

B. Response to 2004-2009 Board of Governors' Strategic Directions

The following response highlights UNCW's activities and accomplishments in support of the Board of Governors' Strategic Directions, categorized by the implementation strategies for each strategic direction.

1. *Access: Ensure affordability and access to higher education for all who qualify and embrace a vision of lifelong learning*

- a. Assist North Carolina in reaching its goal of closing the gap between the state and the national average with respect to the percent of residents who have earned a bachelor's degree or higher, with no significant differences between the educational attainment of majority and minority populations.**

Of 16,826 first-time freshmen enrolled at UNCW in the ten year period Fall 1995 to Fall 2004, 13,917 (or 82.7%) have been in-state students. The data presented in response to implementation strategy b. below show that the educational attainment, as measured by retention and graduation rates, of minorities at UNCW is both higher than the UNC institution total and generally comparable to the total student population.

- b. Promote access, retention, and graduation of traditionally underrepresented segments of North Carolina's population. In particular, actively prepare for the changing demographics of North Carolina's future high school graduates, by developing strategies to support the first generation college student across these diverse populations, in accord with the diversity plan adopted by the Board of Governors in 2001.**

The following table shows a comparison of the average 6-year graduation rate for students entering 1994-97 (and graduating 2000-2003) in three categories, for UNCW and all UNC institutions.

| | Average 6-year graduation rate | | |
|----------------------|--------------------------------|----------------------|----------|
| | All students | Black (non-Hispanic) | Hispanic |
| UNCW | 59.8% | 55.5% | 59.1% |
| All UNC Institutions | 57.2% | 48.8% | 51.3% |

The next table shows the freshman retention rate comparisons for UNCW and all UNC institutions for students entering in fall 2002 (and returning fall 2003) in three categories.

| | Freshman retention rate | | |
|----------------------|-------------------------|----------------------|----------|
| | All students | Black (non-Hispanic) | Hispanic |
| UNCW | 85.6% | 77.6% | 78.1% |
| All UNC Institutions | 80.9% | 79.2% | 76.6% |

A comprehensive Diversity Initiative Plan was completed in September 2004. Its top ten priorities included the development of an Admissions Diversity Recruitment Plan, hiring a bilingual admissions recruiter with fluency in Spanish, expansion of UNCW's College Opportunity Program serving the region's historically underrepresented youth, and establishment of diversity scholarship opportunities.

The 12th Annual Southeastern African American Student Leadership Conference was hosted on campus in February 2005. The first Career Expo Diversity Reception encouraging interaction between employers and diverse students will be held in March 2005.

- c. Ensure affordability for North Carolina residents by keeping tuition and fees as low as practicable, while continuing to expand need-based financial aid resources for low income students. Promote a system of affordability benchmarks to measure the success of the State and the University in providing access to all North Carolina students.**

The percentage of the 2003 graduating class who borrowed for educational expenses was 46%, down from 81% of the 2001 graduating class, and below the 48.4% average of 14 peer and aspirant institutions. UNCW includes this affordability measure in its annual benchmark updates.

While it is almost impossible to prevent all increases in the cost of tuition and fees, a committee composed of faculty, staff and students at UNCW meets every year to perform an in-depth study of requested increases. This process is completed each year in response to the State Constitution's mandate to keep tuition and fees as low as practicable. The NCSEAA publishes Benchmarks: Measures of College Affordability and Student Aid in North Carolina yearly. This report is used when determining changes in distribution of financial aid funds at UNCW.

Fourteen new scholarships have been established since July 2004. The total value of the endowed scholarships is \$305,000, and the value of the annually-funded scholarships is \$8,500.

- d. Implement and monitor annually the 10-year enrollment plan adopted by the Board of Governors in response to the anticipated surge in enrollments, with special attention to efforts to increase enrollments at focused-growth institutions. Monitor participation and the size of the freshman class in relation to the number of high school graduates in North Carolina.**

UNCW enrolled 1516 in-state new freshmen in Fall 2004 (as compared to 1382 in Fall 2002, and 1342 in Fall 2000).

- e. Maximize the capacity of UNC institutions to serve the anticipated enrollment growth as well as the need for lifelong learning through more efficient use of on-campus facilities, increased summer school enrollment, expanded use of off-campus instruction sites, new academic programs and e-learning both for non-traditional and campus-based students.**

UNCW recently expanded its Onslow County extension program offerings by including the Master of Arts in Liberal Studies (effective fall 2004) and the Master of Education in Elementary Education (effective spring 2005).

A new, permanent Enrollment Management Committee was charged in November 2004 to improve communication about enrollment issues to the campus; gather data that will allow the university to make informed decisions on enrollment, retention and future growth for UNCW; address long range planning and issues as they pertain to enrollment; and make recommendations to the Provost on the recruitment, enrollment, retention and graduation of UNCW students.

A refocused effort has been made to better support students for summer school. Historically, students on academic probation can make up classes in summer school. The percentage of students in this category has been declining. Therefore more effort has been made to recruit freshmen and transfer students to begin their academic studies earlier. This has resulted in summer enrollments increasing. Additionally, recruitment and classes for high school students wanting to complete college credit classes have been undertaken. A careful analysis of marketing efforts has resulted in a new direction and new materials that are considered to more effectively reach the target market have been developed.

University Union and Warwick Center serve as the site for conferences targeting educators and local/regional non-profit organizations. In addition, these venues support summer camp activities including the Universal Cheerleaders and sports camps. Warwick Center is site for several high school proms each spring. These opportunities will bring potential students to campus to experience our campus life and facilities.

f. Provide a safe, secure, hospitable, and non-discriminatory environment for all who study and work in UNC institutions.

The Task Force on Campus Violence Prevention completed a comprehensive analysis of all dimensions of campus violence, including: interpersonal relationships, drug and alcohol use as related to campus violence, crisis management, the physical and cultural environment of the campus, laws and legislation affecting the prevention of campus violence, admissions, and education and training.

The Task Force on Education and Training Initiatives for Campus Violence Prevention provided its full report to the Chancellor in December, 2004. The purpose of this committee was to review all educational and training initiatives provided to students, faculty, and staff and provide recommendations focused on student education and training for the academic community.

CROSSROADS provides interventions for students who have alcohol or drug judicial violations on campus, a systematic attempt to educate all first-year students about responsible decisions about alcohol and drug use, and referral and support services for students needing treatment or re-entering the UNCW as a person in recovery.

Off-Campus Living Guide was revised to include new information about off-campus safety and security (both at residences and personal safety issues) and emergency-preparedness. A special section features safety tips around construction areas on campus.

Student Affairs works collaboratively with University Police to provide violence prevention and safety programs such as RAD. It is standard practice to provide CPR/AED/FA certification for student staff.

g. Ensure the timely and cost effective construction and renovation of facilities to accommodate current students and anticipated enrollment growth.

Strategic planning has been integrated into master planning. UNCW's Strategic Plan served as a foundation for information provided to master planning consultants in 2004-05, particularly with respect to programmatic enrollment projections and associated growth in faculty and staff.

