interests:
Speech-language pathology, effective and ineffective methods of communication, Appalachian literature, Celtic literature and culture.

Professional Experience:
Instructor of Liberal Studies, UNCW
Jason R. Harris  
Part-time Instructor for Graduate Liberal Studies

**Education:**
LLM in Ocean and Coastal Law, University of Miami School of Law, 2001  
Wake Forest University School of Law, 1998-2000  
B.A. in Criminal Justice, Auburn University, 1997

**Professional Experience:**
2003, Instructor of Liberal Studies, UNCW  
2002-2004, Instructor of Criminal Justice, Cape Fear Community College  
2001-present, Junior Partner with Rountree, Losee & Baldwin, Wilmington, NC  
2001, Academic Law Clerk with Samuel Spatzer, P.A., Coral Gables, FL  
2000, Academic Law Clerk with Holland & Knight, L.L.P., Miami, FL  
1999, Legal Intern, United States Attorney’s Office, Raleigh, NC  
1998, Legal Intern, 10th Judicial Circuit Solicitor’s Office, Anderson, SC  
1997, Legal Assistant/Runner with Stokes & Bartholemew, P.A., Nashville, TN  
1995-1997, Advertising Assistant, Opelika-Auburn News, Auburn, AL  
1994-1995, Public Safety Communications Officer, City of Auburn Police Dept., Auburn, AL

**Principal Publications:**
Southeastern Admiralty Law Institute, *Program Materials* (and speech), June 2004, “Recent Developments in Admiralty Law in the United States Supreme Court and the First, Second, Third, and Fourth Circuits.”

**Professional Societies:**
North Carolina Bar No. 27876, New Hanover County Bar Association, Southeastern Admiralty Law Institute, Maritime Law Association, Kiwanis Club, Cape Fear Auburn Club - President
Elizabeth Hines  
Associate Professor of Geography

Education:
Ph. D. in Geography, Louisiana State University, 1992  
M.A. in Geography, University of Kansas, 1985  
B.A. in Geography, University of North Carolina at Greensboro, 1981

Professional Experience:
1997-present, Associate Professor of Geography, UNCW  
2002, Resident Director, UNCW Semester Abroad in Wales, University of Wales  
1992-1997, Assistant Professor of Geography, UNCW  
1990-1991, Assistant Professor of Geography, Louisiana Tech University  
1988-1992, Instructor of Geography and Anthropology, Louisiana State University

Principal Publications:

Professional Societies:
Association of American Geographers, Southeastern Division of the Association of American Geographers, Southern Historical Association, North Carolina Geographical Society, NAACP, African American Historical Foundation of Wilmington
Darrell Irwin
Associate Professor of Criminal Justice

Education:
Ph.D. in Sociology, Loyola University at Chicago, 1994
M.A. in Sociology, Loyola University at Chicago, 1988
B.A. in Sociology, University of Florida, 1980

Current Research Interests:
Straight-Edge lifestyles and subculture; drug prevalence and prevention among African-American adolescents; desistance and prevention of substance use by patients in treatment

Professional Experience:
1997-present, Assistant Professor of Criminal Justice, UNCW
1994-1996, Visiting Assistant Professor of Sociology, St. John’s University
1995-1996, Adjunct Professor of Sociology, Queensborough Community College, New York
1992-1993, Instructor of Sociology, University of Wisconsin
1989-1993, Teaching Fellow, Loyola University of Chicago
1988-1989, Instructor of Sociology, University of Wisconsin
1988, Research Assistant, Loyola University of Chicago
1987-1990, Lecturer in Sociology, DePaul University
1987, Program Coordinator, Office of Legislative Liaison, Department of Human Services, City of Chicago
1985-1986, Research Assistant, Loyola University of Chicago
1984, Production Assistant, American Broadcast Company, XIV Winter Olympic Games, Sarajevo, Yugoslavia
1983, Teacher, Dade County Public Schools, Miami, FL
1982, Counselor and Teacher, Dade County Community College, Miami, FL
1981, Social Worker, Florida Department of Health and Rehabilitative Services, Belle Glade, FL

Principal Publications:
Book:

Reviews and Essays:

Articles:

Professional Societies:
American Sociological Association, American Society of Criminology, Academy of Criminal Justice Sciences
Anthony James
Part-time Instructor for Graduate Liberal Studies

**Education:**
Ph.D. in American History, University of Mississippi  
M.A. in American History, North Carolina State University  
B.A. in Southern Studies, University of North Carolina at Chapel Hill

**Current Research Interests:**  
Southern history, African American history, and manhood.

**Professional Experience:**  
Instructor of History, Coastal Carolina Community College  
Instructor of Liberal Studies, UNCW
Donna King
Associate Professor of Sociology and Criminal Justice

Education:
Ph.D. in Sociology, City University of New York, 1994
M.A. in Psychology, University of Georgia, 1986
B.A. in Music and Music Theory, State University of New York at New Paltz, 1979

Current Research Interests:
Mass Media and Society, Popular Culture, Sociology of Children and Childhood

Professional Experience:
1999-present, Associate Professor of Sociology and Criminal Justice, UNCW
2002-2003, Associate Director of Liberal Studies, UNCW
1994-1999, Assistant Professor of Sociology and Anthropology, UNCW
1989, 1992, Adjunct Lecturer, CUNY, Baruch College, New York, New York
1986, Teaching Assistant, University of West Georgia, Carrollton, Georgia

Principal Publications:
Book:

Chapter:
King, Donna. "If We Don't Do Anything Now, There Won't Be Anything Left: Categories of Concern in Children's Drawings of Environmental Crisis" in Joel Best, editor, *Troubling Children.* Aldine de Gruyter. 1994.

Journal Articles:

Essay:

Professional Societies:
Martin Kozloff
Professor of Education

Education:
Ph.D. in Sociology, Washington University, 1969
M.A. in Sociology, Washington University, 1969
B.A. in Psychology, Washington University, 1966

Current Research Interests:
Strategies for pilot and schoolwide implementations of Direct Instruction; the effects of Direct Instruction on children's academic achievement, teachers' skills, and school organization; Direct Instruction as a form of social organization that fosters learning communities characterized by shared symbols, norms, moral principles, and conceptions of time, place, action, and person.

Professional Experience:
Professor of Education, UNCW

Principal Publications:
Nicholas Laudadio
Assistant Professor of English

Education:
Ph.D, State University of New York, Buffalo
M.A., State University of New York, Buffalo
B.A.in English, Boston University
B.S.in Communications, Boston University

Current Research Interests:
The ways that musically-inclined machines and instruments function in science fiction and film, in particular how these "singing machines" force the reader to consider the manner in which sound and song articulate the state of being/becoming "human."

