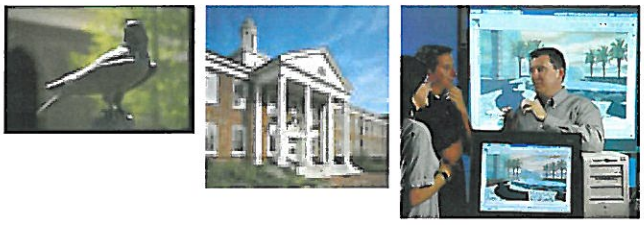

UNCW

Public Service and Continuing Studies Division

An Analysis of Structures, Programs and Processes Report to the Chancellor 2004

Prepared by Dr. Robert E. Tyndall, Acting Vice Chancellor

February 5, 2004

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Public Service and Continuing Studies Division
An Analysis of Studies, Programs and Processes Report to the Chancellor 2004

Prepared by: Dr. Robert E. Tyndall

PART I: CONTEXT

From its inception the University of North Carolina at Wilmington has embedded among its founding principles a commitment to use its collective talents, energy and resources to the common good of the region. As a college and later as a university, leaders from Randall and Wagoner to Leutze have proclaimed the bond between the institution and the vital interests of its citizens. Over the years, this bond has been elevated to the level of sacred trust. UNCW's current Chancellor, Dr. Rosemary DePaolo has stated, "To ensure that our institution remains strong the people of our region must not only understand the important role our university plays as a learning center; they must also experience the impact of the knowledge, creativity and vision of our faculty and students in their daily lives." Nowhere in the UNC system is the commitment to link the life of the campus to the experiences, needs and aspirations of the community more pronounced than at the University of North Carolina at Wilmington.

In 2002-03, UNCW activities and operations in an eight-county region of Southeastern North Carolina accounted for $145.7 million in direct spending and $400 million in total economic activity. This activity represents 5.5% of total economic activity in the eight-county region and supports 7,000 jobs. In addition to this economic

impact from annual operations, UNCW currently has approximately $160 million of active construction projects. Over a six year period this will translate into $596 million in cumulative economic impact. [Center for Business and Economic Services].

Faculty and staff of the university serve on a wide range of boards and committees that serve the region, and in 2003-2004 UNCW participated in more than twenty continuing partnership initiatives. In addition to these services, the university is a hub for the intellectual engagement of citizens far beyond its traditional student population. Through its lifelong learning and continuing studies programs, the university links the energy of its academic community to the needs and interests of its citizens. Each year, thousands of citizens participate in workshops, seminars, lecture series, performances and courses, experiencing the spectrum of creativity, scholarship and talent that make up the University of North Carolina at Wilmington.

These services, activities and programs are part of the university's return on investment in the common good that have come to be expected of a modern, comprehensive university that understands its broader mission. Such linkages serve not only to enrich the community but also to enrich the university. Without a commitment to serve beyond the focus of self interest, the university could easily become insular, self indulgent and out of touch. Such a closed environment is deprived of the experiences, knowledge, wisdom and energy of its community and severely limits the quality of the educational experiences available to its students. As part of her vision for UNCW, Chancellor DePaolo has called for both a celebration of UNCW's standing commitment to service and a reinvigoration and deepening of that trust.

From October 2003 through February 2004, the Public Service and Continuing Studies Division, which is the primary organizational unit charged with coordinating the university's commitment to the region, has been under intense review. This review, initiated by the Chancellor, is intended to provide a candid assessment of the university's capacity to meet its commitment and to define a strategic framework for the future. The division, which was founded in 1991 by Chancellor James Leutze, was the first organizational unit of its type in the UNC system. Its creation was intended as a clear signal to the community and the campus that UNCW would embrace its relationships with the region more fully than ever before. The position of Vice Chancellor for the Public Service and Extended Education Division was also established in 1991, becoming the first cabinet level position of this kind among the sixteen campuses. From the beginning, the new division and the Vice Chancellor engaged in a wide range of activities from local events, cross-state conferences, international course development, heritage festivals, expositions, seminars and lecture series. In many ways the range and variety of the activities were simultaneously a source of energy and strength for the newly found organizational unit and a source of confusion and frustration about its core mission. Early, many questioned its relationship to the daily routines and goals of campus life and its ability to sustain direction. Because the division was a unique mixture of programs, many with no natural home within the university and to a large degree receipt supported, it was driven by shifting focus and the constant need to chase opportunities for funding. While successful at building short term allies and partners for the university during its formative years, the division struggled to define a sustainable mission, build internal linkages or establish a business plan that could fully support the unique nature of the

enterprise. Chief among its difficulties was the initial separation from the academic community. In retrospect, given the personalities of the leadership during the first five years of the new division's existence, it was unlikely that the necessary connections could be built between the principal players. The foundations that might have ensured that the new division could serve as a partner in extending the rich array of academic programs, services and research efforts into the region in a smooth and orderly manner did not materialize. Rather, the creative imagination, energy and impatience with all things bureaucratic that characterized the style of the division's first Vice Chancellor was in direct contrast to, and collided with, the analytical, methodical and systematic nature of the research scientist who was then the Vice Chancellor for Academic Affairs. As a result, the decision was made by the two leaders to keep the efforts separated as much as possible and out of the reach of the guns of the other. These arrangements raise many questions about what might have happened if these intelligent and strong personalities could have found common ground. The fact that "avoidance" became the natural, best solution for two divisions with talented and willful leaders set the direction that defines much of the current state of the Public Service and Continuing Studies Division today.

It is important to understand this context if one hopes to understand both the challenges now being confronted by the division and the recommendations contained herein. It was the very circumstances that prevailed in 1991 that determined the manner in which the new division began, how its work was set in motion and the emergence of a strategy of avoidance which plagues its very survival today. Rather than evolving outward from the natural energy and resources of the campuses, the new division reflected both the public personality of a talented political operative and the reality that

the academic leadership of 1991 had little interest in or patience for the kind of "dazzle" needed to jump start a division intended to be totally dependent upon outside partnerships and resources. Ideally, an early, strong partnership between these two units would have allowed the Vice Chancellor for Public Service and Extended Education to go out to both the campus and the region armed with a portfolio of possibilities.

PART II: CIRCUMSTANCES THAT PREVAIL TODAY

It may be in error to describe the unit that serves as the steward for the university's public service and continuing studies efforts as a "division" in the traditional sense. To be sure it commands a place on the university's organizational chart; it has assigned positions, a modest operating budget and has a chief administrative officer serving on the cabinet. Yet, when one attempts to touch the substance of the unit it often disintegrates into random parts. While the unit has 30 employees, it is clear from over ninety individual and sixteen group interviews with parties inside and outside of the division that there is an absence of a defined mission, overarching set of goals or themes, or credibility among the university community. Documents exist that state a mission and goals, but these were developed contractually and were not a part of the dialogue within the unit. Repeatedly, those interviewed described the concept of such a division as laudable and important but they often used terms such as "hodge-podge of stuff," "smoke and mirrors," and "energy and resource drain," to express their views about the actual operations. Notable exceptions emerged, however, and when individuals were asked about certain employees they often expressed appreciation and support for these individuals. In spite of such positive individual experiences, they were quick to add commentary about the "dysfunctional nature" of the unit itself and the "disconnect" with

the campus. Placed in the formative context cited earlier, this paradox between support for individual employees and the value of the work they provide and the simultaneous expressions of frustration with the division are understandable. It should be noted that deans and directors admit openly that they have searched for ways to absorb the productive personnel and programs into their own operations and detach their programs from the Public Service Continuing Studies umbrella and its perceived stigma. In some cases such perceptions have taken on a life of their own and the perceptions have spread across campus, spawning additional questions and concerns.

When one examines the division today, it is clear that the absence of a well articulated, clearly defined and institutionally embedded mission with supporting structures and strategies has wounded the division. While individual leaders of the division have provided courageous leadership in many instances, it is clear that until these fundamental flaws are corrected the division will never realize its envisioned potential. This does not mean that individual events have not been or cannot continue to be successful. It does, however, mean that the story of public service and continuing studies will never be embedded in the larger story of a great university committed to the greater good of its community.

SOME BASIC OBSERVATONS

Taken together the following observations represent a framework for the recommendations that appear later in this report.

Observations about Mission:

- The mission of the division was established in a short period of time in a rather independent and spontaneous manner. It was driven by

prevailing circumstances, resulting in an operation "bolted on" and not integrated with the values and mission of the university. The academic commitment was most notably disconnected from involvement in establishing and legitimizing the new unit.

- As a direct result of efforts to shape a mission that did not infringe upon the core operations of the university, the mission of the new division was, to a large degree, contorted, eclectic and without sustainable linkages to the daily life of the campus. It was and in most cases is characterized by siloed activities and events not organized under programs or themes.

- In spite of these circumstances, service-oriented faculty and students have found their way to certain programs on a case-by-case basis, and there is clear evidence that many employees in the division have exhibited resolve and creativity in delivering services. The reciprocal agreements needed with departments and divisions have not been developed in most cases.

- The lack of a well-articulated, clear and embedded mission valued by division employees and the campus meant that the conditions needed to foster a culture within the division or campus community was difficult if not impossible to crystallize. Developing the conditions essential to create a sense of purpose and community within the division must be among the top priorities of the next leader.

ORGANIZATIONAL CIRCUMSTANCES TODAY

As one considers the type of organization that would emerge under the circumstances described thus far, certain terms spring to mind. At a minimum, one would expect to find an organization cobbled together, a collection of siloed programs and activities. Further, one would expect that such activities and programs would be only tangentially linked to ongoing academic initiatives. What one does find supports these notions and goes farther.

- Because the division has no clearly articulated goals that are measurable and linked to the core of campus life, the unit is organized around neither values, themes nor functional units.
- The organizational structures can best be described as relational, with roles and titles negotiated with individual employees rather than resulting from the creation of units associated with targeted functions or goals. For example, there are thirteen directors in the division. None of the directors have reporting relationships to one another, nor do any of them report to any administrator other than the Vice Chancellor. The directors' roles are more like project leads than line administrators who manage functional units. A review of evaluation records reveals an absence of performance assessment tied to agreed-upon and valued performance targets. Over half of the division reports to a vacant Associate Vice Chancellor position that has been filled for only one of the last six years.
- The current Associate Vice Chancellor has no planning, management or leadership role with directors and serves as a program administrator for two Web

sites, three grants and UNCW-TV. This role has no divisional implications and is more like what one normally thinks of as a director.

- It appears that the relational style of leadership expressed by the previous Vice Chancellor, coupled with a reward-scarce environment, has resulted in an organization that is personalistic, siloed, and lacking in communication systems.
- The employees do not have a sense of the division and do not express any urgency about its mission. The parts are not aware of the whole. Employees talk openly about their desire to be part of a team and to be appreciated.
- Again, it is important to note that the absence of divisional goals limits the possibility to formulate divisional strategies, use data effectively or communicate.
- There was an absence of planning meeting records or data about programs or audiences. Even the schedules the individuals work are alarmingly varied. A quick review revealed fourteen different work schedules. Many schedules were justified by language about flexibility to meet scheduling for unique constituencies, notably services provided on weekends or evenings. The data, however, did not bear out a correlation between the range of flex scheduling and such needs. This situation serves as one more example of treating employees almost exclusively as individuals rather than as members of purpose-driven teams.
- If one looks closely at the programs arrayed in the division, only one emerges as a functional unit with a clear mission, staff alignment and accountability targets. This unit is the Small Business and Technology Development Center, which is a

pass-through operation run from the UNC President's Office. While one or two other programs can be identified as having both a substantive and coherent focus, such as Marine Quest, Life Long Learning and Adult Scholars, none of these programs has clearly articulated understandings with the primary constituent groups they serve or a fully developed business plan.

- The lack of articulated agreements, memoranda of understanding and business plans makes programs vulnerable to shifts in leadership. In several cases programs initially led by PSCS have been co-opted by other agencies as their own and UNCW has become a secondary partner. Often, this has occurred after UNCW has expended energy and resources. Generally, this is not the result of ill will, but lack of clarity or written history. The division has been far too informal and casual in doing business.

CIRCUMSTANCES REGARDING BUDGET

Throughout the divisional review process nothing has proven to be more symptomatic of the challenges facing the division than the budgeting process. A popular perception on campus holds that the division has significant state resources that have been siphoned from the core academic and student service areas. The fact that a wide range of high profile, short-term initiatives were assigned to the division early fueled these rumors. Blending funds outside the normal budget review process further clouded the facts and exacerbated the inaccurate perceptions. Further compounding the confusion about the division's funding were the eclectic program mix and the division's involvement in what were perceived as the Chancellor's personal initiatives. While there is a hint of truth to be found in all of these claims, budget records of the division make it

clear that the assumed practices may not have been as numerous, pervasive or as expensive as some think. In most cases the funding sources for initiatives such as the Global Virtual University, Vision Carolina, North Carolina/South Carolina Border Study and the production of film documentaries were dedicated and outside normal university budget services. The counter argument, however, would hold that these resources might have been used more wisely for other purposes. This is for others to debate. It is clear, however, that the fact that these activities were being orchestrated in a division that already had legitimacy problems called both the division and the activities into question and made each more suspect.

The total budget for the Public Service and Continuing Studies division over the past three years (2000-02 to 2003-04) has averaged between 2.5 and 2.7 million dollars. For 2003-04 approximately 1.2 million came from receipts, $730,000 from state appropriations, $442,000 from the Office of the President flow through for SBTDC and $170,000 from targeted appropriations, grants and sponsorships. As a result many aspects of the division are supported by a mixture of funding sources. In some cases the type of funding shifts as state funds are advanced and then paid back as receipts flow in. Thus, tracking sources and matching up the total cost to total revenue has proven to be challenging.