Construction continues to flourish on campus as we enter the peak period of construction and renovation. Significant information about each project is as follows:

- **Hoggard Hall Addition:** (ITSD); April 2004 - March 2005
- **Hoggard Hall Renovation:** (ITSD, Accounting, Financial Systems, Internal Audit, OIR, OSP, Payroll); March 2005-December 2005
- **Cultural Arts Building:** (Art & Theatre, Music); January 2005- July 2006
- **Computer and Information Systems Building:** (Computer Science, Information Systems and Operations Mgmt.); April 2005-August 2006
- **James Hall Renovation:** (Admissions, Registrar, Graduate School); January 2006-September 2006
- **Friday Hall Renovation:** (Biology & Marine Biology; Environmental Studies); March 2006-April 2007
- **Kenan Hall Renovation:** (Creative Writing, production, Film Studies); August 2006-August 2007
- **Center for Marine Science—Operations Building;** September 2005-September 2006
- **Student Center:** (Game Room, Bookstore, movie theatre, café, food services, etc); January 2005-May 2006
- **University Union Renovation:** April 2006-December 2006
- **Sports Medicine Building:** (Sports Medicine, Trainers, Coaches, Hydrotherapy, classroom); Spring 2005.

The Westside Project, combining the efforts of Academic Affairs, Student Affairs and Information Technology Services creates an on-going learning environment that promotes university programs and services dedicated to student success. Westside Hall, a 44,000 sq. ft. facility housing academic and student support services, combines technology and human resources to assist students with personal and academic decision-making processes.

Realizing the need for additional on-campus housing, the Housing Task Force paved the way for 524 privatized, apartment-style beds to open by August 2006. Focus groups will be held with students to assess their reaction to a two-bedroom mock-up that has been constructed in the Housing Operations Warehouse. The construction phase of the project will begin in late April of 2005.

h. Facilitate educational access through the effective use of information technology to provide information on educational opportunities (e.g., CFNC and

Pathways), to offer e-learning courses and programs, to deliver academic and student services, to promote inter-institutional collaboration in course and program delivery, and to foster joint degree programs between and among campuses.

Disability Services established S.E.A. LAB (Strategy Enhancement for Achievement), augmented with technology that allows Closed Captioning and provides alternative formatting of reading materials.

Housing and Residence Life collaborated with Information technology Systems Division to create the Casual Computing learning series in the Residence Halls. This joint venture provides on-campus residents with four monthly sessions that help educate and acclimate students to using their computer for academic purposes within the university computing environment.

Housing and Residence Life teamed with Information Technology Systems and the UNC Office of the President to bring residence hall students a free trial of Cdigix music download software. The UNC system launched this Cdigix project as a comprehensive study to explore the problem of file-sharing in higher education. The hope is to educate students on the legal issues surrounding the distribution of copyrighted materials, and to provide students with a virus free alternative for their music download needs.

Testing Services, through a partnership with the Educational Testing Service (ETS), has developed an active computer based testing program that allows students and community members access to high stakes admissions testing and certification programs.

i. Continue to promote collaboration with community colleges through initiatives such as the North Carolina Comprehensive Transfer Articulation Agreement, delivery of baccalaureate completion and graduate programs at community college sites, and enrollment planning.

UNC Wilmington continues to be a recognized state leader in articulations with community colleges and other institutions. UNCW provides a written assurance of admission to students transferring from a North Carolina community college that has entered into a comprehensive transfer articulation agreement with the university.

UNCW recently expanded its extension program offerings at Coastal Carolina Community College in Jacksonville by including the Master of Arts in Liberal Studies (effective fall 2004) and the Master of Education in Elementary Education (effective spring 2005).

j. Ensure that the neediest students are not negatively impacted when state or campus-based increases are initiated.

Some of the funds from past tuition increases have been directed to financial aid. The financial aid office has used these funds to offset the tuition increase for needy students. Students with need who applied for financial aid prior to April 1st of each year have been awarded a grant equal to the cost of the tuition increase. Once those

students have been awarded, and if funds are left, grants are awarded to students who applied after April 1.

2. *Intellectual Capital Formation: Through high quality and relevant graduate, professional, and undergraduate programs, develop an educated citizenry that will enable North Carolina to flourish*

- a. Develop strategies to assess and respond in a timely manner to the citizens' and the State's educational needs, including the need for lifelong learning for both career development and personal enrichment. Continue to be responsive to the changing needs of business and industry in North Carolina, such as occurred with the biomanufacturing industry.**

The College of Arts and Sciences conducted an interdisciplinary Brown v. Board of Education Learning Community semester, and sponsors an annual College Day for enrichment of citizens of Wilmington. The Albert Schweitzer Honors Scholars Series each fall semester recognizes community achievements in medicine, humanitarian efforts, and music.

The Graduate School received funding to plan, and is pursuing funding to implement, a variety of professional master's programs. The curricula of these programs have been developed in consultation with the area businesses and organizations that would be potential employers of the students and beneficiaries of the training that they will receive.

The Cameron School of Business established an MBA Learning Alliance program in partnership with the SBTDC that pairs teams of MBA students with area businesses that are clients of the SBTDC. There are currently has 47 students and five faculty working with ten area businesses through the direction of the SBTDC.

Faculty in biology and chemistry and biochemistry will be involved in the \$2 million legislative biotechnology initiative with the Center for Marine Science, having far-reaching impact on the quality of life in the region.

- b. Ensure the quality of academic programs both on-campus and off-campus through regular review and assessment of degree programs and instruction and through assessment of the quality of and student access to academic resources and services (e.g., academic advising, libraries, laboratories, IT) and student support services (e.g., admissions, financial aid, registrar, retention, counseling) that promote student development, retention, and graduation.**

The Center for Teaching Excellence will have presented 43 programs in 2004-05 designed to enhance student learning. University Planning conducted more than a dozen presentation-discussion sessions on the implications and use of data from the National Survey of Student Engagement (NSSE).

The Learning Communities Initiative dedicates 200 beds in Cornerstone Hall for first year students participating in one of eight Learning Communities. Four "smart" classrooms in Cornerstone Hall are committed to the Learning Communities program during the fall semester. These classrooms are used by the General College and Honors

Program during the spring semester. Student Affairs works closely with the Learning Community Team to provide targeted marketing for the retention of students and enhancement of the Learning Community program.

c. Ensure appropriate and adequate library resources to support undergraduate and graduate programs, including distance learning, online degree programs, and collaborative programs.

In the past two years, Randall Library has not only been able to maintain its journal and index collection (a major challenge due to inflationary price increases); but working with the Carolina Consortium, we have added access to 2,500 additional electronic journals. To maintain and improve collections has required an increase of more than \$200,000 during this period.

At the Chancellor's and students' initiative, we have increased our library hours open effective Feb. 1, 2005. We have added hours 12 am to 3 am five days a week (15 hours per week) to increase student and faculty access to library collections and services.

Using tuition increase funds, we were able to increase the library faculty by one (now 18 total) and have increased service to science departments with our first science library faculty member.

d. Attract and retain exceptional faculty/scholars through nationally competitive compensation and benefits, appropriate support for instructional and scholarly activities, including start up funds to initiate research programs, effective policies and procedures reflecting best practices in faculty evaluation, and recognition and rewards for outstanding performance. Continue to seek support for the endowed professorship program.