Professional Experience:
Assistant Professor of English, UNCW

Principal Publications:

Professional Societies:
Patricia Barker Lerch
Professor of Anthropology

Education:
Ph.D., The Ohio State University, 1978
M.A., The Ohio State University, 1972
B.A., The Cleveland State University, 1969

Professional Experience:
1990-present, Professor of Anthropology, UNCW
1985-1992, Associate Professor of Anthropology, UNCW
1981-1986, Assistant Professor of Anthropology, UNCW
1980-1981, Grants Officer, Hiram College
1979-1980, Assistant Dean, Weekend College, Hiram College
1978-1981, Assistant Professor of Anthropology, Hiram College
1977-1978, Adjunct Faculty, Franklin University
1976, Lecturer, Latin American Studies Committee, The Ohio State University
1975-1976, Teaching Assistant in Anthropology, The Ohio State University
1972-1974, Adjunct Faculty, Franklin University

Principal Publications:
Professional Societies:
Kiwanis International, Wilmington Chapter; American Anthropological Association; Southern Anthropological Society
Meggen Lyon  
Part-time Instructor for Graduate Liberal Studies

**Education:**
M.F.A. in Creative Writing, University of North Carolina at Wilmington, 2002  
B.A. in English, Michigan State University, 1996

**Professional Experience:**
2003-2004, Instructor of English, Cape Fear Community College
2003, Manuscript Consultant (B.F.A. program), UNCW
2002-2004, Lecturer of English and Creative Writing, UNCW
2002-2004, Artist-in-Residence, DREAMS of Wilmington
2002, Workshop Facilitator, UNCW Young Writers’ Workshop
1999-2002, Teaching Assistant in English and Creative Writing, UNCW
1999-2000, Consultant, Writing and Reading Place, UNCW
1996-1997, Editor/Proofreader, Invest Learning, Inc., East Lansing, MI

**Principal Publications:**
Diane Louise Melroy
Lecturer in Biology

Education:
Ph.D. in Botany, University of California at Berkeley, 2000
B.S. in Botany and Biochemistry, University of Minnesota, St. Paul, 1981

Professional Experience:
2000-present, Lecturer in Biology, UNCW
1994-2000, Assistant Professor of Biology, UNC-Asheville
1990-1994, Assistant Professor of Biology, Siena Heights College, Adrian, MI
1987-1990, Research Affiliate Plant Physiologist, United States Department of Agriculture
1987, Graduate Teaching Associate in Botany, University of California at Berkeley
1981-1986, Graduate Research/Teaching Assistant in Botany, University of California at Berkeley

Principal Publications:
Harriet W. McBride  
Part-time Instructor for Graduate Liberal Studies

**Education:**  
Ph.D. in Historic Costumes and Textiles, The Ohio State University, 2000  
M.S. in Textiles and Clothing, The Ohio State University, 1998  
M.A. in Political Science, The Ohio State University, 1976  
B.S. in Education, The Ohio State University, 1962

**Professional Experience:**  
2004, Adjunct Professor of Liberal Arts, Ohio Dominican University, Columbus, OH  
2001-2004, Instructor of Liberal Studies, UNCW  
1998, Instructor of Human Ecology, The Ohio State University

**Principal Publications:**  

**Professional Societies:**  
Costume Society of America; Friends of the Collection (The Ohio State University Historic Costume and Textiles Collection); International Textile and Apparel Association; North Carolina History Association; Ohio Historical Society; Popular Culture Association.
Clyde O. McDaniel, Jr.
Professor of Sociology and Criminal Justice

Education:
Ph.D. in Sociology, University of Pittsburgh
M.S. in Sociology, North Carolina Central University
B.S. in Elementary Education, Fayetteville State University

Professional Experience:
1996-present, Professor of Sociology and Criminal Justice, UNCW
1992-1996, Professor of Sociology and Law Enforcement, Southern University
1986-1992, Professor of Sociology, Prairie View A&M University
1974-1986, Professor of Social Research, University of Houston
1969-1974, Associate Professor of Social Research, University of Pittsburgh
1966-1969, Assistant Professor of Sociology, Georgia State, Emory, and Atlanta Universities

Principal Publications:
Books

Articles and Book Chapters


McDaniel, Clyde. "Designing a Neighborhood Information System (NIS)." Community Topics 2, 8, 1975 (May-June).


**Professional Societies:**
National Education Association (NEA); American Sociological Association (ASA); American Educational Research Association (AERA); National Council on Family Relations (NCFR); Council on Social Work Education (CSWE); Southwest Social Science Association (SSSA), formerly, Social Work President; Society for Applied Sociology (SAS); Mid-South Sociological Association (MSSA).
Jim McNab
Professor of Foreign Languages and Literatures

Education:
Ph.D. in French, Duke University

Current Research Interests:

Professional Experience:
1989-2005, Professor of Foreign Languages and Literatures, UNCW

Principal Publications:

Professional Societies:
Barbara Michael  
Lecturer in Cultural Anthropology  

Barbara Michael  
Lecturer in Cultural Anthropology  

Education:  
Ph.D. in Anthropology, University of Kansas 1987  
M.A. in Anthropology, University of Oklahoma 1970  
MLS in Library Science, University of Oklahoma 1968  
B.A. in Anthropology, University of Oklahoma 1967  
Certificate in Documentary Studies (Filmmaking), Duke University 2006 (will receive Dec. 2006)  

Current Research Interests:  
Middle East, Social Organization, Economics, Gender Roles, Traditional Medicine, Visual Anthropology  
Working on a documentary film about the Arab League Cafe in Amman, Jordan.  

Professional Experience:  
Lecturer in Cultural Anthropology, UNCW  
Assistant Professor in Anthropology, Stephen F. Austin State University, Nacogdoches, TX  
Fulbright Senior Research Scholar in Yemen  
Assistant Professor in Anthropology, University of Alabama Birmingham  

Principal Publications:  
2002 "Patterns of Family Relations." (Chapter 4) IN R. Bruce Morrison and C. Roderick Wilson, Ethnographic Essays in Cultural Anthropology: A Problem Based Approach. Itasca: F.E Peacock.  
1994 Nomads on the Savanna. 1/2 " Video, 30 mins. Released by Pennsylvania State Audio-Visual Services. (with Anne Kocherhans)  
1987 "Milk Production and Sales by the Hawazma (Baggara) of the Sudan: Implications for Gender Roles." Research in Economic Anthropology Vol. 9: 105-141.  