The greatest budgetary challenge to the senior administrator of a division like PSCS is to set up a system that carefully tracks revenue against expenditures, profiles growth targets and constantly monitors progress against the business plan. The former budget officer had become proficient at this but the information seldom trickled down to

the program manager level. To a large extent these individuals were operating blind with little direct knowledge of where they stood at any given point in time. Evidence collected during the review of the budget and planning processes revealed the following:

- The division has not operated with the benefit of a pervasive business plan known to and understood by the staff, nor were effective management principles used to guide the decision-making process at all levels within the division.

- The division was not data driven and seldom presented goals and results to other senior campus administrators. Budget information was complicated to present, and few forums were provided to explain the source of revenue, intended purpose or the way funds were expended.

- Of all the programs and activities in the division, only six are revenue generating and of these only three, Life Long Learning, Marine Quest and camps, make a modest profit. The division cannot continue to devote such a disproportionate percentage of its personnel resources to non-revenue generating programs. As a whole, the division does not generate undesignated revenue.

- Because operations are siloed, few areas are staffed based on priority or program needs and it is difficult to get assistance across the program areas.

- Data were not available in charts or graph form and 83% of the division staff indicated they had never monitored a targeted budget plan based upon longitudinal data. Ninety-four percent had never seen a divisional budget profile. The Business Affairs division provided support, guidance and opportunities to manage resources effectively and the previous budget officer was competent and skilled; the lack of a purposeful culture however, prevented data from being used throughout the division.

- The division has conducted a feasibility plan for the operation of the EDC and found that it would be "highly unlikely" that the unit could ever be fully self supporting and "not plausible" that the operation could ever recover costs and make a profit. My analysis would argue for substituting the words "not possible" for "not plausible." The constraints on the use of the large community room that is controlled by the New Hanover County Library make it impossible to schedule groups large enough to make a profit with any regularity. UNCW has an investment of approximately $600,000 in the property and annual operating costs of approximately $165,000. At present the EDC generates approximately $70,000 annually.

These bullets only partially reflect the need for a more comprehensive, systematic and focused approach to budgeting. The new Budget Officer in the division is making a strong effort to work with the Acting Vice Chancellor to realign funds, clarify processes

and use the budget more strategically to give purpose to the organization. While she is new, she appears willing to work hard at achieving these goals.

Reports that describe the division as receipt supported, while not intentionally misleading, also have contributed to confusion about the impact of the overall operation on UNCW. The Life Long Learning Program, Small Business and Technology Center, Marine Quest, Marine Trades, Adult Scholars and the summer camps are essentially self-supporting. Programs such as SPIN-NC, COSMOS, UNCW-TV, Executive Development Center, Leadership Wilmington, Celebrate Wilmington, Web development services, technology support and publication support require supplemental funding from sources other than receipts.

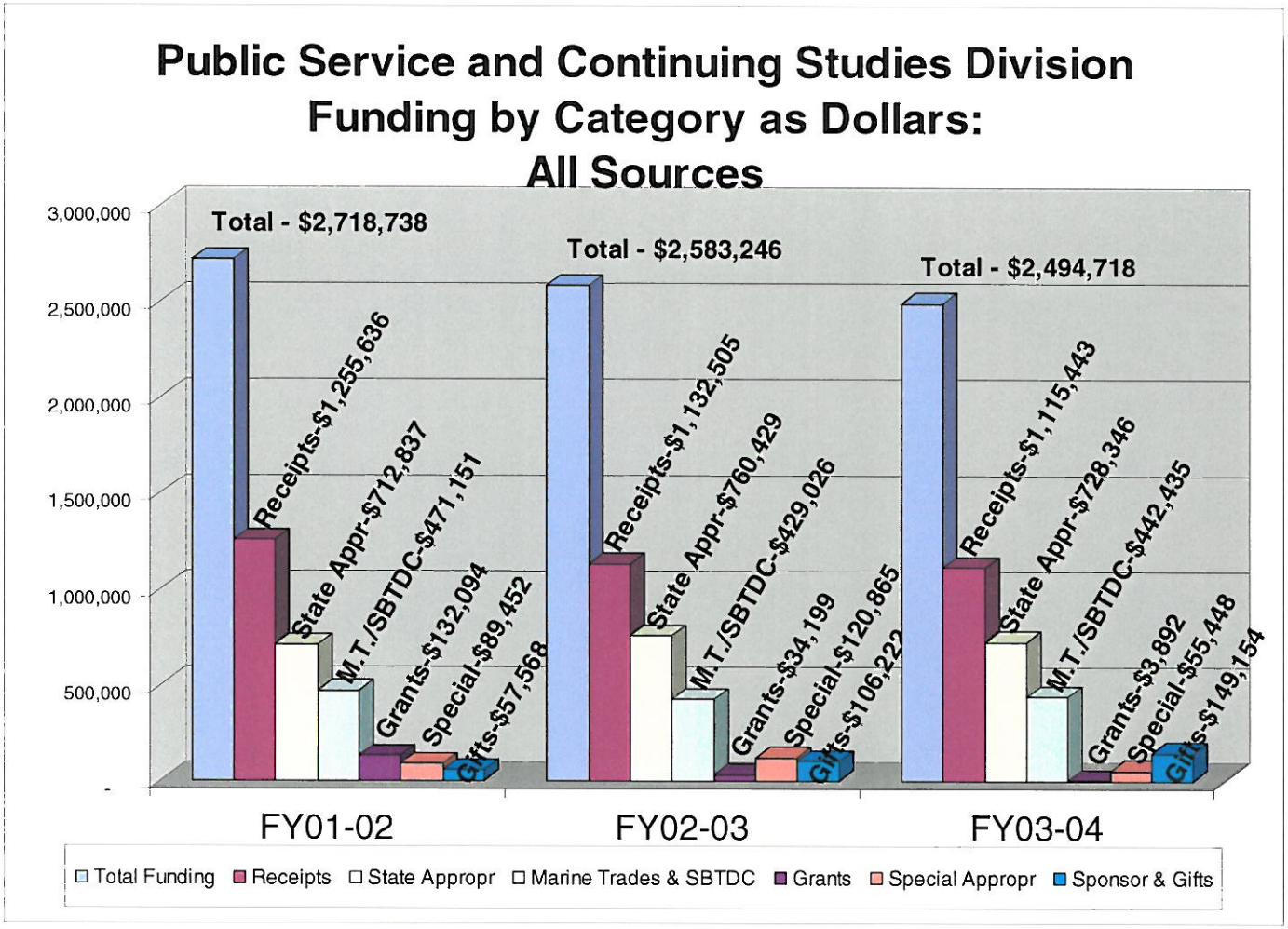
Based on an analysis of current budget profiles as well as a review of funding patterns over the past five years, it is highly unlikely that the current constellation of programs will ever be supported solely through receipts. The best one could realistically hope for would be the range of a 35% to 45% receipt supported operation when the program array is substantially altered.

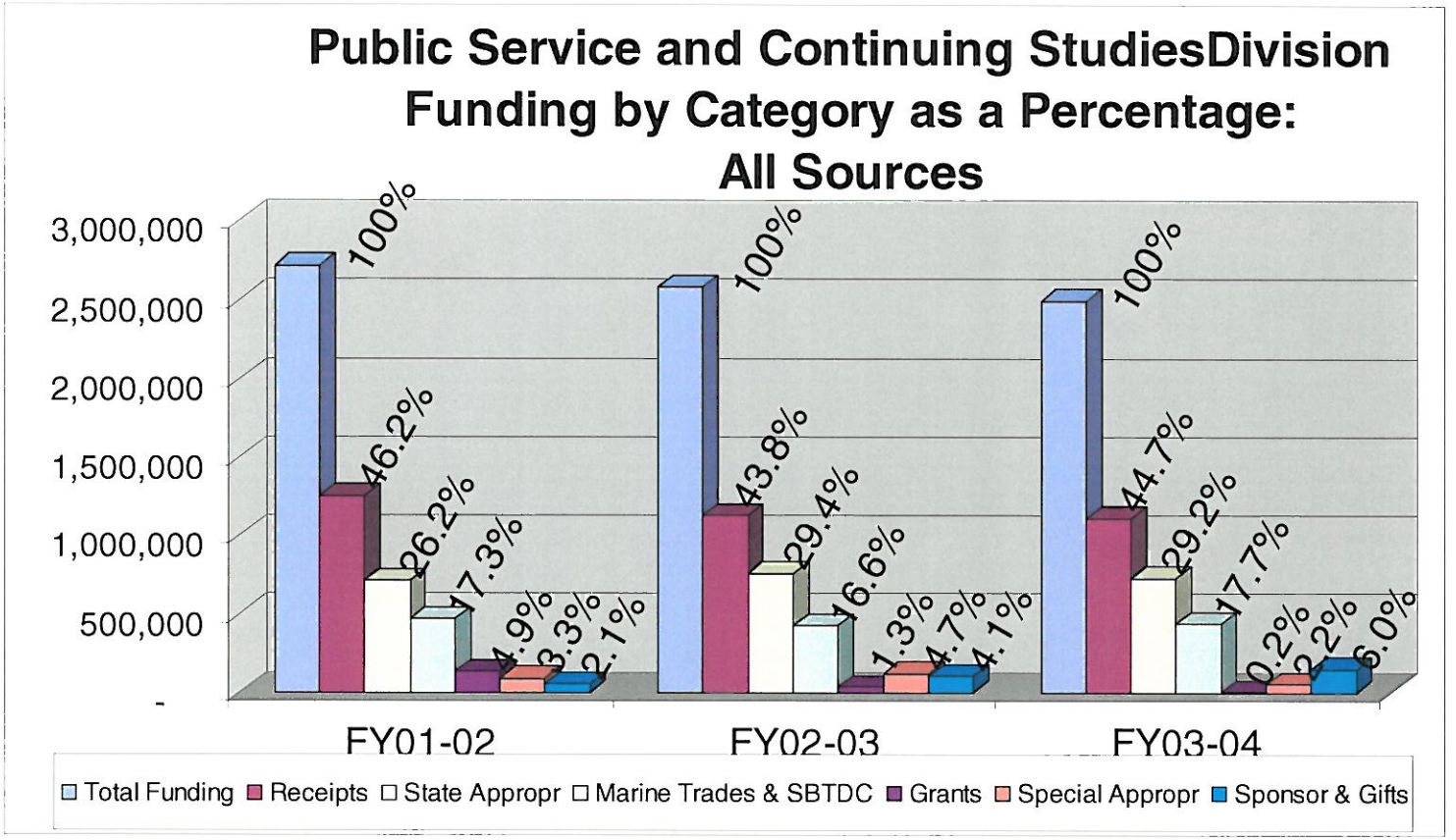
The charts and graphs that follow are intended to give the reader a broad picture of how the division is funded and expose him/her to some recently introduced tracking information.

PSCS Budget Breakouts 2003-2004

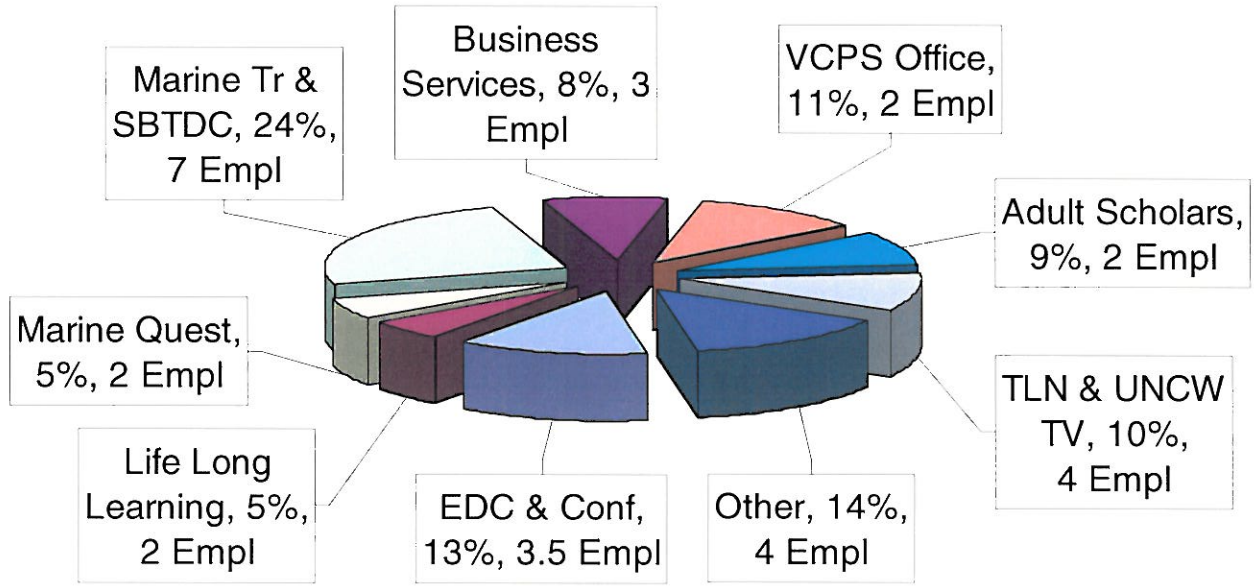
Public Service and Continuing Studies Division
Budget for Fiscal Year 2003-2004