While faculty salaries still lag behind the CUPA standards, UNCW has earmarked funds to retain faculty through salary increases and other support for exceptional faculty. UNCW provides support for instructional and scholarly activities through a variety of internal awards and grants.

UNCW has established effective policies reflecting best practices in faculty evaluation that include annual written evaluations by the department chair, annual peer evaluation, student evaluation of instruction in every course, and post-tenure review.

UNCW recognizes and rewards outstanding performance through numerous awards and continues to seek support for the endowed professorship program. Currently the university supports or provides matching funds to support three endowed professorships.

The College of Arts and Sciences is steadily improving faculty salaries in light of CUPA data and market indicators with the result that progress in some equity/market enhancements has occurred in virtually every department. Through the Cameron Executive Advisory Board funds were raised to support 14 facultyships granted for summer research projects in the amount of \$5,000 each.

e. Continue to develop academic programs as well as collaborative strategies in support of critical areas of allied health, nursing, medicine, and related fields in response to the needs of the state for health care providers.

Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for registered nurses continues to grow. Budget constraints, a baby boomer faculty, lack of faculty prepared in graduate nursing education and increasing competition from clinical sites contribute to the emerging crisis. North Carolina will need 18,000 additional nurses by 2015.

The UNCW School of Nursing collaborated with New Hanover Regional Medical Center (NHRMC), a magnet facility, to expand the faculty base and increase the pre-licensure student enrollment. NHRMC loans master's prepared nurses to teach students in the clinical arena. The nurses split their time between teaching and working at the hospital. The faculty assignment is factored into their workload and the hospital is nominally compensated for their teaching time. This partnership has allowed the UNCW Program to increase its enrollment.

Moreover, UNCW started a new graduate program in nursing education to begin to address the need for faculty. These nurse education students are funded through the NC Scholars Commission and are obligated to begin their teaching career in the community college system.

A different kind of partnership between Congressman Mike McIntyre, UNCW School of Nursing, and the Town of Bolton resulted in a nurse managed center that provides primary care to an underserved community. Recently BC/BS gave over \$300,000 to help sustain the center. Both graduate and undergraduate students use the facility as a clinical practice, service learning and research site.

The Clinical Research Program was started to address the needs of the exploding biotech industry. We have five students who will graduate in 2006.

Collaboration between Student Affairs and the School of Nursing has allowed Testing Services to make an entrance assessment available for those pre-nursing students seeking admission.

f. Strengthen undergraduates' knowledge and academic skill development to improve their chances of being successful in the workplace and in postgraduate studies.

In collaboration with General College and the Counseling Center, Career Services sponsored the first annual Academic Majors Fair February 16, 2005. This provided an opportunity for students to talk with representatives of all UNCW departments regarding academic majors, course requirements, skills learned, careers available, etc.

Student Affairs encouraged creation by the Provost's office of two internship committees. The first one is to review and improve the current administrative processing of internship registration and accountability reports. The second committee will perform on-going work with the promotion of internship opportunities for all students. Currently over 2,000 UNCW, students participate in internships for credit each year.

The Student Media Board is exploring ways to increase variety and depth of curricular connections to student media. The Journalism Minor is in place for Fall 2005, and Board is studying a laboratory-model that will provide curricular support and continuity for all media types (print, broadcast, film, literary journal). The SEAHAWK newspaper is sponsoring a record number (5) of interns this year.

The Cameron School of Business enhances student interaction with the professional business community through programs such as the CSB Executive Speaker Series, employment of four Executives-In-Residence, the CSB Business Week (which brings approximately 60 business leaders to campus to offer practical lessons in a presentation format), and the Cameron Executive Network (through which approximately 100 retired executives or senior executives are offering mentoring relationships, résumé writing skills, and class lectures to many of our students).

- g. Ensure that the facilities and campus environment necessary to support educational excellence are available through the implementation of the Board of Governors' capital plan. Carry out the bond program with efficiency and fiscal accountability and with attention to utilizing historically underrepresented businesses.**

UNC Wilmington is actively pursuing the completion of renovations and new construction of facilities funded through the University Bond program. UNC Wilmington is carrying out the bond program efficiently and with fiscal accountability. Design and construction work at UNC Wilmington continues to provide business opportunities for minority designers and contractors. Contracts awarded under the program continue to exceed the state's goal of 10% of the total for historically underrepresented businesses. Current design and construction contracts reflect total minority participation of over 24% of the total dollar value of contracts awarded for bond projects.

A new 80,000 square-foot School of Nursing Building, which is scheduled to house the School of Nursing, Health and Applied Human Sciences, Social Work, and Gerontology, is in the programming phase. A detailed study of occupancy for new academic buildings and additional academic space is in progress to support Bond II funding.

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

- a. Expand efforts in teacher preparation to increase the supply of well qualified and more diverse teachers to serve the rapidly growing needs of North Carolina's schools—using both traditional and innovative approaches, such as incentives to students, lateral entry programs, mid-career opportunities, e-learning and collaborative 2+2 programs with NC Community Colleges, while ensuring that the quality of teacher preparation is maintained at the highest possible level.**

The Watson School of Education and UNCW are committed to responding to the teacher shortage as part of the Board of Governors plan to increase the numbers of teachers produced via traditional and alternative preparation routes. UNCW graduated 314 students in education via traditional preparation in 2002-2003. The target goal for 2009-2010 is 413 students. In alternative route programs, UNCW had 369 students enrolled in 2004-2005. The targeted goal for 2009-2010 is to have 644 students enrolled via alternative preparation programs.

The Watson School also has designed a multi-faceted response to the needs of lateral entry teachers and licensure-only students in the southeastern region. The response involves several components including advising, information dissemination, scheduling, course offerings in multiple venues, and support for teaching and Praxis preparation. The number of lateral entry/licensure-only individuals has grown dramatically at UNCW, resulting in a 678% increase in ten years.

To address the needs of lateral entry teachers, the Watson School maintains a position entitled Coordinator of Alternative Licensure Programs. The Coordinator serves lateral entry teachers through disseminating information on the lateral entry process and requirements, developing individual Plans of Study, meeting at least once a semester with each licensure-only student/lateral entry teacher to monitor progress, working with the Regional Alternative Licensure Center, and holding extended office hours to accommodate teachers' schedules.

To assist in the dissemination of information on lateral entry and the process to complete licensure, the Associate Dean for Academic Programs and the Coordinator of Student Services developed a "Checklist for Completing Licensure Requirements" that is provided to school districts and prospective candidates. A number of additional program accommodations have addressed access and scheduling needs of lateral entry teachers, such as the Watson School now offering all courses required for licensure in evening/weekend time periods and/or on-line to lateral entry teachers at least once per year.