Professional Societies:  
South Eastern Seminar in Middle East and Islamic Studies
Ray Mize
Part-time Instructor for Graduate Liberal Studies

Education:
M.A. in English, University of North Carolina at Chapel Hill
M.A. in Drama, University of North Carolina at Greensboro

Current Research Interests:

Professional Experience:
Instructor of Liberal Studies, UNCW
Instructor of English, Southeastern Community College
Nathaniel Samuel Murrell
Associate Professor of Philosophy and Religion

Education:
Ph.D., Drew University
M.Phil., Drew University
Ed.M., Rutgers University
M.A., Wheaton College

Current Research Interests:
Caribbean Religions; African American Religions; African Religions; Hebrew Bible

Professional Experience:
Associate Professor of Philosophy and Religion, UNCW

Principal Publications:


Professional Societies:
American Academy of Religion
Keith Newlin
Professor of English

Education:
Ph.D., Indiana University
M.A., Colorado State University
B.A., Colorado State University

Current Research Interests:
American literary naturalism and realism: writers such as Hamlin Garland, Mary Wilkins Freeman, Jack London, Theodore Dreiser, Frank Norris, Charlotte Perkins Gilman, Stephen Crane, Kate Chopin, and so forth.
American drama, especially melodrama and early twentieth-century little theaters: Eugene O'Neill, Susan Glaspell, Arthur Miller, Tennessee Williams, and lots of now-forgotten theatrical troupes and even more forgotten playwrights who wrote plays hardly anyone remembers.

Professional Experience:
Professor of English, UNCW

Principal Publications:
Books:

Articles:
Diana Walsh Pasulka  
Assistant Professor of Philosophy and Religion

Education:
Ph.D. in Religion, Syracuse University, 2003  
M.A. in Philosophy of Religion, Graduate Theological Union, Berkeley, CA, 1998  
B.A. in Women’s Studies, University of California at Davis, 1996

Professional Experience:
2005-present, Assistant Professor of Religion, UNCW  
2002-2005, Instructor in Religion, UNCW  
2001-2002, Instructor in Ethics and Religion, Syracuse University  
2001, Instructor in World Mythology, TIP Program, Duke University  
2001, Teaching Assisting in Religion, Syracuse University  
2000, Instructor in Religion, TIP Program, Duke University

Principal Publications:
Pasulka, Diana. "The Buddhism of Masao Abe." Extended review in *Buddhadharma: The Practitioners Quarterly* (Spring, 2004)
P. Nelson Reid
Professor of Social Work

Education:
Ph.D. The Ohio State University, 1980
M.S.W. University of North Carolina, Chapel Hill, 1967
A.B. University of North Carolina, Chapel Hill, 1965

Current Research Interests:
Social policy and social administration, involving the history, development, and substance of social
welfare provision; development of social welfare and the influence of social ideals, the character of the social work profession,
and social service organization and management.

Professional Experience:
Professor of Social Work, UNCW
Professor of Social Work, North Carolina State University
Visiting Professor of Social Work, University of North Carolina at Chapel Hill
Visiting Professor of Social Welfare, University of Cape Town, South Africa
Associate Professor of Social Work, Auburn University
Assistant Professor of Social Welfare, Ohio University
Director of Training, Institute for Regional Development, Ohio University
Training Specialist in Community Development, University of North Carolina at Chapel Hill

Principal Publications:
The Moral Purposes of Social Work: Essays on the Character and Intentions of a Profession. Reid, P.N. and Popple,
Aldine de Gruyter, 1999.
Reid, P.N. Preserving and Strengthening Rural Communities with R.L.Edwards and I.Carlton-LaNey (eds.) NASW
Reid, P.N. "Community Organization," The Field of Social Work . Fink, Pfouts, Dobelstein, eds., Sage Publications,
1985.
Reid, P.N. "Social Policy, Social Services and the Rural Way of Life," New Dimensions in Rural Policy: Building
Reid, P.N. "The Social Function and Social Morality of Social Work; a Utilitarian Perspective" in Reid and
Popple(eds.) The Moral Purposes of Social Work: Essays on the character and Intentions of a Profession. Chicago:
Reid, P.N. "Private Practice and the Professional Commitment to the Poor" in Pruger and Gambriel(eds.) Controversial
Reid, P.N. "Social Work Management: New Developments and Directions" The Encyclopedia of Social Work,
Reid, P.N. "Social Work Management in an Era of Diminishing Federal Responsibility" in Ewalt,P., Freeman, E., and
(with P. Popple), and “Poverty, Public welfare and Professionalism: Opportunity Lost” in Lowe and Reid
(eds) The Professionalization of Poverty: Social work and the Poor in the 20th Century. NY: Aldine de
Gruyter, 1999.
Reid, P.N. "Migration, Labor Mobility and Relocation Assistance: The Case of the American Indian." Social Service
No. 1 (1986), pp. 6-17, (with J. Billups).


John Steadman Rice
Associate Professor of Sociology and Criminal Justice

Education:
Ph.D. in Sociology, University of Virginia, 1992
M.A. in Sociology, University of Nebraska at Omaha, 1989
B.F.A. in Creative Writing, University of Nebraska at Omaha, 1986

Professional Experience:
2004-present, Associate Professor of Sociology and Criminal Justice, UNCW
2001-2004, Associate Professor of Education, UNCW
1998-2000, Assistant Professor of Education, UNCW
1995-1997, Assistant Professor of Sociology, Western Illinois University
1991-1995, Assistant Professor of Sociology, Boston University
1989-1990, Instructor of Sociology, University of Virginia
1988-1989, Teaching Assistant in Sociology, University of Virginia
1988-1988, Instructor of Sociology, University of Nebraska at Omaha
1986-1988, Teaching Assistant in Sociology, University of Nebraska at Omaha

Principal Publications:
Book:

Articles:

Professional Societies:
Midwest Sociological Society, American Sociological Association, Southern Sociological Association
Kathy Rugoff
Associate Professor of English

Education:
Ph.D. in 20th Century British Literature, Florida State University, 1983
M.A. in English, University of Florida, 1977
B.A. in English, Syracuse University, 1974

Professional Experience:
1993-present, Associate Professor of English, UNCW
1988-1993, Assistant Professor of English, UNCW
1983-1988, Assistant Professor of English, University of Southwestern Louisiana
1981-1983, Instructor of English, University of Southwestern Louisiana
1977-1981, Graduate Teaching Assistant in English, University of Southwestern Louisiana
1975-1977, Graduate Teaching Assistant in English, University of Florida
1976-1977, Adjunct Instructor of Upward Bound, University of Florida

Principal Publications:

Professional Societies:
Anne Russell  
Part-time Instructor for Graduate Liberal Studies

Education:
Ph.D. in American Studies, University of Hawaii  
M.S. in Urban Studies, Georgia State University  
M.F.A. in Creative Writing, University of North Carolina at Wilmington

Current Research Interests:

Professional Experience:
Instructor of Liberal Studies, UNCW  
Professor of Communications, UNC-Pembroke
Walter Thomas Schmid  
Professor of Philosophy and Religion

Education:  
Ph.D., Yale University, 1976  
B.A., Yale University, 1968

Current Research Interests:

Professional Experience:  
1991-present, Professor of Philosophy and Religion, UNCW  
1985-1991, Associate Professor of Philosophy and Religion, UNCW  
1979-1985, Assistant Professor of Philosophy and Religion, UNCW  
1978-1979, Visiting Assistant Professor of Philosophy, Valparaiso University/Grinnell College  
1977-1978, Instructor in Philosophy, University of Hartford  
1976-1977, Lecturer in Philosophy, Yale University

Principal Publications:  
Books:  
H. David Shuster
Part-time Instructor for Graduate Liberal Studies

Education:
Ed.D. in Higher Education Curriculum/Administration, University of Rochester
M.A. in Political Science/Economics, University of Rochester
B.A. in Pre-Legal, San Diego State University

Professional Experience:
Founder, Shuster and Associates, Wilmington, NC
Seminar Leader, American Management Association (AMA), Nationwide
Dean of Graduate Studies, ITT technical Institute, Indianapolis, IN
Founder/President, SUDA, Camarillo, CA
Manager, Quality & Reliability Engineering/Director, Total Quality Management, RCA/General Electric, Ventura, CA
Associate Dean/Associate Professor, College of Liberal Arts & Humanities, Rochester Institute of Technology
Instructor of Professional Development, Miller-Motte Technical College
Project Management Instructor, American Management Association
Instructor of Communications, Sociology and Economics, ITT Technical Institute
Instructor, Antioch University
Instructor, University of California at Santa Barbara
Instructor of Economics and Marketing, University of LaVerne
Instructor of Economics and Marketing, Redlands University
Instructor of Economics and Marketing, California Lutheran University
Instructor of Political Science and Economics, Rochester Institute of Technology
Instructor of Political Science, Monroe Community College
Instructor of Political Science, Nazareth College

Principal Publications:

Professional Societies:
Ventura County Red Cross Chapter Board Member, Greenline Homes for Mentally Retarded Board Member, Ventura County Economic Development Association (VCEDA) Education Committee Member, Morbrook Institute (Psychotherapy services and training) Board Member, Camarillo Optimists Club Member
Ted Uldricks
Professor of History (UNC-Asheville)

Education:
Ph.D. in Russian History, Indiana University, 1972
A.B. in History, University of California at Berkeley

Current Research Interests:
Russian revolutions of 1917, Soviet foreign policy, the Second World War
Steve Vernon  
Part-time Instructor for Graduate Liberal Studies

**Education:**
M.A. in Liberal Studies, University of North Carolina Wilmington, 2004  
B.A. in Communication Studies, UNCW, 1989  
B.A. in Theatre, UNCW, 1989

**Professional Experience:**
Instructor, GLS Program, University of North Carolina Wilmington
Lewis Walker
Professor of English

Education:
Ph.D., University of Virginia
M.A., University of California-Berkeley
B.A., University of Virginia

Current Research Interests:

Professional Experience:

Principal Publications:

Professional Societies:
Barbara Frey Waxman  
Professor of English

**Education:**
Ph.D. in English, City University of New York, 1978  
M.A. in English, City College of New York, 1972  
B.A. in English, Douglass College, Rutgers University, 1968

**Professional Experience:**
1993-present, Professor of English, UNCW  
1983-1993, Associate/Assistant Professor of English, UNCW  
1982, Lecturer of English, UNCW  
1977-1981, Visiting Assistant Professor of English, University of Richmond  
1976-1977, Visiting Assistant Professor of English, Virginia State University  
1972-1976, Lecturer of English and Graduate Fellow, Brooklyn College

**Principal Publications:**

**Books:**

**Articles:**


Michael Wentworth
Professor of English

Education:
Ph.D. in English, Bowling Green State University, 1979
M.A. in English, Eastern Michigan University, 1971
B.A. in English, University of Kansas, 1969

Current Research Interests:

Professional Experience:
1983-present, Professor of English and Liberal Studies, UNCW
1980-1983, Instructor of English, University of Kansas
1979-1980, Visiting Assistant Professor of English/Writing Specialist, Northland College
1978-1979, Lecturer of English, Bowling Green State University
1977-1978, Instructor and Administrative Assistant, University Writing Place, Bowling Green State University
1974-1977, Teaching Fellow, Bowling Green State University
1969-1971, Teaching Assistant, Eastern Michigan University

Principal Publications:
Books:

Articles:


Professional Societies:
College English Association, Popular Culture Association, Popular Culture Association of the South, American Culture Association, American Culture Association of the South, Society for the Study of Midwestern Literature, Association of Graduate Liberal Studies Programs
Jenny Yates  
Part-time Instructor for Graduate Liberal Studies

**Education:**
Ph.D. in Philosophy and Religion, Syracuse University, 1973  
M.A.R., Yale University, 1967  
B.A., Furman University, 1965

**Professional Experience:**
2003-present, Instructor of Liberal Studies, UNCW  
2001-2001, Chairperson, Division of Humanities, Wells College  
1975-2002, Professor of Philosophy and Religion, Wells College  
1993-2002, Faculty, Inter-Regional Society of Jungian Analysts  
1996-1997, Research Fellow, Yale University Divinity School  
1984, Visiting Associate Professor, California Technical Institute  
1973-1974, Lecturer in Philosophy and Religion, Colgate University  
1967-1969, Psychiatric Social Work, University of Virginia Medical School

**Principal Publications:**
UNC WILMINGTON
GRADUATE LIBERAL STUDIES PROGRAM
EXTERNAL EVALUATION

CONDUCTED APRIL 19-20TH, 2007

FOR

DR. ROBERT ROER
DEAN OF GRADUATE STUDIES
UNC WILMINGTON
WIMINGTON, NC 28403

BY

ALAN RAUCH, PH.D.
DIRECTOR OF GRADUATE LIBERAL STUDIES
UNC CHARLOTTE
CHARLOTTE, NC 28223

CECILIA SOLANO, PH.D.
DIRECTOR OF GRADUATE LIBERAL STUDIES
WAKE FOREST UNIVERSITY
WINSTON-SALEM, NC 27106

SUBMITTED:

JUNE 13, 2007
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERVIEW</td>
<td>1</td>
</tr>
<tr>
<td>ADMISSIONS</td>
<td>1</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>2</td>
</tr>
<tr>
<td>CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>FACULTY</td>
<td>4</td>
</tr>
<tr>
<td>FINAL ASSIGNMENT</td>
<td>6</td>
</tr>
<tr>
<td>GRADUATION</td>
<td>7</td>
</tr>
<tr>
<td>BUDGET</td>
<td>7</td>
</tr>
<tr>
<td>SPACE</td>
<td>8</td>
</tr>
<tr>
<td>UNIVERSITY SUPPORT</td>
<td>8</td>
</tr>
<tr>
<td>DIRECTOR</td>
<td>9</td>
</tr>
<tr>
<td>SUGGESTIONS FOR FUTURE</td>
<td>10</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>11</td>
</tr>
</tbody>
</table>
UNC WILMINGTON
GRADUATE LIBERAL STUDIES PROGRAM
EXTERNAL EVALUATION

JUNE 13, 2007

ALAN RAUCH
DIRECTOR OF GRADUATE LIBERAL STUDIES
UNC CHARLOTTE
CHARLOTTE, NC 28223

CECILIA SOLANO
DIRECTOR OF GRADUATE LIBERAL STUDIES
WAKE FOREST UNIVERSITY
WINSTON-SALEM, NC

OVERVIEW:

At the request of Dr. Robert Roer, Dean of Graduate Studies at UNC Wilmington, Drs. Alan Rauch and Cecilia Solano, of UNC Charlotte and Wake Forest University respectively, visited UNC Wilmington on April 19-20th 2007 to review the Graduate Program in Liberal Studies.