Receipts:				
SCHOOL FOR ALCOHOL/DRUG STUDIES	111,337			10%
EXECUTIVE DEVELOPMENT CENTER	70,554			6%
WEB-U	14,800			1%
MARINE QUEST	246,743			22%
CONFERENCES & CAMPS	345,289			31%
LIFE LONG LEARNING	303,477			27%
Cost Sharing with ITSD	23,243			2%
Total Receipts		1,115,443		100%
State Appropriations		1,170,781		
Other		208,494		
Total Division Funding			2,494,718	
Costs:				
Payroll Costs (including Temps)	(556,902)			
Supplies & Materials	(20,251)			
Current Services	(554,059)			
Fixed Charges	(38,001)			
Capital Outlay	(1,000)			
Total Costs Against Receipts Only		(1,170,213)		
Division Costs Beyond Receipts:				
State Appropriations		(1,170,781)		
Other		(208,494)		
Total Division Costs			(2,549,488)	
Shortfall			(54,770)	

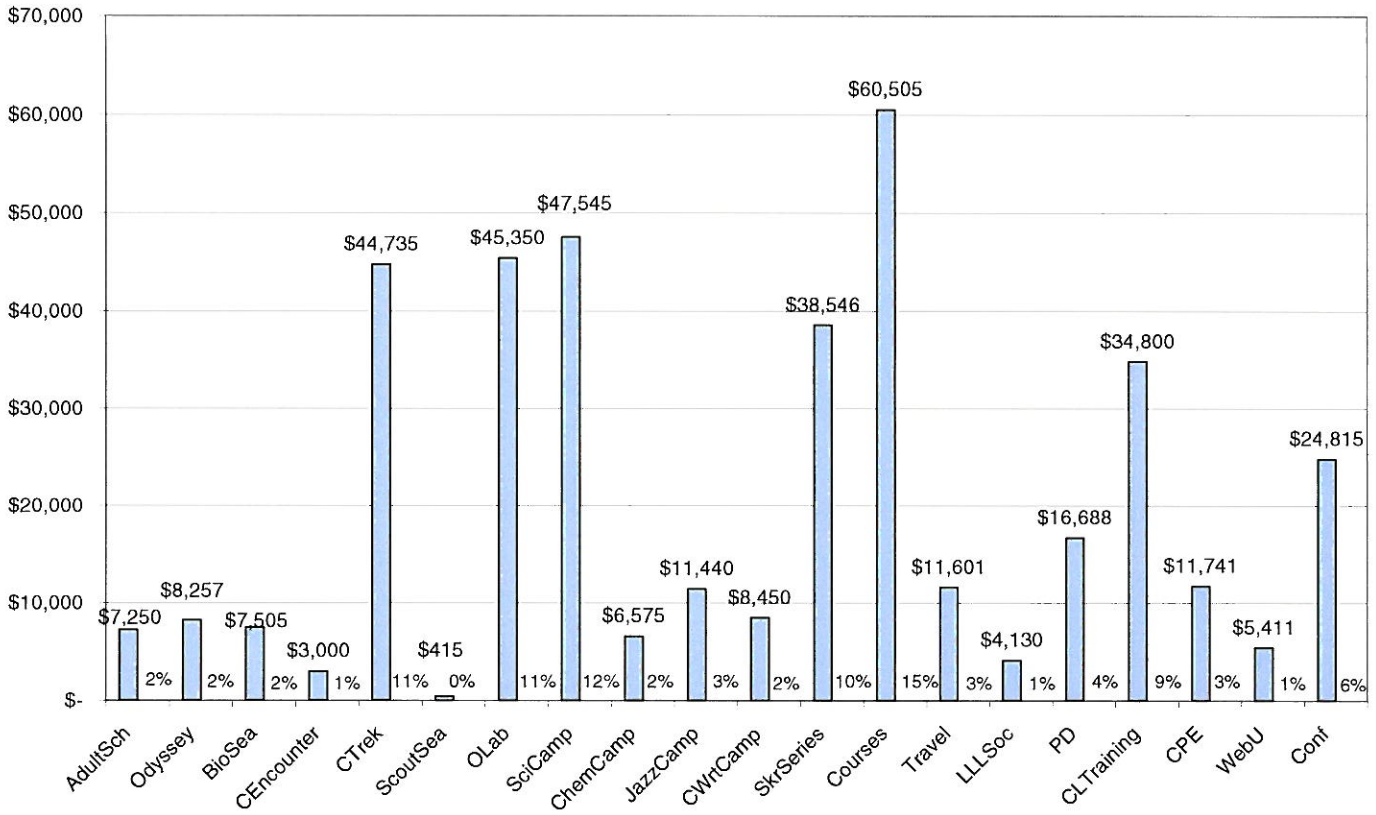

Public Service and Continuing Studies Division
Funding by Category as Dollars:
All Sources
3,000,000
2,500,000
2,000,000
1,500,000
1,000,000
500,000
-
Total - $2,718,738
Receipts-$1,255,636
State Appr-$712,837
M.T./SBTDC-$471,151
Grants-$132,094
Special-$89,452
Gifts-$57,568
Total - $2,583,246
Receipts-$1,132,505
State Appr-$760,429
M.T./SBTDC-$429,026
Grants-$34,199
Special-$120,865
Gifts-$106,222
Total - $2,494,718
Receipts-$1,115,443
State Appr-$728,346
M.T./SBTDC-$442,435
Grants-$3,892
Special-$55,448
Gifts-$149,154
FY01-02
FY02-03
FY03-04
Total Funding
Receipts
State Appropr
Marine Trades & SBTDC
Grants
Special Appropr
Sponsor & Gifts


Public Service and Continuing StudiesDivision
Funding by Category as a Percentage:
All Sources
3,000,000
2,500,000
2,000,000
1,500,000
1,000,000
500,000
-
100%
46.2%
26.2%
17.3%
4.9%
3.3%
2.1%
100%
43.8%
29.4%
16.6%
1.3%
4.7%
4.1%
100%
44.7%
29.2%
17.7%
0.2%
2.2%
6.0%
FY01-02
FY02-03
FY03-04
Total Funding
Receipts
State Appropr
Marine Trades & SBTDC
Grants
Special Appropr
Sponsor & Gifts

Public Service and Continuing Studies Division
Salaries & Benefits by Function:
All Permanent Salaries, All Sources

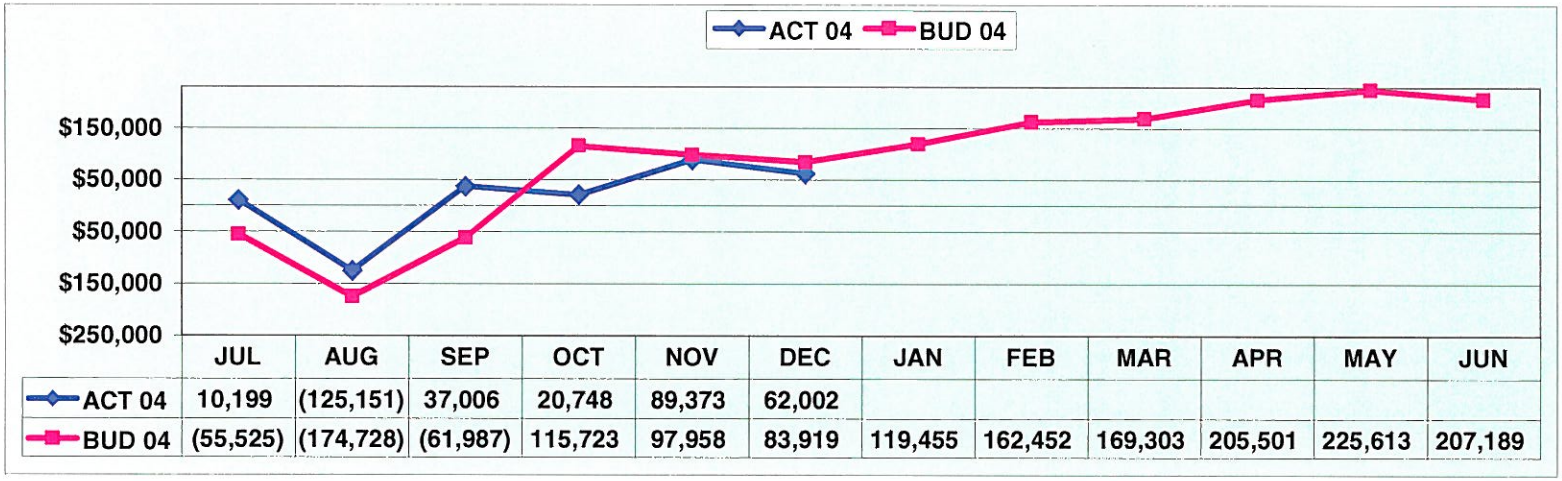


Public Service and Continuing Studies Division
Gross Revenue by Selected Program Areas
01/01/2003 - 12/31/2003



Public Service and Continuing Studies Division
All Budgeted Receipt Supported Programs
DIVISION SUMMARY

Actual FY04 vs Budget FY04



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
ACT 04	10,199	(125,151)	37,006	20,748	89,373	62,002						
BUD 04	(55,525)	(174,728)	(61,987)	115,723	97,958	83,919	119,455	162,452	169,303	205,501	225,613	207,189

Public Service and Continuing Studies Division
All Budgeted Receipt Supported Programs
DIVISION SUMMARY

Actual Results

FY 2003-2004

Actual	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	19,935	4,918	206,313	54,996	111,087	4,335							401,584
Prepaid Revenue	66,951	0	0	0	0	0							66,951
ITSD Funding	1,937	1,937	1,937	1,937	1,937	1,936							11,621
Payroll	(30,168)	(22,762)	(17,068)	(21,027)	(21,503)	(16,946)							(129,473)
Sup_Matl	(2,158)	(1,669)	(635)	(3,753)	(2,765)	(1,081)							(12,060)
Cur_Serv	(46,073)	(117,630)	(28,315)	(43,502)	(19,865)	(15,465)							(270,852)
Fix_Chrg	(225)	(144)	(75)	(4,909)	(266)	(150)							(5,769)
Capital	0	0	0	0	0	0							0
Net Profit/(Loss):	**10,199**	**(135,350)**	**162,157**	**(16,258)**	**68,625**	**(27,371)**	**0**	**0**	**0**	**0**	**0**	**0**	**62,002**
Cumulative:	10,199	(125,151)	37,006	20,748	89,373	62,002							

Projections

FY 2003-2004

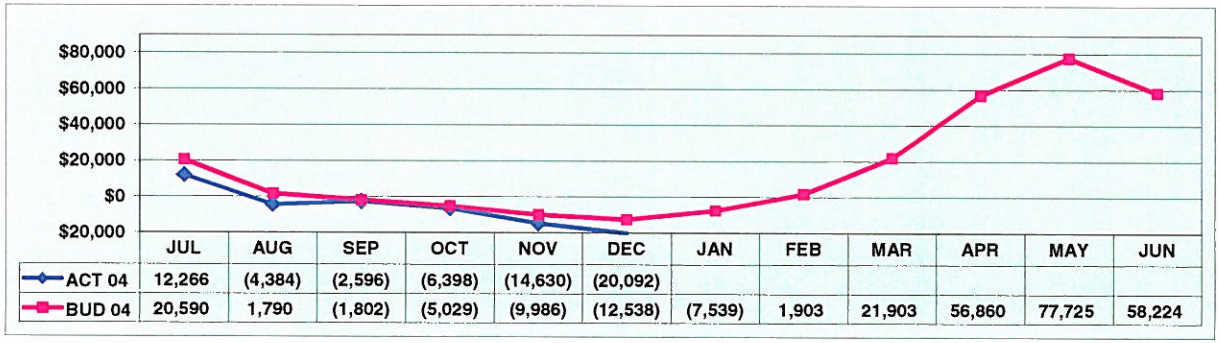
Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	25,566	78,140	180,926	227,841	78,764	31,840	56,229	67,590	63,522	74,245	70,357	70,230	1,025,249
Prepaid Revenue	66,951	0	0	0	0	0	0	0	0	0	0	0	66,951
ITSD Funding	1,937	1,937	1,937	1,937	1,937	1,936	1,937	1,937	1,937	1,937	1,937	1,937	23,243
Payroll	(31,607)	(28,216)	(22,236)	(18,094)	(51,822)	(21,797)	(11,895)	(16,304)	(18,771)	(23,389)	(25,315)	(37,997)	(307,443)
Sup_Matl	(926)	(2,697)	(3,580)	1,087	(634)	(687)	(577)	(1,488)	(1,277)	(1,233)	(920)	(6,319)	(19,251)
Cur_Serv	(110,408)	(152,451)	(39,671)	(32,733)	(45,514)	(25,302)	(9,725)	(8,714)	(38,419)	(15,163)	(24,737)	(42,722)	(545,559)
Fix_Chrg	(6,038)	(15,916)	(4,634)	(2,328)	(496)	(29)	(433)	(23)	(141)	(200)	(1,210)	(3,553)	(35,001)
Capital	(1,000)	0	0	0	0	0	0	0	0	0	0	0	(1,000)
Net Profit/(Loss):	**(55,525)**	**(119,203)**	**112,742**	**177,710**	**(17,765)**	**(14,039)**	**35,536**	**42,998**	**6,851**	**36,197**	**20,112**	**(18,424)**	**207,189**
Cumulative:	(55,525)	(174,728)	(61,987)	115,723	97,958	83,919	119,455	162,452	169,303	205,501	225,613	207,189	

Cumulative Variance:

65,725	49,578	98,993	(94,975)	(8,585)	(21,917)