Three special initiatives in the past three years have been targeted for lateral entry teachers. The Watson School serves as a partner for the Coalition for Transition to Teaching (CT3), a federal grant from the U.S. Department of Education designed to prepare mid-career professionals (especially military and retired military) to become licensed as teachers. Three cohort groups have now been enrolled (70 students). UNCW also has served as a host site for NC Teach, and three cohorts have been enrolled (66 students). The third special initiative is NC Quest designed to address the needs of lateral entry teachers in middle grades mathematics and science in two high-need school systems. All of these special initiatives have strong mentoring and support components to assist teachers who are teaching out of field.

Lateral entry teachers are included in other special programs and projects offered by UNCW, such as the professional development activities offered through the Science and Math Education Center. The Watson School also has a PT3 grant that involves a large number of educators, including lateral entry teachers, in technology inservice sessions.

b. Continue efforts to develop outstanding teacher and administrator preparation and development programs that include strong discipline content, pedagogy,

and clinical training (i.e., integration of Arts and Sciences, accreditation of programs and assessments) to ensure high quality teachers, administrators, and other school personnel who can contribute to closing the achievement gap.

The Watson School of Education and the College of Arts and Sciences collaborate to deliver teacher and administrator preparation programs that are accredited by NCATE and approved by the state of North Carolina. The next joint accreditation visit is scheduled for March, 2006. All programs are reviewed on a regular basis, and data from students, employers, mentors, and partnership teachers are utilized to make improvements. The amount of field experiences (i.e., clinical training) has increased in all program areas in the past five years. A primary area of focus for the various undergraduate and graduate programs is teaching students from diverse backgrounds and strategies for closing the achievement gap.

University Learning Services has established a nationally accredited tutor-training program with classes approved by Watson School of Education.

c. Expand our commitment to the development of comprehensive, high quality programs of continuing professional development of K-12 school personnel from their initial induction to retirement.

One of the strongest and most comprehensive examples of university-school partnerships in the nation is the Watson School of Education Professional Development System (PDS). This 14-year collaborative has established collegial working relationships with 10 school districts in southeastern North Carolina: Brunswick, Camp Lejeune, Clinton City, Columbus, Duplin, New Hanover, Onslow, Pender, Sampson, Whiteville City. Over 1100 public school teachers and administrators in 97 P-12 schools joined Watson School personnel and representative faculty of the College of Arts and Sciences in professional development activities during 2003-2004.

The Watson School of Education's Professional Development System is designed to align critical organizational resources of the university and P-12 schools around the following PDS goals:

- To improve the lives, learning and opportunities of all students
- To enhance the curriculum, structures, school culture and community ties for P-12 school and UNCW staff and faculty
- To prepare new teachers and administrators in a professional, collegial environment through experiences that they will likely face in the early years of their new roles
- To research, assess, reflect upon and/or disseminate the results of partnership work

This comprehensive university-school partnership models a shared conceptualization of teaching and learning that is researched-based, promotes inquiry and values input of both practitioner knowledge and educational theory. Learning in this professional community results in "change" for individuals and institutions because the inquiry takes place in the context of practice. This PDS partnership work is framed by the NCATE Standards for Professional Development Schools.

The Watson School also established an initiative to support its graduates in their first years of teaching. The initial activity for the First Years of Teaching Support Program was the creation of an electronic Professional Learning Community that provides support for new teachers. Activities are delivered using a Concerns-Based Adoption Model and the phases of the First Year of Teaching. Resources are sent electronically to participants regarding topics that cause new teachers the greatest concerns/difficulties during the beginning years of their careers.

d. Strengthen partnerships with K-12 and community colleges in the development of programs, curriculum and instructional materials—including materials that advance the use of information technology—to ensure continuous improvement in the academic achievement of North Carolina’s students, to promote student success in higher education, and to help close the achievement gap.

In 1995, the Watson School of Education established an extension baccalaureate degree (i.e., 2+2 program) in Elementary Education at Coastal Carolina Community College in Jacksonville. This program was the result of planning efforts with Coastal, the Marine Corps Base at Camp Lejeune, Camp Lejeune Dependents Schools, and Onslow County Schools. In addition, professional core courses applicable to all licensure areas are now available at the Coastal site.

In addition to a fulltime Education advisor based at Coastal, the Watson School has hired part-time advisors at Brunswick Community College (Shallotte) and Southeastern Community College (Whiteville). These advisors assist with recruitment of personnel into teaching, advising students on courses to take at the community college, and processes for admission to UNCW. The goals of these initiatives with community colleges are ensuring a seamless transfer of credits between the community college and university, providing access to courses and programs for persons seeking to earn teacher licensure, and addressing the teacher shortage in systems that traditionally have a high turnover rate.

The Watson School also has established program articulation agreements in Early Childhood Education with Cape Fear Community College and Brunswick Community College. An agreement with Southeastern Community College is currently under development.

Two Watson School of Education Technology Liaisons assist in developing and supporting a technology-rich environment necessary for teacher interns to apply advanced technology skills. They provide workshops for Partnership Teachers in programs and practices using emerging technology and assist them in implementing these programs and practices in their classrooms. An important focus area for training in 2004-2005 was to increase the use of web-based collaboration tools and the development of a web-based portfolio for interns. An online template using TaskStream was created and tutorials for its use were delivered to interns and university supervisors. Partnership teachers were also oriented to TaskStream to better support the planning and reflective process of interns.

As part of our outreach program to the region, UNCW is working with the New Hanover County School System to develop an Early College High School program

where students attend school for five years on a college campus and earn a high school degree and two years of college credit. The program is slated to begin in the fall 2006.

Kenan Auditorium contracts with *Theatre Arts for Youth*, *Chamber Theatre of Boston*, and *GMT Productions* to offer a schedule of music and dramatic presentations designed for grades K-12. Fifteen such productions take place in 2004-05, providing outreach to over 12,000 local public school students in a 4-county regional area.

- e. **Support and strengthen both research and public service programs in the Center for School Leadership Development and in UNC schools, colleges, and departments of education.**

The Watson School of Education collaborates with the Center for School Leadership Development and other UNC schools on various initiatives. During 2004-2005 these initiatives primarily focused upon enhancing programs with community colleges and strengthening collaboration between schools/colleges of education and College of Arts and Sciences.

- f. **Collaborate with the Department of Public Instruction to ensure that all public school students will have necessary courses available to meet the new minimum course requirements in mathematics that become effective in 2006.**

The Watson School of Education is collaborating with science and math departments to recruit candidates and strengthen the preparation of teachers in these areas. In addition, the Watson School collaborates with the Science and Math Education Center on NC PIMS grants to provide additional training for inservice teachers in mathematics.

- 4. ***Creation and Transfer of Knowledge: Expand the frontiers of knowledge through scholarship and research and stimulate economic development in North Carolina through basic and applied research, technology transfer, and outreach and engagement***

- a. **Promote basic and applied research for the discovery, dissemination, and application of new knowledge as a fundamental mission of the University.**

An analysis and restructure of the office of sponsored programs has resulted in the recruitment of a new position (grant development and research integration director) and the restructure of positions for grant administrators. A new research magazine has been developed. Web site refurbishment to provide information to faculty relating to grants for research is underway. Finally through Campus Honors, the CSURF undergraduate research fellowships have been started to promote undergraduate research projects as well.