The UNC Wilmington program, like most Graduate Liberal Studies programs, tends to serve two major student constituencies. The first is the category of non-traditional students who, whether retired or at an advanced level of their careers, are interested in pursuing an advanced degree for the intellectual benefits of a “guided” curriculum. The second constituency is drawn from recent graduates or individuals who are in the mid-early stages of their careers and are eager both for intellectual advancement and the “boost” that an M.A. degree offers for either career or academic advancement. In some cases, students are seeking to improve upon undistinguished undergraduate records in an effort to apply to doctoral programs elsewhere. Both of these constituencies are served well by the UNCW program.

Another role played by the UNCW GLS program comes under the title of Continuing Education; this function seems to be most prominent in the Onslow program. This program, while integrated curricularly with the Wilmington program, seems to function as a separate and distinct unit of the GLS program. This program is not further discussed in this document as little specific information was provided about it. It would be appropriate for a review to be done of this program in particular at some future time.

In addition to the degree program, the GLS program has recently created a Post-Liberal Studies Certificate for students who want to continue taking courses under the aegis of the program. This provides for more students in the program, but it also creates a cadre of students with little or no direction. It is not clear what purpose this program serves beyond allowing students to continue to take courses. While this appears harmless, it does undermine the identity of the GLS program as a bounded, coherent whole.

ADMISSIONS

The most notable fact about the GLS program is its amazing growth from 13 students in 1999 to 148 in 2006. While tallying “active” students in programs such as GLS is
almost always difficult, there appear to be about 93 students on the UNCW campus, as well as 10 pursuing post-master’s certificates, 18 who are inactive, and 27 who are in the Onslow program.

The admissions process is fairly standard, requiring a personal statement, transcripts, 3 recommendations, and some form of interview. It would be useful to have more than one individual review the applications (a useful legal precaution), and equally useful to have a more substantive writing sample so that writing deficiencies can be spotted early. Right now the acceptance rate is close to 100%. It is true that all Liberal Studies directors must face the paradox of keeping both enrolment and standards high. However, this high rate of acceptance may not benefit the program or the students in it; the desire on Dr. Berg’s part to be more selective should be supported.

The program should consider the use of provisional status to defer admission until a minimally acceptable applicant demonstrates that he/she is up to the standards of the program and the faculty.

The self-study indicates the needs to start providing a strong orientation program for incoming students; this is an excellent idea and should be implemented.

STUDENTS

The current demographics of the program are typical and desirable. Many GLS programs have more women than men. With 69% of the student body being female, though, UNCW may be slightly higher than most. The program also does well in terms of diversity, with 21% of the students reporting as minorities.

As with many GLS program and, quite frankly graduate programs in general, there is concern for the writing ability of students. The Writing Center that exists should be emphasized as a resource. Unfortunately this Center is often over-burdened as it is and, even more frequently are not prepared to deal with graduate level problems The GLS self-study requested a ½ time position for someone to mentor students on their writing; it would certainly be worthwhile to fund this position.

The external reviewers met with six students for lunch. It is hard to know if the group of six with whom we met was fully representative. It was clear that the students’ sense of the program, overall, is very positive and that they feel a deep loyalty and passion for program. They are deeply committed to the teaching faculty, to the staff, and expressed deep admiration for Mike Wentworth, whom they know for well, and for Herb Berg, whom they have only recently come to know.

However, the six students spoke resentfully of UNCW in general for not giving program due respect. They felt that resources are less than they might be and that faculty attitudes about the GLS Program are not as positive as they should be. Regarding the changes being imposed on the appropriate credentials for teaching faculty, they were very vocal about standards being imposed on program “from outside.” In many respects, their reactions were driven by sentiment that is based on the strong bonds they have with the current faculty. Still, it is very important that
future cadres of students understand the significance of working with active scholars who have research programs, who publish, and who aspire to reputations beyond the region and the university. Right now, the students who are passionate about the people they know and care about have an under-developed sense of the importance of working with research faculty and that, ultimately, is detrimental to them, to their futures, and to the program.

In a related point, the pride the students feel in the GLS program is also accompanied by some self-aggrandizement, probably possible because they are, at least in disciplinary terms, “outsiders.” But this attitude seemed defensive, and it is certainly “unhealthy” for students to distance themselves in that way from the university community, whether in terms of their relation to faculty or students in other programs.

There is a minimal, unofficial student organization which has monthly luncheons and this is a good start, although the program might want to work collectively to increase the number of social/intellectual get-togethers. It is, of course, hard to get these students to come because of busy work and family schedules.

The students were responsible for creating and hosting a Liberal Studies Conference, which required a remarkable amount of energy and enterprise. The conference, which they hope will be an annual event, is a reflection of their energy and commitment, and it should be supported as much as possible. It is a strong event for the GLS program and for UNCW itself.

CURRICULUM:

As with similar programs, the UNCW GLS program requires 30-33 hours graduate study, of which 3 hours are set aside for a capstone paper. The students are required to maintain a “B” average. If a student receives two “C” grades, however, there is no provision for probationary status, which exists in many graduate schools. The need for a probationary status is important given the B average must be maintained over the long term of the student’s enrolment and may be further complicated by the fact that admission to the MALs program is essentially “open” to all. If there is some concern about a lack of “respect” among many UNCW faculty for the GLS program, as there seems to be, and an unwillingness to teach within the program, as has been rumored, it might be possible to look at the constellation of: admissions policy; maintenance of grades; and Post-GLS “recidivists” as central to the issue.

As the curriculum now stands there are 10 separate courses offered each semester, which, as the self-study notes, exceeds the typical number of about 5 courses per semester, found at similar programs. It was not clear to the reviewers how high the enrollment in each class was or how well any particular course filled.

Currently, students can only take three courses outside of the GLS program. If that policy were liberalized (and students seem to want a greater diversity of offerings), fewer courses would need to be offered by GLS. An added benefit for students is that they would have greater exposure to mainstream faculty and to an interdisciplinary mix of offerings.
Summer courses are always problematic at the graduate level, but the program is currently offering 2-3 each summer, which seems fine. The program expressed an interest in increasing that number.