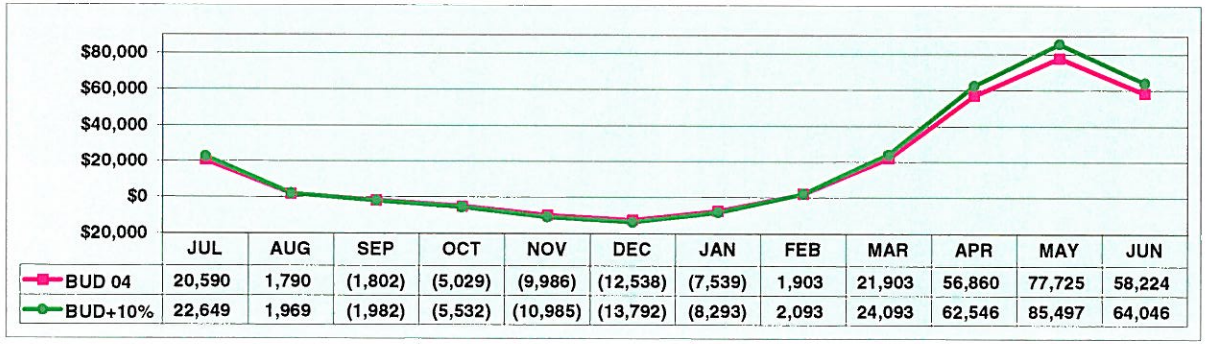
Public Service and Continuing Studies Division
MARINE QUEST

Actual FY04 vs Budget FY04



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
ACT 04	12,266	(4,384)	(2,596)	(6,398)	(14,630)	(20,092)						
BUD 04	20,590	1,790	(1,802)	(5,029)	(9,986)	(12,538)	(7,539)	1,903	21,903	56,860	77,725	58,224

Budget FY04 + Growth vs Budget FY04



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
BUD 04	20,590	1,790	(1,802)	(5,029)	(9,986)	(12,538)	(7,539)	1,903	21,903	56,860	77,725	58,224
BUD+10%	22,649	1,969	(1,982)	(5,532)	(10,985)	(13,792)	(8,293)	2,093	24,093	62,546	85,497	64,046

Public Service and Continuing Studies Division
MARINE QUEST

Actual Results — FY 2003-2004

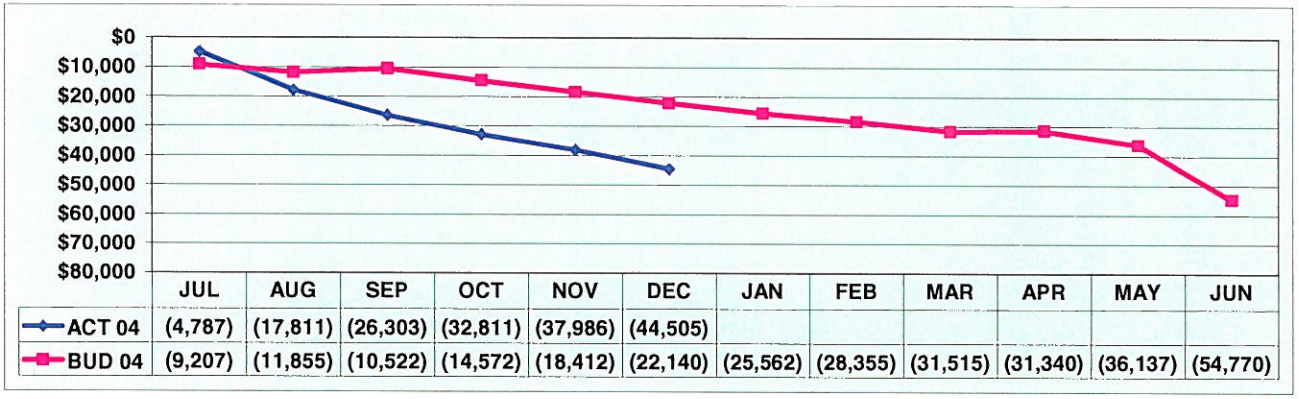
Actual	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	1,316	933	11,449	6,863	2,971	527							24,058
Prepaid Revenue	52,685	0	0	0	0	0							52,685
Payroll	(15,998)	(6,461)	(3,809)	(5,473)	(3,998)	(2,790)							(38,530)
Sup_Matl	(1,550)	(1,401)	(453)	(2,539)	(2,127)	(364)							(8,433)
Cur_Serv	(24,188)	(9,720)	(5,400)	(2,651)	(4,978)	(2,835)							(49,772)
Fix_Chrg	0	0	0	0	(100)	0							(100)
Capital	0	0	0	0	0	0							0
Net Profit/(Loss):	**12,266**	**(16,650)**	**1,787**	**(3,801)**	**(8,232)**	**(5,462)**	**0**	**0**	**0**	**0**	**0**	**0**	**(20,092)**
Cumulative:	12,266	(4,384)	(2,596)	(6,398)	(14,630)	(20,092)							

Projections — FY 2003-2004

Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	5,588	8,919	2,634	1,868	8,124	4,431	8,909	14,501	28,113	43,582	37,637	29,753	194,058
Prepaid Revenue	52,685	0	0	0	0	0	0	0	0	0	0	0	52,685
Payroll	(14,157)	(7,601)	(3,448)	(3,506)	(3,909)	(2,855)	(3,179)	(2,628)	(2,566)	(5,689)	(7,289)	(23,807)	(80,635)
Sup_Matl	(876)	(863)	(135)	(434)	(284)	(210)	(105)	(403)	(401)	(401)	(328)	(5,559)	(10,000)
Cur_Serv	(22,650)	(19,255)	(2,642)	(1,155)	(8,888)	(3,918)	(626)	(2,027)	(5,146)	(2,535)	(8,154)	(19,887)	(96,884)
Fix_Chrg	0	0	0	0	0	0	0	0	0	0	(1,000)	0	(1,000)
Capital	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Profit/(Loss):	**20,590**	**(18,801)**	**(3,592)**	**(3,227)**	**(4,957)**	**(2,552)**	**4,999**	**9,442**	**20,000**	**34,957**	**20,865**	**(19,501)**	**58,224**
Cumulative:	20,590	1,790	(1,802)	(5,029)	(9,986)	(12,538)	(7,539)	1,903	21,903	56,860	77,725	58,224	
Cumulative Variance:	(8,324)	(6,174)	(794)	(1,368)	(4,644)	(7,554)							

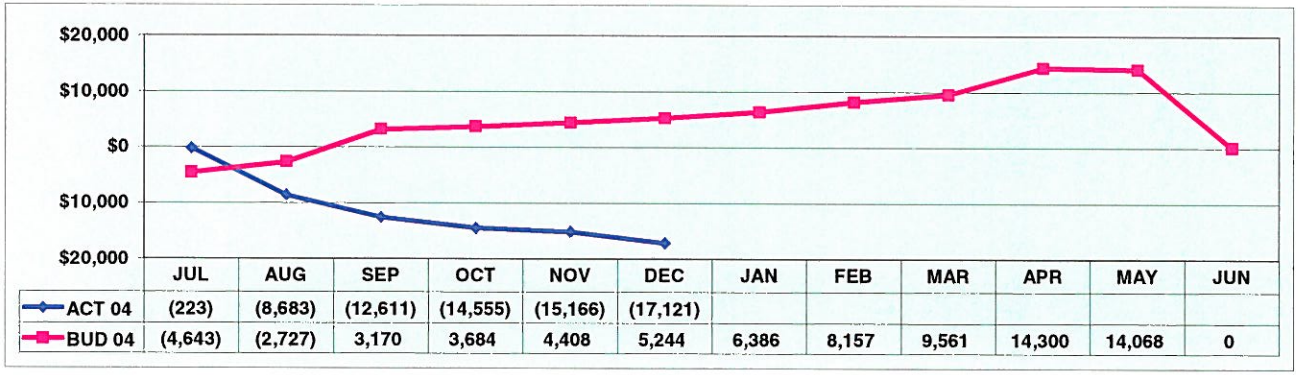
Public Service and Continuing Studies Division
EXECUTIVE DEVELOPMENT CENTER

Actual FY04 vs Budget FY04 *Without Supplemental State Appropriation*



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
ACT 04	(4,787)	(17,811)	(26,303)	(32,811)	(37,986)	(44,505)						
BUD 04	(9,207)	(11,855)	(10,522)	(14,572)	(18,412)	(22,140)	(25,562)	(28,355)	(31,515)	(31,340)	(36,137)	(54,770)

Actual FY04 vs Budget FY04 *Including Supplemental State Appropriation*



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
ACT 04	(223)	(8,683)	(12,611)	(14,555)	(15,166)	(17,121)						
BUD 04	(4,643)	(2,727)	3,170	3,684	4,408	5,244	6,386	8,157	9,561	14,300	14,068	0

Public Service and Continuing Studies Division
EXECUTIVE DEVELOPMENT CENTER

Actual Results — FY 2003-2004

Actual	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	5,916	3,091	11,032	5,969	2,134	2,725							30,867
ITSD Funding	1,937	1,937	1,937	1,937	1,937	1,937							11,621
Payroll	(10,423)	(10,118)	(9,880)	(9,614)	(5,720)	(7,601)							(53,356)
Sup_Matl	(397)	(103)	(51)	(1,095)	(499)	(480)							(2,624)
Cur_Serv	(1,635)	(7,831)	(11,530)	(3,704)	(3,027)	(3,099)							(30,827)
Fix_Chrg	(185)	0	0	0	0	0							(185)
Capital	0	0	0	0	0	0							0
Net Profit/(Loss):	**(4,787)**	**(13,024)**	**(8,492)**	**(6,508)**	**(5,175)**	**(6,518)**	**0**	**0**	**0**	**0**	**0**	**0**	**(44,505)**
Cumulative:	(4,787)	(17,811)	(26,303)	(32,811)	(37,986)	(44,505)							
Less: Supplemental State Appropriation Funding for FY 03:													
	4,564	4,564	4,564	4,564	4,564	4,564							27,384
Net Profit/(Loss):	**(223)**	**(8,460)**	**(3,928)**	**(1,944)**	**(611)**	**(1,954)**	**0**	**0**	**0**	**0**	**0**	**0**	**(17,121)**
Cumulative:	(223)	(8,683)	(12,611)	(14,555)	(15,166)	(17,121)							

Projections — FY 2003-2004

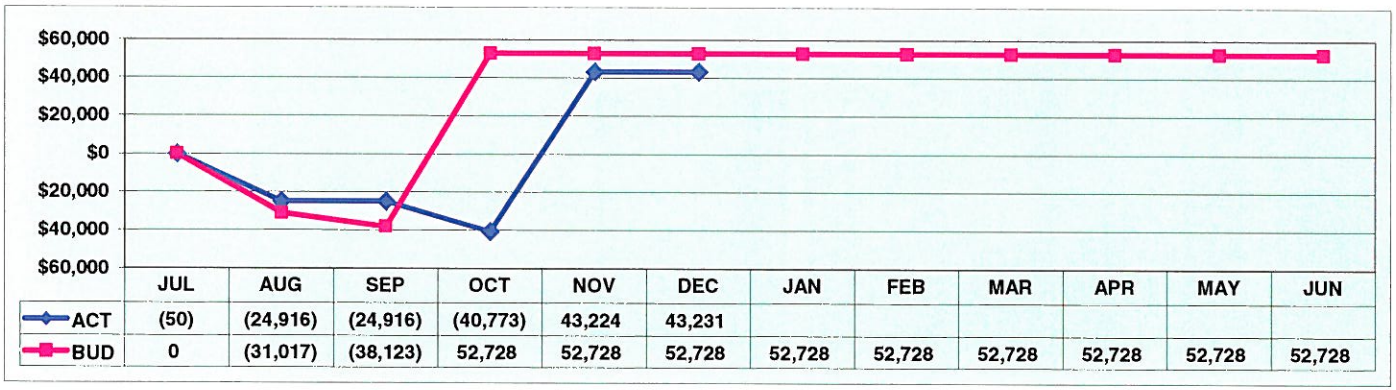
Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	3,779	6,081	8,708	5,801	4,266	4,559	4,767	6,841	7,741	6,712	6,042	5,259	70,554
ITSD Funding	1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	1,937	23,242
Payroll	(7,626)	(8,007)	(8,008)	(7,524)	(8,681)	(7,736)	(7,926)	(7,803)	(7,786)	(7,834)	(7,765)	(9,271)	(95,966)
Sup_Matl	(8)	(108)	(70)	(134)	(123)	(70)	(93)	(32)	(238)	(166)	(497)	(462)	(2,000)
Cur_Serv	(4,289)	(2,552)	(1,234)	(4,129)	(1,239)	(2,418)	(2,107)	(3,736)	(4,815)	(474)	(4,514)	(16,095)	(47,600)
Fix_Chrg	(2,000)	0	0	0	0	0	0	0	0	0	0	0	(2,000)
Capital	(1,000)	0	0	0	0	0	0	0	0	0	0	0	(1,000)
Net Profit/(Loss):	**(9,207)**	**(2,649)**	**1,334**	**(4,050)**	**(3,841)**	**(3,728)**	**(3,422)**	**(2,793)**	**(3,160)**	**175**	**(4,797)**	**(18,633)**	**(54,770)**
Cumulative:	(9,207)	(11,855)	(10,522)	(14,572)	(18,412)	(22,140)	(25,562)	(28,355)	(31,515)	(31,340)	(36,137)	(54,770)	
Less: Supplemental State Appropriation Funding for FY 04:													
	4,564	4,564	4,564	4,564	4,564	4,564	4,564	4,564	4,564	4,564	4,565	4,565	54,770
Net Profit/(Loss):	**(4,643)**	**1,915**	**5,898**	**514**	**723**	**836**	**1,142**	**1,771**	**1,404**	**4,739**	**(232)**	**(14,068)**	**0**
Cumulative:	(4,643)	(2,727)	3,170	3,684	4,408	5,244	6,386	8,157	9,561	14,300	14,068	0	

Cumulative Variance:

4,420	(5,955)	(15,781)	(18,240)	(19,574)	(22,364)

Public Service and Continuing Studies Division
NC SCHOOL FOR ALCOHOL & DRUG STUDIES