- b. **Provide strong leadership through collaborative and organizational initiatives throughout the University to stimulate economic development and job creation and retention, leading to an improved quality of life for all citizens (e.g.,**

Millennial Campuses, SBTDC, business accelerators, campus regional development efforts).

The Center for Business and Economics Services serves as the business research and extension division of the Cameron School of Business. It maintains a database to monitor and analyze business and economic trends and conditions. In addition to selected state and national data, the database contains information on a variety of measures of economic activity in 35 counties in Eastern North Carolina. Biennially, the Center for Business and Economics Services analyzes the economic impact of UNCW operations and activities in an eight-county region of Southeastern North Carolina. Based on total direct spending in this region by students, faculty, staff, visitors, and the university itself of \$145.7 million and a conservative multiplier of 2.75 (from the IMPLAN software used to develop the economic impact model, for this mix of expenditures), it is estimated that UNCW supports over \$400 million in economic activity annually. This represents 5.5 percent of the total economic activity in the eight-county region and supports approximately 7,000 jobs in the region. In addition to this economic impact from annual operations, UNCW currently has approximately \$160 million of active construction projects. Given the accepted multiplier for this type of activity (3.75), these capital projects will result in a cumulative economic impact of approximately \$596 million.

The Small Business and Technology Development Center (SBTDC) at UNCW provides management counseling and education services to businesses in a seven-county region (New Hanover, Brunswick, Bladen, Columbus, Pender, Duplin and Onslow.) The organization's mission is to grow and develop the region's economy by helping businesses meet challenges, manage change, and plan for the future of their businesses. By year-end 2004, the SBTDC at UNCW will have provided over 5000 hours of counseling services to more than 450 businesses. The growth of these businesses resulted in \$9.9 million in financing acquired and 304 jobs created or retained.

Marine trades businesses in North Carolina provide over 20,000 jobs in primarily rural counties and are responsible for approximately \$450 million in sales of boats, motors, and boating equipment annually. North Carolina SBTDC's Marine Trades Services, based at UNCW, is the only industry-specific program in the country providing confidential business services to marinas, boatyards, boat builders and manufacturers, boat dealers, marine construction firms, and other marine product and service providers.

The Division for Public Service and Continuing Studies offers professional and organizational development programs in areas of study important to the regional economy. These non-credit offerings target numerous professions including teachers, nurses and allied health professionals, social and human service workers, accountants and financial managers, government officials, non-profit managers, and engineers, scientists, and other technology professionals.

The Coastal Entrepreneurial Council (CEC) was founded in 1995 by the UNCW Cameron School of Business faculty and a group of local entrepreneurs as a means to address the needs of the growing entrepreneurial base in Wilmington. Although now an independent organization, the CEC works in partnership with the Cameron School of

Business and other units of the university to promote entrepreneurship and economic development in Southeast North Carolina.

Since September 2004, a committee of faculty and staff appointed by Chancellor DePaolo has been gathering the information necessary in order to make informed recommendations to the Chancellor regarding the possible development of a millennial campus at UNCW. The committee has reviewed the Millennial Campus Finance Act and other guiding documents, gathered materials regarding millennial campus activity at other campuses, met with individuals responsible for the development and operation of Centennial Campus, and discussed possible directions and options for the development of a successful millennial campus at UNCW that would have significant potential for the stimulation of economic and workforce development based on UNCW's current research strengths. The committee expects to make recommendations to the Chancellor prior to the end of the current fiscal year. If developed, a millennial campus would provide the ideal location for facilities that would have direct and significant impact on economic and workforce development.

c. Strengthen UNC research, knowledge transfer, and outreach and engagement that enrich the quality of life of North Carolina citizens through economic and community development, and improved health, educational, and cultural resources.

A consortium and resources were dedicated to a rural health initiative hosted in the Department of Social Work. The Bolton Clinic was opened in Leland based on a collaboration between the city and UNCW for rural health care. Expanded educational programs in education, criminal justice, a masters program in liberal studies are now offered in Onslow and Brunswick counties to support community need. A collaboration in Jacksonville with Sturgeon City will result in a commercialization demonstration for aquaculture. Both middle and high school students will participate in science camps at the facility.

d. Continue to expand the external sponsorship of UNC research and other creative activities for students and faculty. Ensure that a supportive environment exists to promote scholarship in the humanities, social sciences and the arts.

UNCW has supported the expansion of the research endeavor through the increased staffing of the Office of Sponsored Programs (OSP), providing resources assigned to specific units. These staff members are the first point of contact for departments on the broad spectrum of externally funded project issues – meeting with faculty individually and at departmental meetings, as well as working closely with the faculty to educate and support the appropriate management of awarded funds. OSP's commitment to education is reflected in the "Seminar Series" of educational opportunities for faculty and staff designed to increase the understanding of the hows and whys of the entire life cycle of seeking and managing the programs. Proposals are especially encouraged and supported that provide undergraduate research experience with the belief that students

benefit from the opportunity to explore issues and learn critical thinking through participation in research.

UNCW Presents is recipient of many regional and national grants that support the fine arts. The program partners with the Thalian Association to bring programs to the community that might not be possible without the collaborative effort to fund and support the technical requirements.

- e. Facilitate collaborative research and partnerships with industry, government, and other entities to advance strategic priorities of great importance to North Carolina's economy, workforce, and quality of life (e.g., biosciences, human health and medicine, marine and environmental sciences, nanotechnology, advanced manufacturing, and homeland security).**

UNCW's Center for Marine Science and its state-of-the-art, 88,000 square-foot facility on the Intracoastal Waterway at Myrtle Grove are home to 24 faculty, 60 staff, and numerous students who are engaged in a wide variety of basic and applied research, service, and education activities that have implications for economic development, especially in our coastal region. Perhaps the most relevant activities are in the areas of pharmaceuticals from the sea, biosensors, and mariculture/aquaculture, which have led to active agreements with pharmaceutical companies, local businesses, and a North Carolina state-funded Marine Biotechnology initiative at CMS.

Housed within the UNCW Center for Marine Science, the Lower Cape Fear River Program is a research and educational effort developed and supported by a coalition that includes industry, development and tourism interests, educational entities, environmental organizations, local governments, and others who have a stake in the future of the river basin. Since 1995, UNCW scientists have monitored physical, chemical, and biological parameters of water quality and provided annual reports to members. This has contributed to protection of this precious resource and to continued economic development.

The Marine Biotechnology program supports some of the commercial activities of the Mariculture Program. The objectives are to develop and transfer to commercial users cost-effective, environmentally sound technologies for marine food production and to mitigate depletion of marine populations through commercial cultivation or stock enhancement.

- f. Encourage and facilitate technology transfer and the commercialization of UNC's unique research discoveries consistent with the University's mission, values, and policies.**

A new part-time position for a technology transfer director is underway. The position will be filled by July 1, 2005. Additionally an interim director is focused on faculty education and development of graduate student support, and a physical office has been established. A patent policy and copyright policy were developed and approved. Several patent disclosures have now been submitted. A new faculty startup was completed and is very successful.