In general, the course offerings are diverse and the students seem to like having an array of subjects to choose from. It is not clear, however, how courses are solicited from faculty. Certain departments seem to be less involved in GLS than others and, as a consequence, the diversity of offerings is diminished. As a result, many courses are taught by adjuncts. Having adjuncts teach is both an asset (since they fill in certain area deficiencies) and a liability (because mainstream faculty may perceive that courses are being “farmed out.”) Some bolstering assistance/encouragement from university administrators directed at the faculty to help support the GLS curriculum would be helpful, particularly in terms of recruiting faculty from “resistant” departments. Many students felt that the courses could be much more rigorous; a brief review of syllabi suggests that more reading could be included in the courses.

All students are introduced to the GLS program through a course called “GLS 502: Contemporary Issues in Liberal Studies.” Having a common starting point is very useful, but the course has been taught in the past by too many different people. This lessens the common experience the students need to begin the program. With the addition of the new Associate Director, this may change. Having a core course is particularly useful as 502 prepares students for the kind of rigor that will be expected from them in their subsequent courses and, ultimately, in their theses. Clearly attention needs to be paid in this course to academic writing skills, research skills, and the application of theoretical concepts. All of these were indicated as deficiencies among the students; a fact which is common to most Liberal Studies programs.

The issue of “tracks” in program needs serious consideration. Both Gerontology and Hispanic Studies appear to have arisen from administrative needs rather than from having any strong conceptual link to GLS. Both tracks are so specific that they are muddy the coherence of the program when looking at GLS as a whole. The self-study mentions the possibility of adding “Hellenic Studies” or “Philosophy and Religion”; adding more tracks like this will exacerbate the problem. The program needs to have clear central mission and coherent theme. Interdisciplinarity is not a matter of gluing distinct parts together and calling them a synthetic whole, but rather, it is generated from developing conceptual approaches that link seemingly disparate, but intellectually connected areas.

FACULTY

While it was reported to us that there is no problem attracting faculty to teach in the program, the distribution of departments from which faculty are drawn is narrow. As both students and the Director have noted, there is a need for greater diversity in faculty. Some departments are heavily drawn from (e.g. Geography), while others that one might expect to tie in, e.g. History and English, are not involved. The
Director seems eager to address this problem, which is important, but will surely as we indicated earlier need the support of top-level administrators.

There is clearly a need for better qualifications among the faculty. This is obviously a sensitive issue among the students as the effort is being made by the Dean of Arts & Sciences to restrict teaching to those individuals with “terminal degrees.” This policy is anything but popular with the students who really like some MA adjuncts, such as Ray Mize. We heard on several occasions, that these adjuncts were “better teachers” and “more committed” than many mainstream faculty. These observations, though passionate, come from a backdrop of experience in which adjuncts have played a disproportionately large role in the education of the students.

It was striking to us that students seemed indifferent to the scholarly profile of their faculty as long as the classroom experience was exciting. This is unfortunate from students who aspired to doctoral programs and who expressed concern about the lack of rigor in some classes. The students are obviously somewhat confused about the nature of an advanced degree program, and the role of teacher/scholars at institutions such as UNCW. Moreover, the students have little sense of the impact of the current system on the perception of the “value” of their degrees.

It is worth noting that almost all of the faculty members we met were adjunct faculty. The full-time UNCW faculty, for the most part, did not attend the review events. We found this situation a bit curious. It is certainly a testimony to the dedication of the adjunct faculty, but it created a gap—that we want to be careful not to misread--in our understanding of faculty interest in GLS.

The bottom line is that the move to using full-time faculty is an important and serious one for reputation, quality, and legitimacy of program.¹

Having said that, though, there is an issue that arises when faculty who are working from disciplinary areas are asked to pursue interdisciplinary work/teaching. Not only is it an extra burden for faculty to develop interdisciplinary courses, their loss for covering departmental needs can elicit resentment within their home departments. This needs to be addressed by the Deans in terms of both encouragement and support for teaching “outside” of the program (although most of these courses could surely be cross-listed). New course development should probably also be “incentivized” in some way, as should the participation of faculty on thesis committees for MALS students.

The adjunct faculty whom we met requested more interaction among faculty perhaps in the form of social events or at least occasional meetings. They also expressed interest in an orientation to help them clarify expectations and standards in their courses.

The role of the new lecturer/Assistant Director, Mika Elovaara, was unclear. Is his appointment permanent and, if so, does he have any departmental affiliation beyond

---

¹ At one of our institutions (UNCC), we are prohibited from using any faculty who are not currently members of “The Graduate Faculty,” a designated sub-category of the faculty in general.
GLS? In fall 2007, he is teaching three different courses, which leaves little opportunity to do scholarly work relevant to tenure, if that is an issue, and little time for administrative tasks. Additionally, the question of the impact of having a high percentage of courses taught by one person is worth addressing. The search process that led to the selection of Mr. Elovaara was also unclear.

**Final Assignment**

A significant source of variability among GLS Programs in the country is the process by which each student completes the degree requirements. Many programs require a final paper of some sort, ranging from an extended essay to a full-scale thesis. Some schools like UNCG do not have final paper and a student can simply take two more classes to complete the degree. UNC Charlotte allows for a final exam, which isn’t encouraged, or a final thesis-like “project.” The UNCC program is trying to encourage all students who are pursuing academic research to undertake a thesis. Wake Forest University requires a thesis from all students.

UNCW currently requires a final paper or capstone project. The paper, generally 25 pages or more, is defended before a committee of three. Creative projects follow a similar process and must include an artistic statement of substantial length. Both of these approaches are admirable.

Nevertheless, the point of using the term “final paper” is apparently to reduce expectations among students and faculty alike. The prestige of the program and the subsequent success of the students would probably be higher if at least some of final projects were more rigorous and met the standards for a “thesis” as defined by the Graduate School.

Many students felt that there was not enough time to develop a proposal and the faculty expressed the concern there is not enough time for the students to write strong theses. Therefore, it would be advisable to increase the time allocated to the capstone project preparation, or to initiate consideration and preparation for the project earlier in the students’ trajectory in the program.

One problem in this process is that the advisors who are helping students with papers are not necessarily working in their research areas, and thus the students often do not have the benefit of faculty expertise in the specific topic. The Director and Assistant Director should therefore try to arrange closer matches between the students and the advisors. Again, this will require administrative support. The Director himself should not be the main advisor/director on too many theses. (The former Director was reader or advisor on 80.) It might be useful to pass thesis proposals for review through an advisory committee, thus providing greater oversight.