Actual FY04 vs Budget FY04



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
ACT	(50)	(24,916)	(24,916)	(40,773)	43,224	43,231						
BUD	0	(31,017)	(38,123)	52,728	52,728	52,728	52,728	52,728	52,728	52,728	52,728	52,728

Public Service and Continuing Studies Division
NC SCHOOL FOR ALCOHOL & DRUG STUDIES

Actual Results

FY 2003-2004

Actual	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	60	0	0	0	83,997	7							84,064
Payroll	0	0	0	0	0	0							0
Sup_Matl	0	(166)	0	0	0	0							(166)
Cur_Serv	(110)	(24,701)	0	(14,646)	0	0							(39,457)
Fix_Chrg	0	0	0	(1,211)	0	0							(1,211)
Capital	0	0	0	0	0	0							0
Net Profit/(Loss):	**(50)**	**(24,867)**	**0**	**(15,857)**	**83,997**	**7**	**0**	**0**	**0**	**0**	**0**	**0**	**43,231**
Cumulative:	(50)	(24,916)	(24,916)	(40,773)	43,224	43,231							

Projections

FY 2003-2004

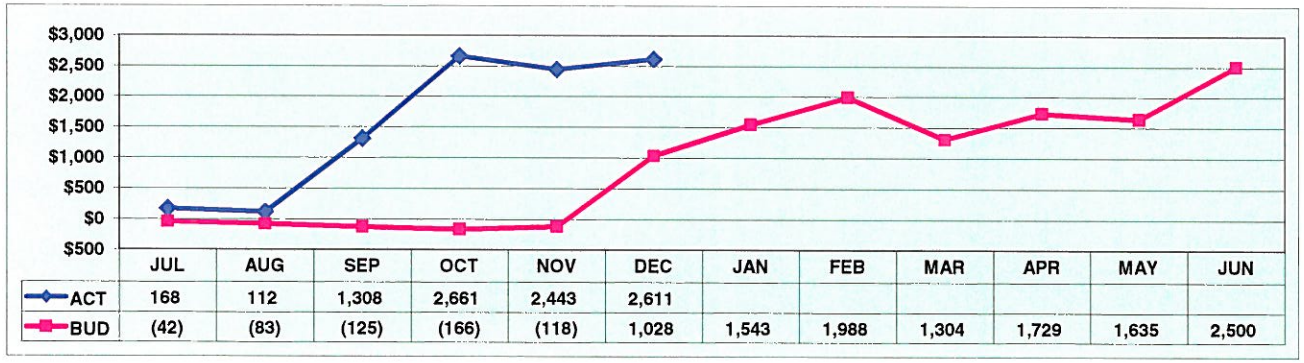
Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	0	0	0	111,337	0	0	0	0	0	0	0	0	111,337
Payroll	0	0	(6,959)	0	0	0	0	0	0	0	0	0	(6,959)
Sup_Matl	0	(1,650)	0	0	0	0	0	0	0	0	0	0	(1,650)
Cur_Serv	0	(26,329)	(147)	(18,524)	0	0	0	0	0	0	0	0	(45,000)
Fix_Chrg	0	(3,037)	0	(1,963)	0	0	0	0	0	0	0	0	(5,000)
Capital	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Profit/(Loss):	**0**	**(31,017)**	**(7,106)**	**90,851**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**52,728**
Cumulative:	0	(31,017)	(38,123)	52,728	52,728	52,728	52,728	52,728	52,728	52,728	52,728	52,728	

Cumulative Variance:

(50)	6,100	13,206	(93,501)	(9,504)	(9,497)

Public Service and Continuing Studies Division
WEB-U

Actual FY04 vs Budget FY04



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
ACT	168	112	1,308	2,661	2,443	2,611						
BUD	(42)	(83)	(125)	(166)	(118)	1,028	1,543	1,988	1,304	1,729	1,635	2,500

Public Service and Continuing Studies Division
WEB-U

Actual Results

FY 2003-2004

Actual	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	168	316	1,245	1,353	772	658							4,512
Payroll	0	0	0	0	0	0							0
Sup_Matl	0	0	0	0	0	0							0
Cur_Serv	0	(372)	(49)	0	(990)	(490)							(1,901)
Fix_Chrg	0	0	0	0	0	0							0
Capital	0	0	0	0	0	0							0
Net Profit/(Loss):	**168**	**(56)**	**1,196**	**1,353**	**(218)**	**168**	**0**	**0**	**0**	**0**	**0**	**0**	**2,611**
Cumulative:	168	112	1,308	2,661	2,443	2,611							

Projections

FY 2003-2004

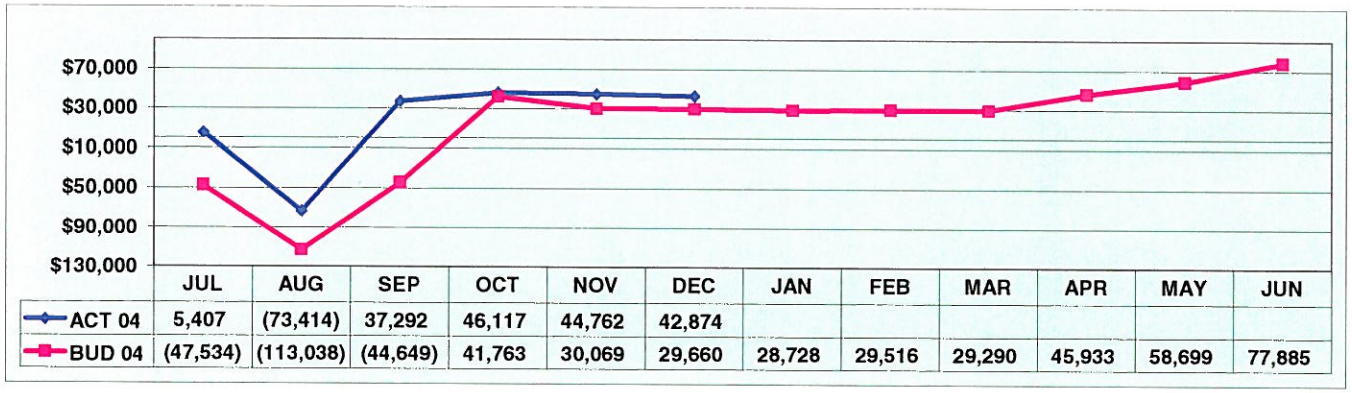
Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	0	0	0	0	90	10,416	1,139	524	0	817	465	1,350	14,800
Payroll	0	0	0	0	0	(5,383)	0	0	0	0	0	0	(5,382)
Sup_Matl	(42)	(42)	(42)	(42)	(42)	(42)	(42)	(42)	(42)	(42)	(42)	(42)	(500)
Cur_Serv	0	0	0	0	0	(3,845)	(582)	(38)	(643)	(350)	(517)	(444)	(6,418)
Fix_Chrg	0	0	0	0	0	0	0	0	0	0	0	0	0
Capital	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Profit/(Loss):	**(42)**	**(42)**	**(42)**	**(42)**	**48**	**1,146**	**515**	**445**	**(685)**	**425**	**(93)**	**865**	**2,500**
Cumulative:	(42)	(83)	(125)	(166)	(118)	1,028	1,543	1,988	1,304	1,729	1,635	2,500	

Cumulative Variance:

210	195	1,433	2,827	2,561	1,583	

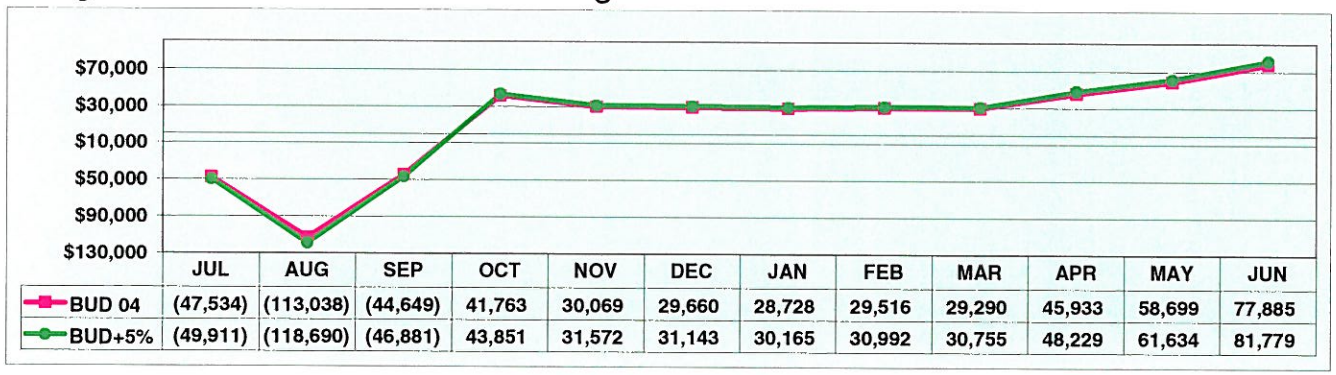
Public Service and Continuing Studies Division
CONFERENCES & CAMPS

Actual FY04 vs Budget FY04



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
ACT 04	5,407	(73,414)	37,292	46,117	44,762	42,874						
BUD 04	(47,534)	(113,038)	(44,649)	41,763	30,069	29,660	28,728	29,516	29,290	45,933	58,699	77,885

Budget FY04 + Growth vs Budget FY04



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
BUD 04	(47,534)	(113,038)	(44,649)	41,763	30,069	29,660	28,728	29,516	29,290	45,933	58,699	77,885
BUD+5%	(49,911)	(118,690)	(46,881)	43,851	31,572	31,143	30,165	30,992	30,755	48,229	61,634	81,779

Public Service and Continuing Studies Division
CONFERENCES & CAMPS

Actual Results

FY 2003-2004

Actual	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	12,475	(2,909)	121,767	14,806	3,335	3							149,478
Prepaid Revenue	14,266	0	0	0	0	0							14,266
Payroll	(1,362)	(2,688)	(613)	(699)	(2,938)	(613)							(8,912)
Sup_Matl	(34)	0	0	0	0	0							(34)
Cur_Serv	(19,939)	(73,080)	(10,373)	(1,585)	(1,686)	(1,278)							(107,941)
Fix_Chrg	0	(144)	(75)	(3,698)	(66)	0							(3,983)
Capital	0	0	0	0	0	0							0
Net Profit/(Loss):	**5,407**	**(78,821)**	**110,706**	**8,824**	**(1,355)**	**(1,888)**	**0**	**0**	**0**	**0**	**0**	**0**	**42,874**
Cumulative:	5,407	(73,414)	37,292	46,117	44,762	42,874							

Projections

FY 2003-2004

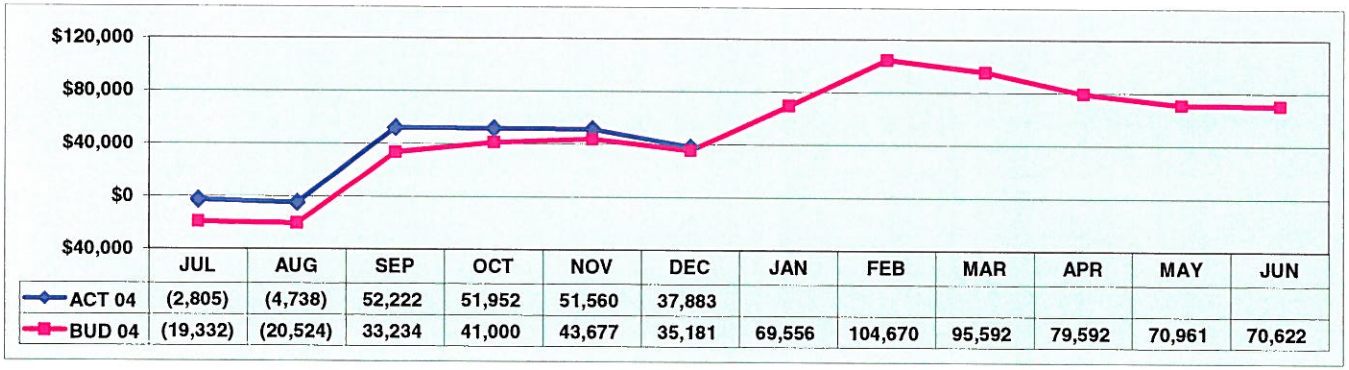
Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	5,399	51,593	110,124	86,938	15,784	419	134	1,582	1,541	17,464	13,582	26,463	331,023
Prepaid Revenue	14,266	0	0	0	0	0	0	0	0	0	0	0	14,266
Payroll	(2,911)	(2,878)	(768)	(768)	(1,048)	(768)	(768)	(768)	(768)	(768)	(768)	(768)	(13,746)
Sup_Matl	0	0	(3,057)	1,832	0	0	(274)	0	0	0	0	0	(1,500)
Cur_Serv	(60,250)	(101,340)	(33,275)	(1,225)	(26,430)	(60)	(24)	(27)	(999)	(54)	(48)	(3,425)	(227,158)
Fix_Chrg	(4,038)	(12,879)	(4,634)	(365)	0	0	0	0	0	0	0	(3,085)	(25,000)
Capital	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Profit/(Loss):	**(47,534)**	**(65,504)**	**68,390**	**86,412**	**(11,694)**	**(409)**	**(932)**	**788**	**(226)**	**16,643**	**12,766**	**19,186**	**77,885**
Cumulative:	(47,534)	(113,038)	(44,649)	41,763	30,069	29,660	28,728	29,516	29,290	45,933	58,699	77,885	

Cumulative Variance:

52,941	39,624	81,941	4,354	14,693	13,214	

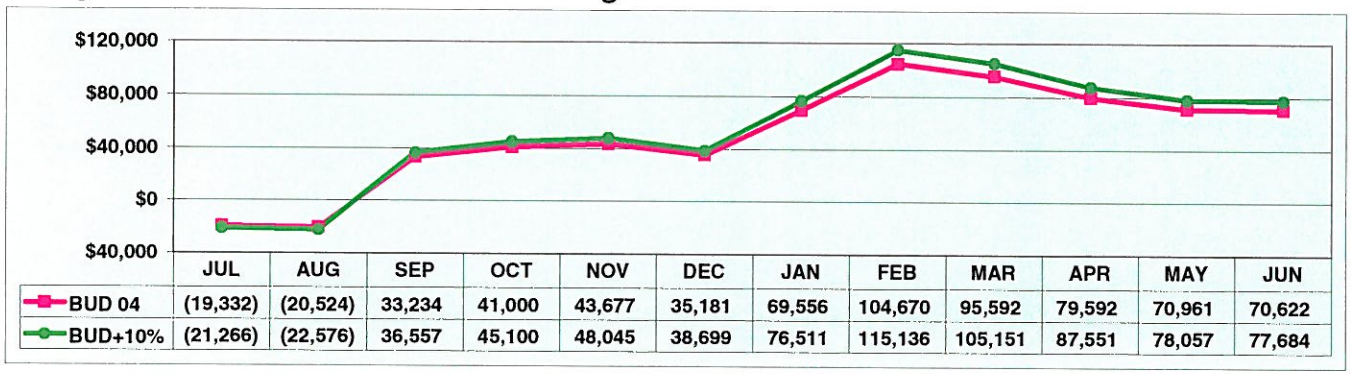
Public Service and Continuing Studies Division
LIFE LONG LEARNING

Actual FY04 vs Budget FY04



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
ACT 04	(2,805)	(4,738)	52,222	51,952	51,560	37,883						
BUD 04	(19,332)	(20,524)	33,234	41,000	43,677	35,181	69,556	104,670	95,592	79,592	70,961	70,622

Budget FY04 + Growth vs Budget FY04



	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
BUD 04	(19,332)	(20,524)	33,234	41,000	43,677	35,181	69,556	104,670	95,592	79,592	70,961	70,622
BUD+10%	(21,266)	(22,576)	36,557	45,100	48,045	38,699	76,511	115,136	105,151	87,551	78,057	77,684

Public Service and Continuing Studies Division
LIFE LONG LEARNING

Actual Results

FY 2003-2004

Actual	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	0	3,487	60,820	26,006	17,878	415							108,606
Payroll	(2,385)	(3,494)	(2,766)	(5,240)	(8,847)	(5,942)							(28,675)
Sup_Matl	(178)	0	(131)	(119)	(139)	(237)							(804)
Cur_Serv	(202)	(1,926)	(963)	(20,916)	(9,185)	(7,763)							(40,955)
Fix_Chrg	(40)	0	0	0	(100)	(150)							(290)
Capital	0	0	0	0	0								0
Net Profit/(Loss):	**(2,805)**	**(1,933)**	**56,960**	**(269)**	**(392)**	**(13,677)**	**0**	**0**	**0**	**0**	**0**	**0**	**37,883**
Cumulative:	(2,805)	(4,738)	52,222	51,952	51,560	37,883							

Projections

FY 2003-2004

Budget	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total FY
Revenue	10,800	11,547	59,460	21,897	50,501	12,015	41,280	44,141	26,127	5,671	12,631	7,408	303,477
Payroll	(6,913)	(9,730)	(3,054)	(6,296)	(38,184)	(5,055)	(22)	(5,105)	(7,652)	(9,098)	(9,493)	(4,151)	(104,755)
Sup_Matl	0	(35)	(276)	(134)	(185)	(365)	(63)	(1,012)	(597)	(623)	(54)	(257)	(3,600)
Cur_Serv	(23,219)	(2,974)	(2,373)	(7,700)	(8,957)	(15,062)	(6,387)	(2,886)	(26,815)	(11,751)	(11,504)	(2,872)	(122,500)
Fix_Chrg	0	0	0	0	(496)	(29)	(433)	(23)	(141)	(200)	(210)	(468)	(2,000)
Capital	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Profit/(Loss):	**(19,332)**	**(1,191)**	**53,757**	**7,766**	**2,677**	**(8,496)**	**34,374**	**35,114**	**(9,077)**	**(16,000)**	**(8,630)**	**(339)**	**70,622**
Cumulative:	(19,332)	(20,524)	33,234	41,000	43,677	35,181	69,556	104,670	95,592	79,592	70,961	70,622	

Cumulative Variance:

	16,527	15,786	18,988	10,952	7,883	2,702

PART III: PUBLIC SERVICE AND CONTINUING STUDIES PROGRAMS

Striking in its irony during the review of the division was the fact that the Public Service and Continuing Studies Division is characterized by an absence of what one normally thinks of as public service or classic, continuing studies. The division presently offers few programs or services that are purely service oriented. There are no divisional programs designed to assist in the placement of volunteers or non-salaried interns. There are no identifiable "hands on" assistance projects in the region managed by the division. Continuing studies programs are concentrated on some well-received experiences for older citizens. In recent years a new educational program for Marine Corps personnel has been established. This trainer-of-trainers program holds great potential. There are few examples of certification or licensure, workforce preparedness, job mobility, academic courses for non-traditional students or distance education programs being offered. Prior to 2000 such offerings were more prevalent but during the 2000 term the then-Vice Chancellor for Academic Affairs asked the Public Service and Continuing Studies Division to cease offering such programs and transferred all academic, distance education and CEU courses to Academic Affairs. These were profitable programs at the time and accounted for a significant percentage of the division's revenue. It was this fact, coupled with the perception among academic deans that the revenue was not being divided fairly based upon effort that drove the decision. A brief description of the current operations and programs in the division follows:

Public Service & Continuing Studies Programs

Budget Office

– Oversight divisional budget responsibilities.

- Budget Analysis – Evaluate monthly operational budget, feasibility analysis of special programs and projects, and facilitate the budget process. Three employees manage the division's operating budgets, conduct feasibility analyses, process budget-related documents, provide cashier and reconciliation statements and handle program registration.

Service Links: Divisional Internet Web Sites

- **SpinNC (nonprofits)**
  Inter-related information services to address university, nonprofit and community needs, assists people in gathering and sharing information throughout southeastern NC.
  - CARE-Net (Homeless Information Management System for support and assistance to the region's homeless populations)
  - Safe Schools (NHCS/UNCW/Community web site)
  - Communities that Care
    - Information and Networking Committee
    - Community statistics
    - Latino Health Resources (Forum for addressing Latino and Hispanic health care issues)
- **WebU** – Online continuing education program, 250 professional development courses, 70 certificate programs and enrichment opportunities on the Internet
- **Grants and Sponsorships** – Expansion of UNCW's values and attributes through strategic development and partnership opportunities and underwriting (Two grants at present)

Publications/Communications

- **Publications** – Oversight of design, editing, print services, media relations, marketing, and promotional services, assists with content development, design, /formatting and publication of divisional materials, through Adult Scholars program.

Executive Development Center

– Provides conference management with high-tech facilities for small professional and executive conferences and retreats

- Conference Management –All phases and evaluation of conference, meeting, and retreat management from planning, facility needs, budgets, registrations, catering, and event monitoring
- Retreat Management– Conference management (if needed), facilities and equipment rental

- Meeting Management – Management (if needed), facilities and equipment rental.

Continuing Education Programs and Partnerships
–Lifelong learning programs to respond to the learning needs of distinctive constituencies

- Adult Scholars - annual program for retired and semi-retired persons show opportunities available in southeastern North Carolina
    - Adult Scholars Leadership Alumni - Graduates of the Adult Scholars Leadership Program

Learning for a Lifetime
– A self-supporting, non-credit, continuing education unit with contractual training to military educators and cultural enrichment for adults

- **Speakers Series & Seniors Services** - Tabitha McEachern luncheon and dinner series features university professors/personnel and/or community/regional authors, entertainers, and educators for educational and cultural enrichment lectures/performances to the public
- **Career Development/Corporate Training** - Non-credit contract training for government (Marine Corps, New Hanover County), business and industry in our region by UNCW professors and community specialists through lifelong learning and professional training
- **Lifelong Learning Society Lectures and Plato Group** - Educational opportunities for intellectual, cultural and social growth through special lectures by UNCW professors and group discussions among members, the Plato Group
- **Short Courses** (non-credit) - Unique courses in the arts, theater, languages, spiritual realm, and personal enrichment given by both UNCW professors and area instructors
- **Workshops/Retreats** - Weekend women's retreats and workshops with special symposiums on aging
- **Creative Retirement** - The Adult Scholars Leadership Program and Lifelong Learning Society, for the retirement-aged populace in addition to the speaker series, short courses, retreats, workshops, and the Lifelong Learning Institute

Academic Partnerships

- **Marine Quest**
  – Marine and environmental educational outreach programs partnered with the Center for Marine Science Research, educational fieldtrips, displays at community festivals and events.
    - **K-12** - Marine and environmental education outreach programs for K-12

    - **Partnerships in Learning** - Marine and environmental educational outreach programs with the local aquarium and museums, educational fieldtrips, displays at community festivals and events
        - NC Aquarium –MarineQuest collaborates with North Carolina Aquarium to develop marine-related programs
- **Adult/Odyssey** - Marine and environmental education outreach programs for adults

- **College Day** –Cosponsored with the College of Arts and Science features 45 college classes and lunch on campus for a largely retired audience in the region

- **Non-Credit Courses** - Short semester courses offered with university professors from various UNCW departments

- **International Travel/Festivals** - International trips with UNCW instructors and professionals to Paris, Italy and Greece

Internships/Practica – centralized divisional liaison

- **College of Arts and Sciences and Professional Schools** to place students in academically challenging, professional environments
- **Lifelong Learning** - Intern hired in spring 2004 from Communication Studies to assist in event planning for Lifelong Learning
- **MarineQuest** – Intern employed each summer to assist with MarineQuest
- **Community Outreach Services** – Interns from various disciplines provide technical support and assistance with community-based partnerships and leadership activities
- **UNCW-TV** – Interns from Communication and Film Studies provide production assistance for educational, community and university collaborative projects. (note: COSMOS does pay interns)
- **Special Projects and Events** – Interns implement one-time programs and events for the division and Executive Development Center

UNCW-TV

- An educational television station that focuses on educational and community programming, and university collaborations through original productions. UNCW-TV provides leadership and technical assistance for The Learning Network of the Cape Fear, a regional educational cable access channel provided by Time Warner Cable and Charter Communications to promote the educational and outreach missions of programming partners that include New Hanover County Public Schools, Cape Fear Community College, and UNCW.

- **Educational Programming** – Designed to feature faculty, staff, students as well as local, national and international guests appear on UNCW-TV who address educational topics.
- **Community Together Series** – Through The Learning Network of the Cape Fear, programs featuring local and regional guests appear on UNCW-TV who speak on community topics and cultural interests.
    - **Let's Read! UNCW & You** – This program showcases talented writers of UNCW's Creative Writing department as well as local and regional authors.
    - **UNCW Community Link** – An innovative civic engagement, public affairs television program that highlights regional issues in a debate format.
- **The World at Large** – In partnership with the Department of Political Science, national and international current events are discussed with faculty, students and international guests to provide perspective on events that shape our global community.
- **Original Program Development** – Educational programming is created in partnership with university and external constituents to inform the public. (ex: Caregiver's Series)
- **University Relations** – UNCW-TV creates university promotions, original programs, documentaries and live university events to strengthen UNCW's mission of education, outreach and engagement.

Community Partnerships

- **K-12 Educational Programs**
  – Partnerships with Marine Quest include the Cape Fear Museum, North Carolina Aquarium, Audubon Society, as well as private and public school systems throughout North Carolina.
- **Care Giver's Alliance**
  - UNCW/health and human service providers that are focused on education and information dissemination.
- **Celebrate Wilmington!**
  - This program oversees the Walk of Fame which recognizes persons who were born or lived in the Cape Fear region and have attained national and international fame and the Lifetime Achievement Award in the Arts for local personages who have made outstanding contributions to the arts and culture of the community.
- **Leadership Wilmington**
  - The mission of Leadership Wilmington is to provide a continuous, diverse supply of creative leaders to the community by developing their knowledge of the region and providing them the opportunity for meaningful action.
- **Living Southern**
  – A free annual program in partnership with UNCW, the Cape Fear

Museum and the North Carolina Museum of Forestry that reflects the culture of the South.

- **Adult Camps and Conferences**
  – Meetings, workshops and conferences are provided for corporate, educational and community, statewide, and national groups.
    - **Camps**-The division coordinates a variety of camps each summer. Generally, these are offered by outside groups who need to access to space and resources.
- **Tri-county Interagency Council on Homelessness** (Multiple initiatives to address homelessness in Southeastern North Carolina)
- **United Way collaborations**

Economic Development/Entrepreneurship

Small Business and Technology Development Center (SBTDC)
–A small business development service of the University of North Carolina. SBTDC at UNCW is a resource for a seven-county region. All services are confidential.