- g. Cooperate with industry and government sectors in adapting information technology for application to R&D, specifically to improve scientific collaborations and knowledge management practices as means to enhance economic development (e.g., economic development portal).**

The Information Technology Systems Division at UNCW provides technical forums for chief information officers in public and private agencies throughout southeastern North Carolina and the state. These forums have been sponsored by BellSouth, Collegis, Cisco and Dell to provide opportunities for discussions related to training needs, barriers to program effectiveness, and potential for collaboration in the development of network service centers. UNCW has hosted eight Technology Horizon Forums involving more than 300 technology related employees.

The UNCW Grid Computing Project, with support from the Division of Information Technology Systems, was recognized as one of four pilot projects in Grid Computing funded by the UNC Office of the President. UNCW was awarded a two-year grant in excess of \$500,000 annually. A unique blend of existing research programs, hardware, and faculty expertise provide an excellent testing ground for grid applications. We are using the GT3 to harness these resources to support research in human-computer interfaces, computational chemistry, bioinformatics, web programming and parallel computing. This project has significant transfer potential in the economic development arena.

5. *Internationalization: Promote an international perspective throughout the University community to prepare citizens to become leaders in a multi-ethnic and global society*

- a. Support and expand student participation in international study and internships.**

In 2004 UNCW sent a record number of students abroad: 368 students. This compares favorably with other UNC campuses. The chancellor established a task force on internationalization. The task force recommended that every UNCW student have some form of international experience before leaving the university. Its 5 year plan projects a target of 8% of the total student population for study abroad. The task force also encourages the inclusion of underrepresented groups, including minority students and underrepresented disciplines. For example, beginning this summer, UNCW will send science students on a specialized language/physics program at the University of Ulm for two-month program.

A national search is underway in spring 2005 for an Assistant Provost for International Programs to lead the effort toward expanding the international aspect of the student body and curriculum.

- b. Expand the number of UNC-Exchange Program agreements that provide opportunities for UNC students to study abroad and for international students to study on UNC campuses.**

UNCW supports the UNC-EP with representatives to all the programs established. We recruit students for these programs on a continual basis.

The Watson School of Education has established faculty and student exchange programs in Japan, England, and South Africa. The Office of International Programs is in the process of developing a new ESL partnership with PUC-Rio (Brazil), and seeks to expand continuing ESL programs with Osaka-Kyoiku (Japan) and the Overseas Chinese Institute of Technology (OCIT). The Office is continuing to work toward a mechanism for the conditional acceptance of degree-seeking international students, employment workshops and tax workshops for international students, and enhancing the visa application process. Film Studies will offer a new study abroad program in Paris in 2005-06, and Social Work begins a new program this summer in England. Through the Trans-Atlantic Business School Alliance, the Cameron School of Business has had thirty students from Germany and France matriculate at UNCW under the exchange program.

UNCW's National Student Exchange program has provided students opportunities to study at different universities within the US and her territories for over ten years. In recent years, UNCW averages 12 outgoing students and 20 incoming students. The experiences of students coming into UNCW from different parts of the country and bringing their different cultures to our campus, along with providing access to courses and programs of study not available at UNCW add to the global climate of our university.

c. Support the institutional agreements of the constituent institutions that provide for international study and exchanges of UNC students and international collaborative research by UNC faculty.

The honors program encourages and supports international study abroad experiences through the honors semester at University of Wales-Swansea every spring. With a history of seminars featuring short trips to London, Scotland, Prague, the Galapagos, and the Amazon, in spring 2005 Dr. Oliver Speck will be taking an honors seminar of 12 students to Berlin as the capstone trip.

The College of Arts and Sciences is exploring potential joint research initiatives between UNCW and Dalhousie University in the areas of recreation and aging, and the study of dementia.

d. Use technology to expand opportunities to exchange knowledge and ideas, and to make academic programs available across national boundaries.

Our students and faculty in Nursing are interacting with Iwate Prefecture University School of Nursing in Japan through interactive video. There is also a comparative research study with faculty from that School of Nursing.

e. Use the resources of the University to expand the knowledge of North Carolina's citizens about the changing demographics of the state and the nation.

Faculty in Political Science are conducting Quality of Life interviews in the community and have expanded this into Spanish to document the growth of the Hispanic community in Southeastern North Carolina. UNCW is establishing a Hispanic/Latino Cultural Center which will become an educational resource entity for the region in matters related to peoples with a Hispanic/Latino heritage.

- f. Expand and tap the intellectual resources of UNC faculty, staff, and alumni to establish constructive means by which people throughout the world may communicate to solve political, social, scientific and economic problems.**

The International Cabinet, a community and business organization supporting and advising the activities of our Office of International Programs, has organized an annual Global Summit hosted at UNCW in which national and international leaders address political, social and economic issues. Within the university the Political Science Department sponsors the Great Decisions series which brings a variety of speakers to Wilmington.

- g. Expand the presence of international scholars on our campuses.**

The Task Force for Internationalization recommended the creation of a Global Studies Center which would support, encourage and facilitate a program of visiting international scholars.

- h. Support research initiatives that expand UNC's ability to interact with international scholars on initiatives that are of state, national, and international interest and that benefit North Carolina and its citizens.**

The Office of International Programs has been allocated funds to support faculty travel to conferences and research abroad. The faculty proposals are evaluated by a faculty committee charged with evaluating the quality and impact of the proposal.

Biological Sciences offers a new multinational research/teaching program providing classroom and field experience in coral reef ecology in Curacao for students from UNCW and abroad.

A \$200,000 FIPSE grant was received by the Cameron School of Business in conjunction with two other U.S. institutions and three Brazilian universities to implement a U.S.-Brazil School Consortium. The grant is for a four year period and is designed to bring an exchange of students and faculty between the programs in Brazil and the U.S.

- i. Expand the curriculum to recognize the importance of courses and programs that expand students' knowledge of the world, including foreign language instruction.**

UNCW has recently added Russian and Portuguese to its foreign language offerings. The Cameron School of Business is expanding its Trans Atlantic Business School Alliance which allows students to receive a degree from UNCW concurrent

with a degree from a European School of Business. The Senate Committee on Basic Studies has suggested the expansion of the foreign language requirement for all students and the addition of courses with international focus in the new Basic Studies. The Task Force on Internationalization has recommended the establishment of an International Studies major.

j. Find innovative ways to support the public schools to expand international understanding and to implement UNC's 2004 Minimum Course Requirements for two years of a second language.

This spring OIP- The Watson School of Education is exploring an ESL program for teacher training.

A grant proposal is underway seeking funds to send German foreign language teachers from the North Carolina public schools system to visit universities in Germany to get a first-hand experience. This grant is being put forth by the Cameron School of Business in conjunction with the Watson School of Education and the International University of Applied Sciences in Europe at Hochschule Bremen University in Bremen, Germany.

6. *Transformation and Change: Use the power of information technology guided by IT strategy and more effective educational, administrative, and business practices to enable the University to respond to the competitive global environment of the 21st century*

a. Expand campus teaching and learning with technology (TLT) audiences beyond faculty to include librarians, instructional technologists, academic administrators, staff members; continue expansion of the professional developmental portal; align TLT activities with e-learning strategies.