Advisors need to be compensated for working with students on their final projects, particularly as the College and the Program begins to use full-time faculty. Some departments have the rule that three final papers = 1 course, while others departments offer a modest stipend. The difference between GLS theses and
disciplinary theses, e.g. history, English, and psychology, is that the GLS program is borrowing faculty to undertake a task that is not under the purview of their department. Thus they often do not receive compensation; offering incentives to supervise GLS theses is therefore particularly important.

The GLS faculty indicated that they would like some explicit standards/directions for setting the level of conceptual engagement and the level of writing for final projects. Some of this might be addressed through 502 for the students and through occasional seminars for both students and faculty.

**Graduation**

The typical time to graduation seems fine, most students graduate in 2-3 years, which is about the standard for most GLS programs. The program has five year maximum, though a few six-year students are listed.

When students leave a program, they may do this through graduation or withdrawal or termination. In the tables that we were provided, it was difficult to separate retention and graduation data. In next program review it might useful to identity these data points specifically. Retention is often a problem in adult liberal studies programs. It would be worthwhile for the program to keep records of how students are moving through the program.

It is impressive that at least 14 alumni obtained teaching jobs apparently on the basis of their GLS degrees, and equally impressive that 10 students are pursuing doctoral degrees.

The self study indicated an interest in increasing participation of the alumni in events. Using alumni for recruiting by inviting them to GLS events is certainly desirable.

**Budget**

The Director receives 1.3 x 9 month salary for three summer months and gets to keep 85% after four years. This is an important tool in recruiting and keeping an invested director and is exemplary. It is not clear how compensation for administrative assistant is handled.

It is certainly worthwhile to have assistantships available for students in the program; the GLS program has three. However, two are dedicated to the Office of Multicultural Diversity which is ultimately a tenuous connection to GLS and to the pursuits of the students/faculty. The third assistantship is often split up among a number of students. If these assistantships could be focused a little more directly on enhancing the students’ academic experience with tasks such as helping with teaching, research, or as was done last year, developing the conference, that would be a very positive change.

The request for scholarships for out-of-state and international students seems odd, given that Liberal Studies programs by their nature are community based.
Nevertheless, if it were indeed feasible that students would come to UNCW from out-of-state or another country, it might be worth pursuing as a rather low priority.

The self study requested $7500 for matters such as lecture series, library books to support the program, marketing, computers, and new furniture. Given that the program is presumably making money for the university, some increase for these program relevant matters would be appropriate. If such funds are not available, the idea of working with the Development Office to create an alumni fund or exploring other “gift” possibilities sounds like an excellent idea.

**SPACE**

The new facilities for the GLS program are quite impressive. There is more than adequate space for the Director, the Assistant Director, and the administrative staff. Additionally there is a classroom-sized space that is ideal for student presentations and defenses, as well as for classes themselves. However, it is clear that the classroom needs to be set apart from the office space where the student records are kept. The GLS office space could use some refurbishing, requiring a minimal budget for newer furniture (vs. scavenged), a paint job, decorations, and a sign for the door.

**UNIVERSITY SUPPORT**

Administrative support for the program appears to be strong, as it should be, given the link that the GLS establishes with the Wilmington community, the UNCW staff, and with students who have interdisciplinary inclinations. Both the College Dean and Graduate Dean favor the program and they coordinate well on needs of program.

The GLS program serves important university goals. Beyond the linkages just mentioned, GLS provides college faculty, particularly those in exclusively undergraduate departments, an outlet for graduate teaching. This can not only bolster research, but it can enhance interdisciplinary work across campus.

With this in mind, GLS can be seen as a valuable recruitment tool for attracting faculty as well as a useful fulcrum for grant development. If this kind of growth is to take place, however, the issue of program’s reputation needs to be an ever-present concern for both the College Dean and the Graduate Dean. Many students and adjuncts implied a pervasive lack of respect for program by regular faculty. We have been told as rumor that faculty in certain departments are “warned off” from teaching in the GLS program. This is obviously not a healthy atmosphere for program, or for UNCW for that matter, and steps should be taken to bolster the image of GLS among faculty, staff, and students. While there may be a small cost for that support, much of what need to be done is in terms of creating a new tone in the administration indicating that the University considers GLS to be a priority and wants other programs to help it advance by working hand-in-hand with them.
Currently, the program is somewhat too isolated and needs to take steps in its own right to become more involved with wider university programs in as many disciplines as possible. There is a need to involve regular faculty and departments, if only by going around to Department meetings to re-introduce the program and to suggest exciting collaborative linkages. GLS has an opportunity to hire more full-time faculty and to make them and their home departments more invested in program. Co-sponsoring speakers with a variety of departments to create synergy is an idea way to approach this goal.

Notwithstanding the fact that many of the MA adjuncts have excellent teaching credentials, their disproportionate presence in the GLS faculty undermines reputation of program. GLS needs to work directly with department chairs to improve relations and to identify faculty who would be well-suited for strong, interdisciplinary courses. Perhaps the GLS program could help to generate some team-taught courses using colleagues who might otherwise not have an opportunity for intellectual exchange.

As this process takes place, GLS will inevitably educate faculty and department chairs on standards and expectations of students/program. By allowing students to take four, not three courses, in other departments, the atmosphere of exchange will increase, and GLS students will benefit by working more closely with students who are working within a discipline. If more courses were cross-listed with GLS, departments themselves would recognize a boon in the increased number of graduate FTEs.

As courses are developed and introduced, there should be greater oversight of GLS offerings. Courses for GLS are, in the current structure, selected by Director and not otherwise reviewed. One-time courses should pass a quick review of a GLS Advisory Board; courses considered for continuing inclusion in the program should be sent to the Graduate Council. In both cases, these review processes will provide support if or when any concerns, complaints, or conflicts about courses arise.

**DIRECTOR**

This report comes at a transitional time for the GLS program at UNCW. Herb Berg has only recently become Director following on the heels of Mike Wentworth’s leadership from 1999 to 2006. Wentworth was remarkably effective in creating the program, and getting it set and running. The students’ and current faculty’s enthusiasm and sense of investment in the program are a testimony to Wentworth’s tenacity, enthusiasm, skill, and charisma. The demands that the program made on him inherent in his teaching, recruiting, administration, coordination were considerable. Under-resourced, and beginning from scratch, Wentworth has created a remarkable program and a valuable asset for the university.

Wentworth acknowledged that he also perceives the advantages in having the program move forward at this point with different leadership. His insight and graciousness on this point makes for a positive transition and one from which GLS
itself can benefit. As the new Director, Herb Berg brings a different style of leadership to GLS, which may be well-suited to GLS in its post-nascent state. It is clear that he is more of an academic strategist than a “cheerleader,” which is what is needed now. He is experienced, having worked as Associate Director, and gets along very well with the previous Director. Students think very highly of Berg as well, as do faculty. Berg, of course, faces serious demands on his time as a scholar and as an Associate Professor. Both of his supervising Deans need to work closely with him to ensure that both his career and the GLS program can continue to grow, without having to sacrifice one for the other.