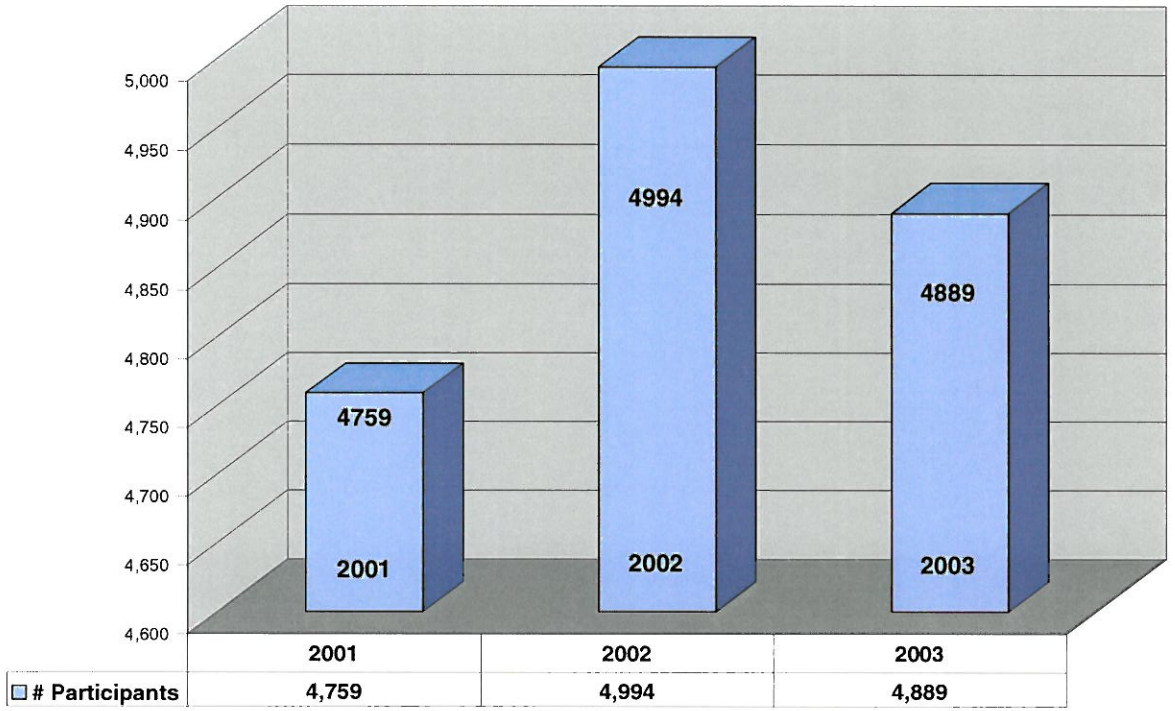
- **Development Services and Resources** –Client needs are ensured and addressed through collaborative efforts with bankers, attorneys, accountants, university faculty and students, and a host of public and private business assistance organizations.
- **Business Extension Services** - Services are specifically designed to aid growing companies in expanding their markets and increasing competitiveness.
- **Management Counseling** –High-quality counseling across a broad range of business-related issues including: planning, financing, marketing, human resources, and operations.
- **Start-up and Existing Business Assistance** –Counselors help these businesses meet challenges, manage change, and plan for the future.

Marine Trades
– A statewide, special market development service of the SBTDC supporting business and employment growth for the state's marinas, boatyards, boat dealers, boat builders, marine construction firms, and product/service providers

- **Development Services and Resources** – Information on maritime business issues, national workshops and tradeshows provided through the North Carolina Marine Trade Association, a newsletter, annual expo and trade show, website, and recognition through the North Carolina Clean Marina Program.
- **Start-up and Existing Business Assistance** – Assistance is provided in business planning, marketing, regulatory guidelines, sales to government agencies, and international sales.

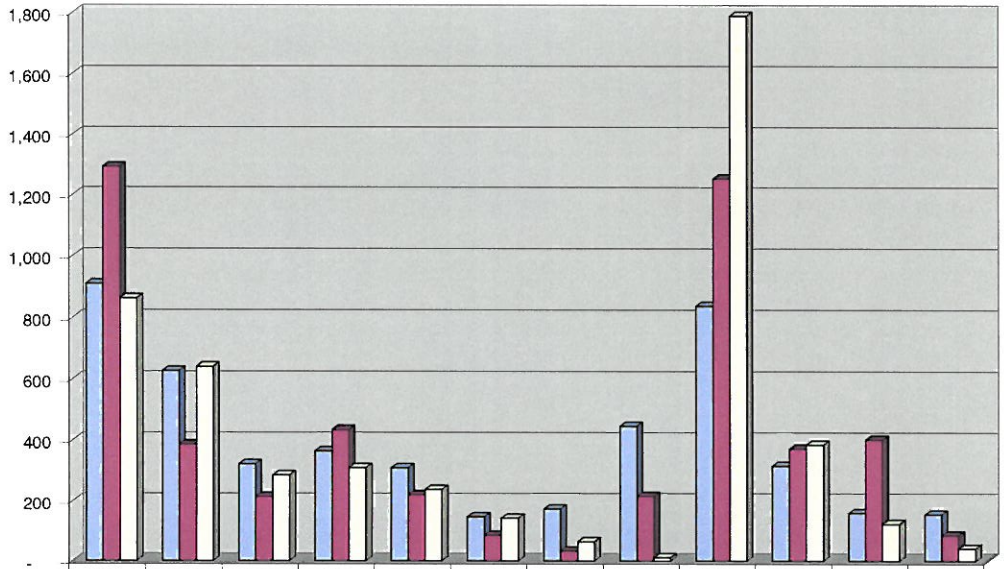
Enrollment Profiles by Program

Public Service and Continuing Studies Division
Participant Enrollment by Term Year:
Selected Programs, Events, and Conferences



	2001	2002	2003
# Participants	4,759	4,994	4,889

Public Service and Continuing Studies Division
Participant Enrollment by Term Year by Month
Selected Programs, Events, and Conferences



	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2001	909	626	321	363	309	146	173	446	837	315	159	155
2002	1,293	385	214	434	221	85	33	216	1,254	372	401	86
2003	863	640	285	309	238	142	64	12	1,789	384	122	41

Public Service and Continuing Studies Division
Participation Enrollment by Course
January 1, 2004 - July 31 2004

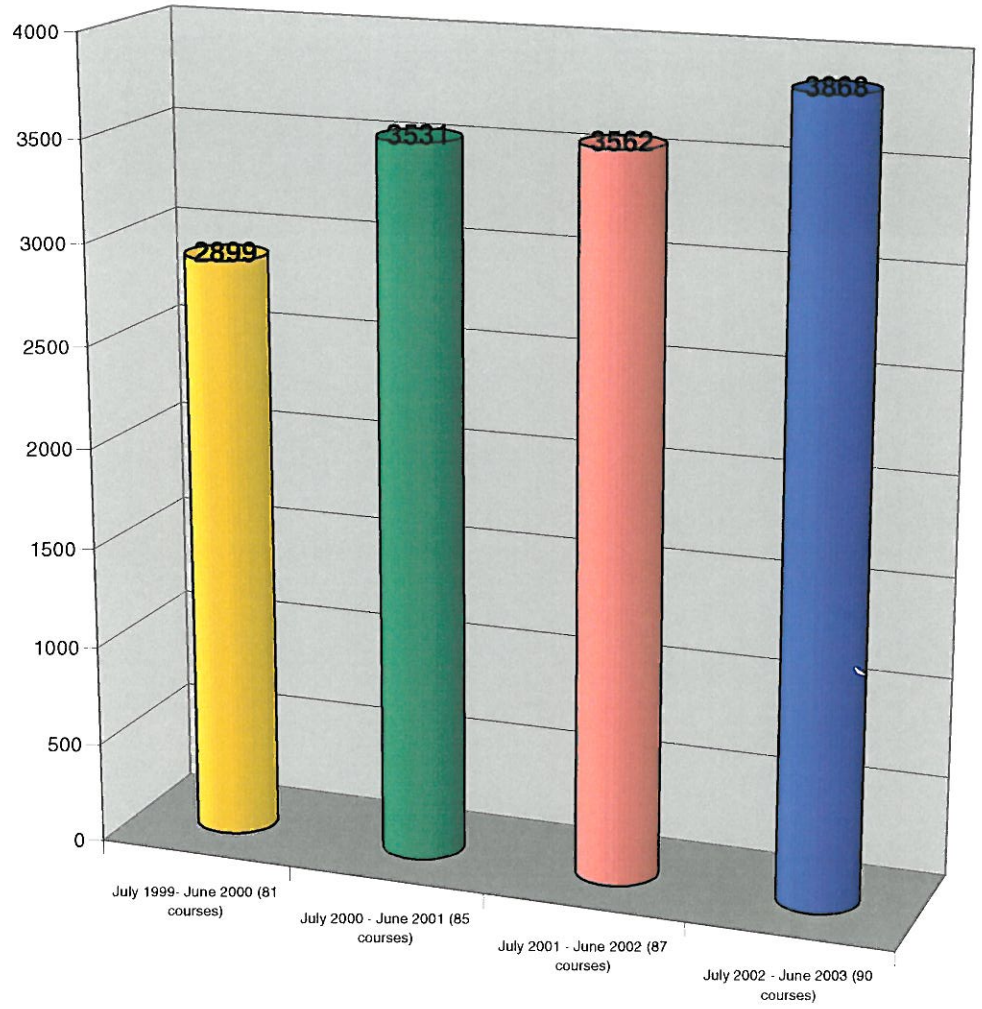
Course #	Course Name	Event Date	Min	Max	Enrolled
04C1002	Lifelong Learning Society Membership	01/01/04	1	500	36
04C5211-0001	Accounting Fundamentals	01/21/04	0	0	2
04C5211-1804	Creating Web Pages	01/21/04	0	0	1
04C5211-1501	GMAT Preparation	01/21/04	0	0	2
04C5211-0852	Grammar Refresher	01/21/04	0	0	1
04C5211-1502	GRE Preparation Part 1	01/21/04	0	0	2
04C5211-0371	Individual Excellence	01/21/04	0	0	1
04C5211-0009	Introduction to Power Point 2002	01/21/04	0	0	1
04C5211-0368	Managing Technical Professionals	01/21/04	0	0	1
04C5211-0854	Philosophy for the New Millennium	01/21/04	0	0	1
04C5211-0344	Project Management V	01/21/04	1	10	2
04C5211-0836	Speed Spanish	01/21/04	0	0	1
04C5211-0012	Writing Effective Grant Proposals	01/21/04	0	0	1
04C1500	Ballroom Dance I	01/25/04	12	24	25
04C1502	Ballroom Dance: Salsa & Latin Club Dance	01/25/04	12	24	24
04C1711	Beginning Italian	01/26/04	8	25	24
04C1148	Common Sense Investing	01/27/04	8	25	11
04C1108	"Lunch at the Piccadilly" w/Clyde Edgerton	01/28/04	25	320	164
04C1713	Conversational Italian	01/28/04	8	25	14
04C1477	Joy of Painting Flowers	01/29/04	12	23	17
04C1608	Dead Sea Scrolls	02/02/04	0	34	33
04C1101	"China: The Sleeping Giant Wakes"	02/03/04	25	102	103
04C1705	Beginning Spanish	02/03/04	8	25	17
04C1729	Chinese for Beginners	02/04/04	8	25	10
04C1707	Conversational Spanish	02/05/04	8	25	6
04C1650	Finding your Voice; Mending your Speech	02/05/04	8	25	2
04C1724	Advanced Conversational Spanish	02/06/04	8	25	2
04C1587	Breaking Through Fear	02/07/04	0	0	7
04C1003	Adult Scholars Leadership Program	02/12/04	25	32	33
04C1358	Latin American Realities	02/12/04	8	25	4
04C1251	Healthy Cooking With Seafood	02/16/04	8	14	12
04C1102	Civil Rights Movement and Wilmington	02/18/04	25	107	34
04C5211-1503	GRE Preparation Part 2	02/18/04	0	0	2
04C1706	Hebrew: Language of the Bible	02/18/04	8	25	1
04C1804	Wine & Dinner: Dr Bill Cooper	02/19/04	10	75	25
04C1448	Ukrainian Easter Eggs	02/25/04	6	12	4
04C1378	American Revolutionary War	02/26/04	8	50	19
04C1682	Guitar Made Easy	03/01/04	8	12	3
04C1349	Starry Nights: Introduction To Astronomy	03/02/04	0	0	6
04C1484	Calligraphy	03/04/04	8	15	4
04C1583	Am I Really Listening?	03/10/04	6	12	2
04C1098	What Are They Saying About Paul?	03/11/04	8	25	12
04C1511	Mamma Mia! Broadway and Brunch	03/14/04	14	34	34
04C1805	The Nature of New Zealand	03/16/04	10	100	56
04C1103	A Lot of Green and Color Too, w/Barbara Sullivan	03/17/04	25	107	57
04C1730	Conversational Chinese	03/17/04	8	25	1