UNCW has worked closely with the *UNC Teaching and Learning with Technology* collaborative to replicate many of the experiences provided by TLT on the university campus. A Teaching and Learning with Technology Roundtable has been established at UNCW to strengthen communications among faculty and with our sister institutions regarding the use of technology to enhance teaching, learning and research.

UNCW's participation in the annual *UNC Teaching and Learning with Technology (TLT) conference* has tripled over the past two years. The 2005 conference hosted a record number of UNCW presentations and participants which included campus librarians, staff, faculty, administrators, and graduate students. UNCW continues to contribute training and development materials to be included in the *UNC Professional Development Portal* and routinely searches and distributes relevant portal content to the campus community. Content submitted spans from IT Professional Development materials, WebCT Online Course Development materials, Library information, and materials from the Center for Teaching Excellence. UNCW faculty, staff, librarians, administrators, and graduate students actively participate in *TLT Interest Groups* fostering collaboration and professional development opportunities across the state,

such as the *Cdigix Music Pilot*, *WebCT Vista Pilot*, *Elluminate Pilot*, and the state wide *Content Management System Task Force*.

b. Implement coordinated technology platforms and services for e-learning both off campus and in traditional classrooms. Develop and market existing UNC e-learning programs and courses. Develop policies and standards for coordinated offerings.

UNCW standardized on the use of WebCT as the university asynchronous tool for e-learning programs in 2001 . WebCT continues to be the primary tool for fully online or technology enhanced course offerings. In 2004, UNCW integrated WebCT with the Student Information System (SIS) to streamline the course creation and registration process along with associated procedures and policies. More than 600 course sections utilize WebCT course management tools. In addition to the on-campus helpdesk and support center, faculty and students also have access to a 24x7 off-campus helpdesk , outsourced with Collegis. UNCW has several campus wide technology committees which review, test, and recommend new hardware and software acquisitions. The Classroom Technology Assistance Plan provides an array of multi-media equipment based on functional standards in more than 100 classrooms campus-wide. UNCW utilizes interactive video in numerous Extension-Distance Education Programs. Extension-Distance Education at UNCW incorporates a variety of innovative course delivering formats that introduce students to the Internet, interactive video, WebCT, and other synchronous and asynchronous tools. The University of North Carolina Wilmington Extension Program provides virtual and traditional courses and degree programs to persons with an associate degree or equivalent who wish to complete a four-year degree in Elementary Education, Nursing or Criminal Justice. The University of North Carolina Wilmington Extension Program also offers a Master of Arts in Liberal Studies and a Master of Education in Elementary Education. This “Step Into Your Future” program operates in Onslow County as an approved program site and offers extension courses in several other counties in southeastern North Carolina. The Onslow County extension program began in 1995 with courses in elementary education and has now expanded to three undergraduate degree completion program areas as well as teacher licensure in several specialty areas. This program has produced hundreds of teachers for the region. The UNCW extension program is offered as an upper-division level curriculum with combination of on-site, two-way interactive video, and Internet courses. UNCW also offers a Master of Arts in Liberal Studies through the Extension Program. These focused programs in Distance Education, while limited, are an essential part of the campus enrollment growth. The University of North Carolina at Wilmington began one of the first articulation agreements to accept college transfer coursework completed at Community Colleges in accordance with UNCW's policy on transfer of credit as published in the UNCW Undergraduate Catalogue and consistent with the North Carolina Comprehensive Articulation Agreement.

- c. Create a UNC-wide data warehouse to simplify UNC-wide data collection, improve data retention, and provide more efficient and effective reporting capabilities. Align support services with e-learning strategies.**

UNC Unified Datamart: UNCW has received programs supplied to UNC universities by the Office of the President to be used to generate monthly transactions from SCT Plus 2000 FRS to feed into the UNC Unified Datamart and North Carolina Accounting System (NCAS). UNCW has modified these programs to create the necessary feed and is currently sending files to OP for verification. As UNCW is scheduled to migrate to SCT Banner Finance in July 2005, they are currently working collaboratively with General Administration's Shared Services Alliance to convert this process to work with Banner Finance.

e-learning strategies: UNCW provides 24x7 phone helpdesk support to any faculty, staff or student enrolled or otherwise participating in or instructing and/or providing course materials online using the WebCT Learning Management System. On-site technical and pedagogical training is offered to all faculty, staff and students developing and learning in WebCT. Additional e-learning strategies include technical training provided for developing additional web based content, and multimedia designed to facilitate and enhance student learning. Currently, WebCT account generation is integrated with the campus portal, allowing for single sign on access to campus wide course information. Student grades are posted online for student access throughout the semester allowing students to monitor their progress in e-learning courses.

- d. Implement integrated administrative information systems to support finance, human resources, financial aid, students and advancement applications with enhancements of web services for each area including prospective student portal functionality.**

UNCW has been a leader in the implementation of new and more efficient administrative systems. As a member of the Alliance, UNCW endorsed the Statement of Strategic Intent Supporting Migration to Banner/Oracle and has secured support from the UNCW Chancellor's Cabinet and the Chancellor for a five-year migration plan funded as an "off the top" priority of the University. In light of current funding circumstances, this is a major commitment to ensure that our administrative systems meet the needs of current and future users.

Our plans are consistent with the UNC-OP, IT Strategy "to ensure that all UNC campuses have the technologies to effectively and efficiently manage routine business and student functions, from registering for courses to making a donation."

The central IT Management unit at UNCW is the Information Technology Systems Division. The division works in partnership with all divisions of the University but has forged a particularly strong and unique relationship with the Academic Affairs Division to ensure that priority is given to the institution's core mission. The ITS division is organized into five departments and the Office of Web Management.

This approach to systemic management demands clarity in roles throughout the planning and management processes and a decision-making process that is responsive

to data collected at several levels. Objectives and strategies are continuously revised in the context of targeted goals at the division, university and UNC system levels.

UNCW is currently involved in a major initiative to migrate their legacy administrative systems (SCT Plus2000 suite) to SCT Banner solutions (Finance, Student, Financial Aid, HR, Advancement). Banner Advancement has been live since September 2004; Finance is scheduled to go live July 2005. Student, Financial Aid, and HR are currently involved with their implementation with training and data migration activities going on. Student and Financial Aid are scheduled to go live for Fall 2006 applicants in August 2005 and continue with the implementation of all enrollment components for Fall 2006 students in February 2006 through August 2006. Banner self service functionality is included with all modules and will be brought up, with the exception of Alumni specific self service, along with the other implementations or shortly there after. University Advancement has contracted for Alumni web services with Harris for their Alumni online community. UNCW is also migrating from SCT Campus Pipeline to Luminis which will enhance student portal functionality and enable UNCW to begin developing prospective student web services within the Luminis portal structure.

e. Implement second phase of campus network build out. Expand campus network maintenance; enhance user support and training.