If the university wants other faculty to aspire to the Directorship of GLS after Berg steps down, the example of his trajectory through this appointment will be critical with respect to enticing others to consider the position seriously. Much of the credibility of GLS depends on the credibility of the Director and that means that he/she must be well regarded from a variety of perspectives.

SUGGESTIONS FOR FUTURE

The self-study offered some ideas for future, most of which seemed reasonable and appropriately progressive.

The stated ambition for the program to be “one of best in country,” expressing a desire to be as notable as programs at Duke, Georgetown, Wesleyan, Stanford, draws on the kind of hyperbole elicited by reports of that kind. It is worth noting that with GLS programs in general, such comparisons are not always that useful or meaningful. Graduate Liberal Studies programs are much more responsive to local community needs, whether academic or social, than typical disciplinary programs and so excellence should be measured less by some universal standard, than by an appropriate mix of localized needs and professional standards. By that measure, the UNCW GLS program is very well positioned and need not worry about chasing abstract and immeasurable goals.

The suggestion made in the self-study of moving toward a doctoral program in Liberal Studies also seems a bit unreasonable. There currently is only one in the country although there are some 250+ graduate liberal studies programs. (The market for doctoral students from Liberal Studies’ programs is also a bit precarious.) Such a program would require large number of resources and the current program would need to be completely restructured so as not to simply be a collection of interesting courses.

To improve the standing of the GLS program at UNCW, a variety of points need to be attended to. There are more recommendations here than can possibly addressed in a reasonable period of time and so they should be taken “under advisement” as suggestions to consider, reflect upon, modify, and—when possible and appropriate—to implement. They are, briefly, as follows:

---

2 Emory University offers a doctorate under the Institute for Liberal Arts (ILA), but has faced many challenges with respect to placing those students.
Increase the selectivity of program in admitting applicants.
Enhance the rigor of the course offerings.
Hire full-time faculty with top teaching and research credentials.
Improve the quality of students’ final projects.
Apply for full status in the national Liberal Studies organization (AGLSP).
Continue to support and emphasize the student conference.
Develop a stronger professional/academic feeling among the students.

Begin to develop stronger relationships with disciplinary programs, faculty, and chairs.

Have administrators—Deans, Provost, and even the Chancellor emphasize the value, significance and importance of the GLS program at UNCW.
Strengthen the conceptual foundation for the GLS program. Recommit to full interdisciplinarity and set aside programs that belong elsewhere. (e.g. Gerontology, Hispanic Studies).
Monitor the demands on the Assistant Director so that he is capable of supporting the program, and the Director.
Create an advisory committee (perhaps composed of regular faculty, adjunct faculty, an alumnus/a, a current student, & even a community member).
Structure a regular review of the Director, just as there is, presumably, one for department chairs.
Establish a clear term of office for reappointment and develop a transition process.

CONCLUSION

It has been our pleasure to be able to review UNCW’s GLS program which is strong, vibrant, and engaging. The program is in the midst of major transition, in terms of a new Director, a new Assistant Director, new policies for instruction, and so on. So there is much that is up in the air at this very moment. Still, UNCW’s GLS program is well poised to serve the university, the community, the state, and the extended GLS community in very positive ways. The GLS program is planning to develop broader awareness of program and that, in its own right, is exciting. The self-study also mentions other prospective innovations, including an on-line journal, an expanded student conference, a conference for directors of six Liberal Studies programs in NC, and a speaker’s series. All of these ideas are admirable and will certainly contribute to the growing success of the GLS program and to enhancing its stature on campus and elsewhere.
Overview: The evaluation was positive overall. Most of the critiques were ones of which the previous and current directors (Drs. Mike Wentworth and Herbert Berg) were aware. I believe the evaluation is largely accurate and most of its suggestions worthy of implementation. I will respond to the suggestions made in each section of the evaluation.

Admissions: I agree with both the suggestion that more than one person should review the applications. With a permanent assistant director beginning in August 2007, this will be the case. I am less convinced by the suggestion that a longer, more substantive writing sample be included with the applications. The students who have been accepted into the program, whose writing skills turned out to be underdeveloped, had submitted good writing samples.

Students: Drs. Rausch and Solano make an excellent point about GLS students’ self perceptions.

Curriculum: A “probationary status” for students who are performing poorly is required and should be implemented. However, liberalizing the maximum of three courses outside the GLS program policy is problematic. That policy is in keeping with other UNCW MA programs. It seems me that other graduate programs might object to a flood of GLS students (unless students are need for minimum enrolment purposes).

Making the courses more rigorous by encouraging faculty include more readings is not a bad idea. Reviewing syllabi and telling a faculty member how to construct his or her assignments strikes me as more problematic.

As for the Gerontology and Hispanic Studies concentrations, Drs. Rausch and Solano suggest eliminating them. They are correct that they are not part of the central mission of the GLS program. These students take very few of the same courses as other MALS students. However, allowing students who are working towards a post-baccalaureate certificate in Gerontology or Hispanic Studies to also get an MA is a service GLS provides to UNCW. If the Graduate School or the College of Arts and Sciences agrees with the reviewers, the elimination of concentrations would not be overly problematic.

Faculty: The concern about Dr. Mika Elovaara’s scholarly work and possible tenure is not an issue. His position is not a tenure track one. As for the number of courses that he will be teaching, 3 per semester or roughly one-third of all the courses, this is cause for concern. Several solutions are possible, but would require some negotiation with the Dean of the College of Arts and Sciences.
Final Assignment: I agree with the need for a more rigorous approach to the final project. Some steps have been taken in that direction already. I also strongly agree with the need to compensate chairs of final project committees.

Graduation, Budget, & Space: No significant recommendations were made.

University Support: Again, I agree with Drs. Rausch and Solano that the GLS program is far too isolated from other graduate programs. Overcoming this problem is perhaps more difficult than they suggest, however.

Director: I was somewhat surprised to see a whole section devoted to my position. I agree with the implication of their statements. If I am not seen as a serious scholar, it will have a negative impact on the perception of the program.

Suggestions for Future: Many of these suggestions have already been addressed.

Drs. Rausch and Solano are correct in their pessimism about the viability of a PhD in Liberal Studies. I have no plans to pursue that at this time. Although UNCW has been quite supportive of the GLS program, it has not shown itself willing to support the GLS program in ways that would permit a rigorous PhD program to develop.

The list of 14 suggestions presented by Drs. Rausch and Solano is excellent, though it should be noted that some of those suggestions are in place. For instance, as the director I write two separate annual reports, and there is a clear term of office.

If there is support from the Provost, Dean of the College of Arts and Sciences, and the Dean of the Graduate School, I will work implement the recommendations.