The first phase of the campus network infrastructure build out was generally centered on network hardware to upgrade the campus to the GA Network Baseline Standards. This phase, funded via a special appropriation from the NC Legislature was completed in 2000. The second phase of the campus network build out was funded from the Network Infrastructure Bond Funds. This phase has concentrated on replacing all the network wiring inside all university buildings to the GA Network Baseline Standards. UNCW has baseline wiring (Category 6) in all buildings on campus except for the buildings that are currently being designed for major renovations at which time all internal wiring in these buildings will be replaced. Phase two also included the enhancement of the campus fiber optic network including redundant paths and a new external fiber connection to the campus in support of the NCREN3 Regional Point of Presence which has provided the campus with a redundant, fault tolerant Gigabit connection to the NCREN network which in turn connects the campus to Internet2 as well as the commodity Internet. Concurrently, with the build out of the “wired” network, UNCW has deployed a pervasive wireless network with coverage in all academic and administrative buildings, zone coverage in common areas of the residence halls and numerous outside zones.

Campus network maintenance has been significantly enhanced in phase two with equipment to ensure high availability, performance and security. The campus firewall was installed with phase two funds. Network monitoring tools and proactive problem detection tools have significantly improved the maintenance of the campus network.

User support and training (with regard to the campus network) have evolved to the point where they are virtually unnoticed – the network is always up and performing well. The largest issues with user support and training (again, with regard to the network) are ensuring that virus protection and operating system security patches are

current. UNCW commits significant effort to ensure that servers and client systems are not vulnerable to hacker attacks. In the event that a system is compromised it is detected immediately and isolated from the network so as not to infect or affect other users.

f. Develop an IT policy framework for acquiring, managing and implementing efficient and effective IT on UNC campuses. Expand and enhance inter-campus and intereducational sector networking.

The University of North Carolina Wilmington established a strategic planning process for IT management in 2000 and made substantive revisions in 2002 and 2004. The process attempts to align the full range of technology infrastructure, programs and services with the goals and values of the institution and the Strategic Directions of the UNC Board of Governors. In an effort to ensure coherence in the daily operations of the University's IT planning and support services, activities and actions are framed by eight organizing principles spanning IT literacy, a managed and supported intranet, coordinated infrastructure, change management, baseline standards, lifecycle funding, costs containment and strategic IT investment. The nine program features which follow are rich examples of how these management frameworks have given the plan life.

- UNCW was among the first UNC campuses to establish a Computer Replacement Life Cycle Plan for the campus in 1998. This required establishing a replacement formula and replacement cycle and the adoption of a baseline campus standard for desktop, laptop and handheld computing devices.
- As a corollary to the PC Life Cycle Replacement Plan, the university also established one of the UNC system's first Comprehensive *Classroom Technology Assistance Plans*. The plan defined baseline technology for classrooms across the UNCW campus designed to support teaching and learning with technology. One hundred classrooms were identified and a \$1.5 million dollar assistance plan was set in motion to equip, connect and install the equipment.
- UNCW was among the first campuses to establish a guaranteed universal access standard for students and faculty that ensured a pervasive fiber, wireless and cellular campus network coupled with web-mail and OWA access from off campus.
- In 2001, UNCW began eliminating fourteen e-mail clients and implemented Outlook to improve communications and efficiencies. In 2002, UNCW reorganized its computer lab management processes resulting in a standard classification scheme, shared lab management system and a campus committed to prohibiting additional fixed labs and moving towards a mobile computing environment. By 2004 this system had limited the growth of new labs, established mobile computing zones campus-wide and classified support levels for all labs.

- Another area of note is UNCW's enterprise applications management process, which tracks applications. New applications are tracked through a campus approval process to ensure compatibility, cost efficiencies and a system for managing license and maintenance costs.
- UNCW was the first and only institution to review all campus IT committees and reorganize and align committees to reflect the realities of functioning in the fluid environment of IT. Forty-nine discreet committees were collapsed into eight campus committees, with a steering committee to ensure coordination among these committees.
- The University also established a review process in the new division to assess the creation of positions and hiring of all on-faculty positions to prevent duplication and fragmentation of roles.
- From 2001 through 2003, UNCW reviewed all IT policies and distinguished between policies and administrative procedures or provisions. Hundreds of pages of what had been called "policies" were reorganized into two categories, *The Responsible Use of Electronic Resources* and *The Responsible Management of Information Technology Resources*.
- In 2002, UNCW expanded its commitment to support for faculty and students by authorizing the construction of a new Technology Assistance Center, Center for Technology Innovation and the TLT Development and Production Lab for faculty and a Technology Assistance Center for students. This center was completed in spring 2005 and Phase II will be completed in the fall of 2005.

In aggregate these efforts represent planning and implementation on many fronts to bring coherence and order to the management of IT resources. *These actions, and others cited elsewhere in this document, demonstrate the scope and depth of efforts at the University of North Carolina at Wilmington to use and manage its information technology resources. These efforts will ensure that citizens of North Carolina can experience the vision of the founders of the university system, to provide access to the rich resources and opportunities our institutions represent.*

g. Increase the capacity of the President's office to sponsor strategic initiatives in areas such as research computing, alumni and public relations, fundraising and development, and innovative web applications.

UNCW's Information Technology Systems Division established the Information Technology Innovations Award in the fall of 2000 in an effort to stimulate innovative approaches to the use of technologies in ways that enhance teaching, learning and research. These small, seed grants are awarded based on a competitive review process.

Proposals must address how the innovation can be translated into practical use, how students will be engaged, the potential for additional funding from public or private partners or grants and planning to address sustainability. Since 2000, 42 awards totaling approximately \$380,000 have been made from a combination of private and university funds. More than 61 faculty, 8 staff and 45 students have been members of teams receiving awards. Approximately \$3.5 million in grants, corporate and special appropriations have resulted, producing a substantial return to the university on the modest, initial investment.

The unique blend of support from Academic Affairs, ITSD, Research and Sponsored Programs and public and private partners has made this program a valued resource to the university and demonstrates that a small, focused effort can have a substantial impact.

h. Streamline administrative processes through applications such as online purchasing and increase managerial flexibility in conducting the affairs of the University and its constituent institutions in areas of classification, acquisition of property, and technology.

UNCW has been very active in deploying online applications to streamline administrative processes. Key applications include (1) online travel authorization and reimbursement, (2) online purchasing card system, and (3) Human Resources online approval process for the hire of part time faculty and temporary employees. **Annual purchasing card expenditures increased in 2004 by 16.2% to \$2,522,169. The cost avoidance for 17,866 transactions totaled \$1,339,950 for 2004.** Effectiveness is increased with purchasing agent's time being better spent on larger dollar item procurement. Other procurement successes include purchases of desktop and laptop computers on lifecycle, allowing standard bulk purchases with optimal pricing and configuration, and a copier leasing program.

- i. Improve the ability of the Office of the President to collect, process, and analyze UNC-wide data for accountability and assessment using new tools to improve administrative efficiencies.**
- j. Create an Office-of-the-President-wide inventory of data sets, technological tools, and skill sets that exist at the UNC Office of the President. Analyze this inventory for opportunities for data integration and executive decision support.**