01/28/2004

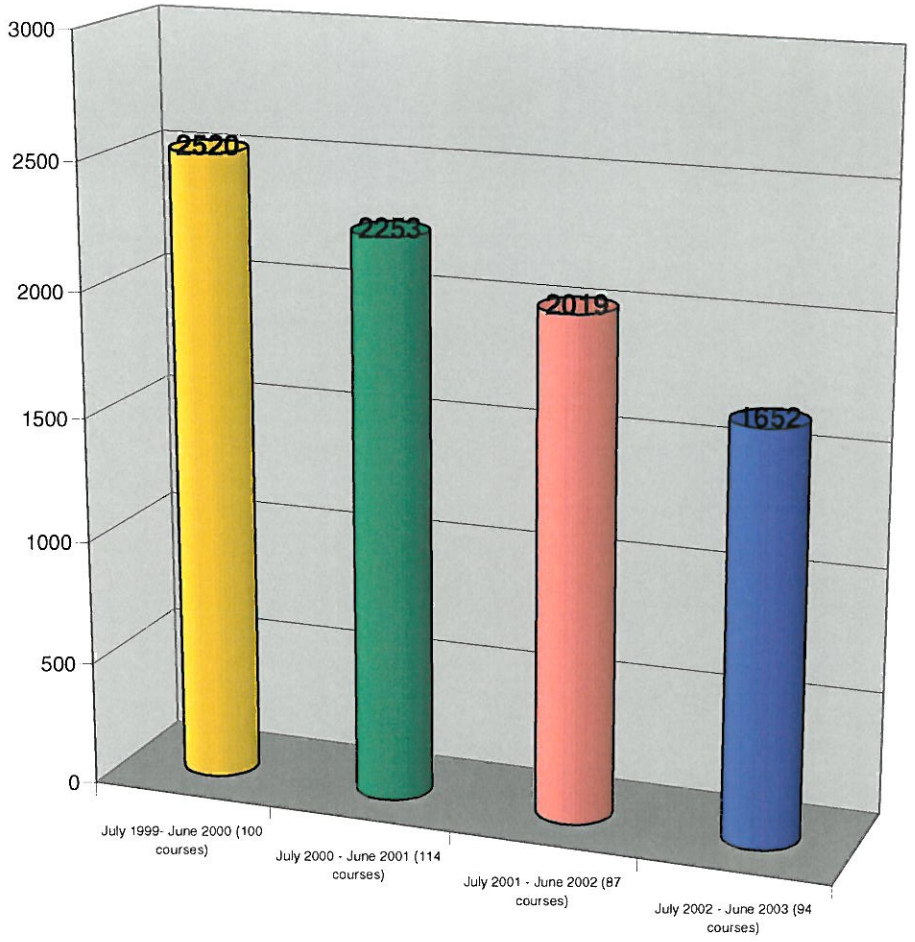
Public Service and Continuing Studies Division
Participation Enrollment by Course
January 1, 2004 - July 31 2004

Course #	Course Name	Event Date	Min	Max	Enrolled
04C1806	Meet'em & Eat 'em: Lobster	03/17/04	15	34	34
04C6074	Seven Habits of Highly Effective People	03/17/04	12	25	0
04C1390	Awaken Your Basic Selling Skills, March 18	03/18/04	6	0	0
04C1563	Choices, Challenges and Celebrations Through The Deca	03/20/04	25	100	2
04C5007	Paralegal Certificate Course	03/20/04	8	22	1
04C1111	"Troubled Waters: The Illusion of Abundance"	03/23/04	25	320	39
04C1252	Ethnic Vegetarian Cuisine	03/23/04	8	15	5
04C1360	Rise and Fall of the Roman Empire	03/23/04	8	50	11
04C1564	Time-Out for You-Two Evenings for Busy Women	03/24/04	6	12	0
04C1807	Wine & Dinner: Andy Wood	03/25/04	15	75	23
04C1255	Gourmet Southern Cuisine	03/29/04	8	14	11
04C1809	State of the Environment: Current Issues Facing our Coas	03/29/04	10	100	43
04C1708	Conversational French	03/30/04	8	25	2
04C1104	Hugh Morton's North Carolina	03/31/04	25	300	113
04C1810	Meet'em & Eat 'em: Black Sea Bass	03/31/04	15	25	25
04C1236	"An Evening to Remember"/Symposium	04/02/04	0	200	121
04C1580	Women with Wings - Soar at the Beach	04/02/04	10	15	5
04C1811	Life in a Shell: Sea Turtles	04/05/04	10	10	10
04C1686	Flamenco Culture	04/06/04	0	0	0
04C1051	Interior Design and Space Planning For Your Home	04/06/04	8	16	14
04C1391	Awaken Your Basic Selling Skills, April 8	04/08/04	6	0	0
04C1105	An American Original: Eleanor Roosevelt	04/14/04	25	300	167
04C1570	Wilmington's Own Art Scene	04/15/04	8	50	4
04C1565	Exploring the Perils and Promise of Midlife	04/17/04	0	0	1
04C1812	Life in a Shell: Sea Turtles	04/19/04	10	10	10
04C1089	Healing from Within	04/21/04	8	25	7
04C1813	Life in a Shell: Sea Turtles	04/26/04	10	10	10
04C1112	"Confessions of a Tarnished Southern Belle"	04/29/04	25	320	325
04C4307	Coastal Encounters /Green Hope High School	04/29/04	50	100	1
04D1546	Sanford Pottery Festival and Luncheon	05/02/04	12	23	23
04D1110	Queen Victoria & the Victorian Novel	05/13/04	25	320	264
04D1106	Life & Music of Johnny Mercer	05/18/04	25	107	108
04D1731	Spanish for Professionals	05/25/04	8	25	0
04D1544	Alaska Glacier Discovery Cruise	06/06/04	0	0	25
04D1511	FAME! Broadway and Brunch	06/06/04	13	39	6
04D1107	God Warriors & Courtesans in Asian Theater	06/10/04	25	107	31
04D133	Summer Jazz Workshop	06/20/04	5	40	0
04A1545	Latino Professional Exchange & Cultural Odyssey (Mexicc	07/12/04	0	0	0

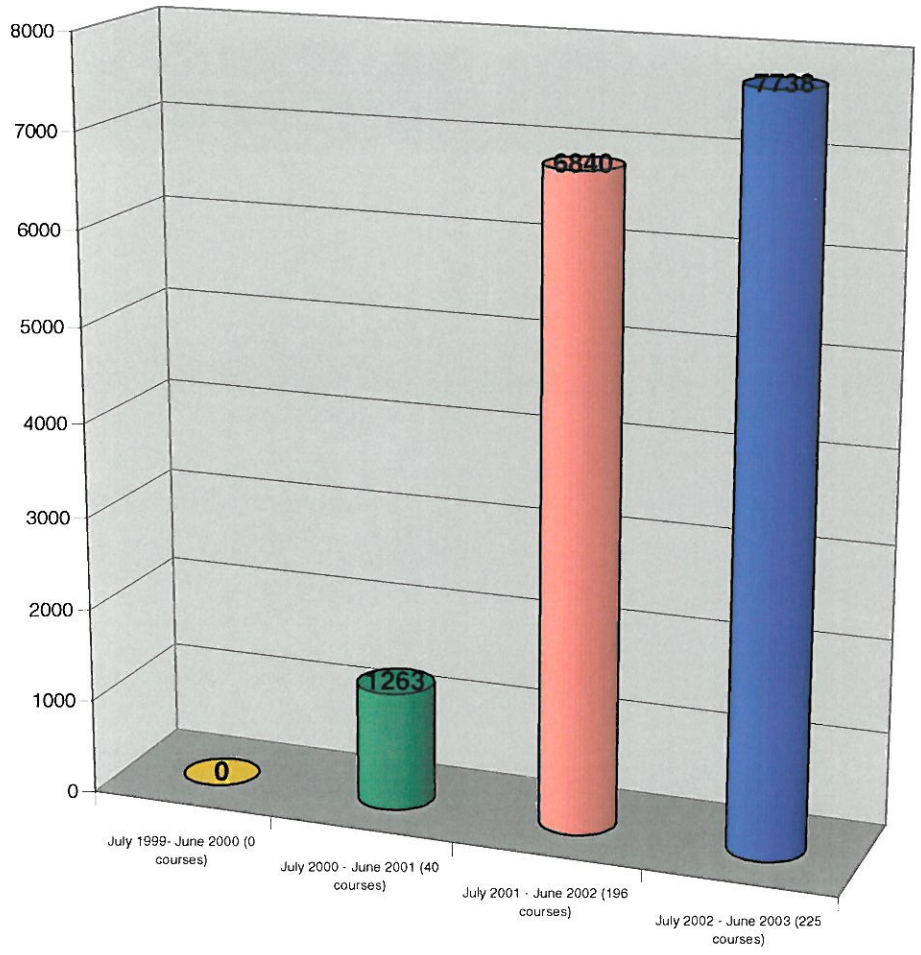
Compiled General



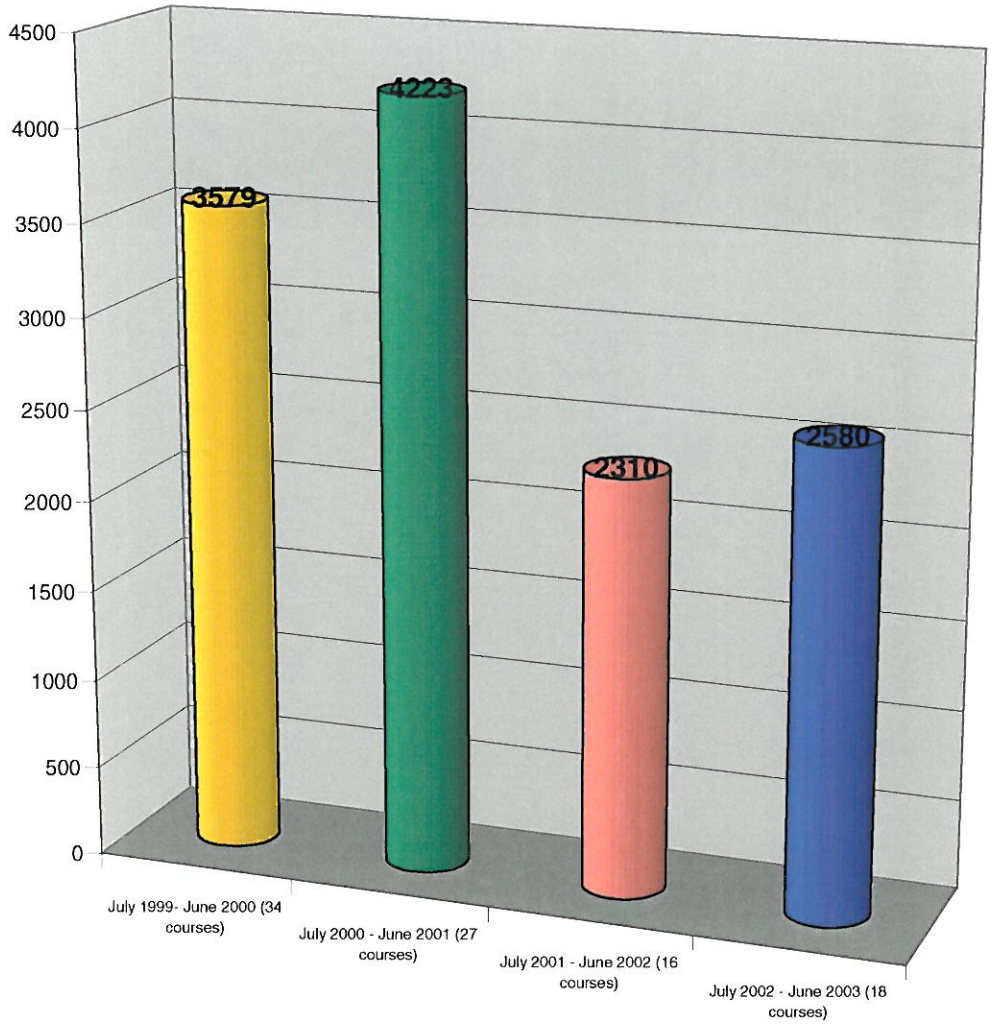
Compiled Professional Development



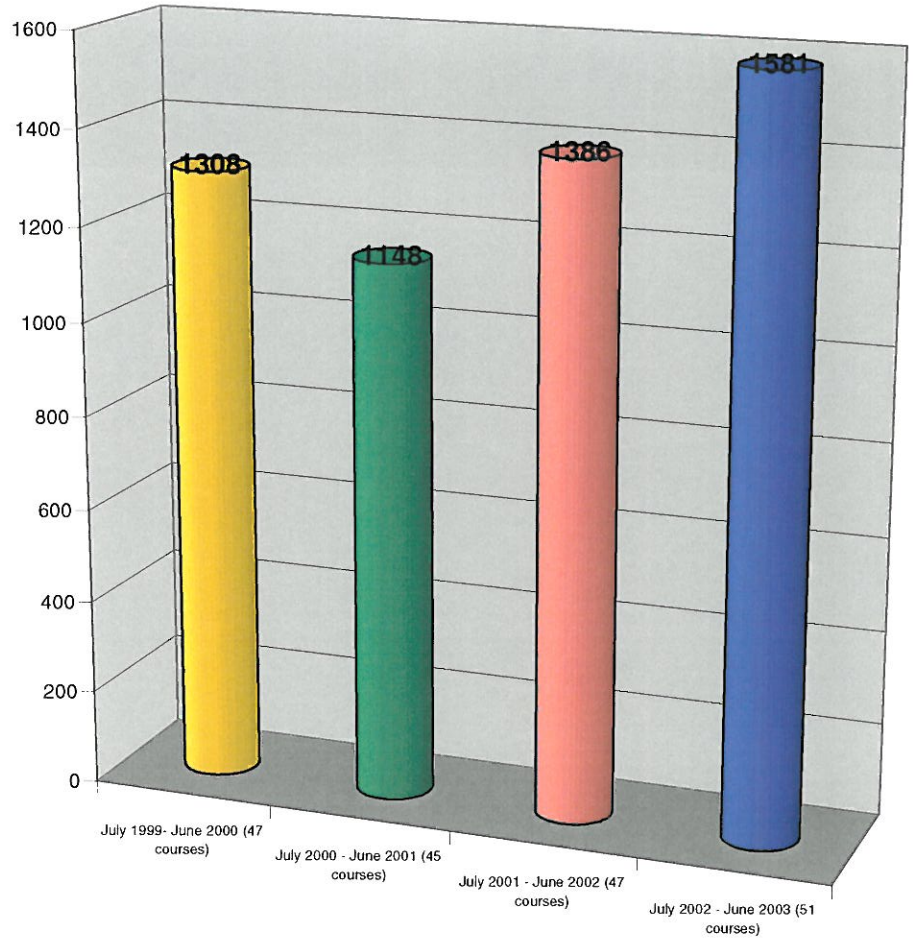
Compiled EDC Conferences



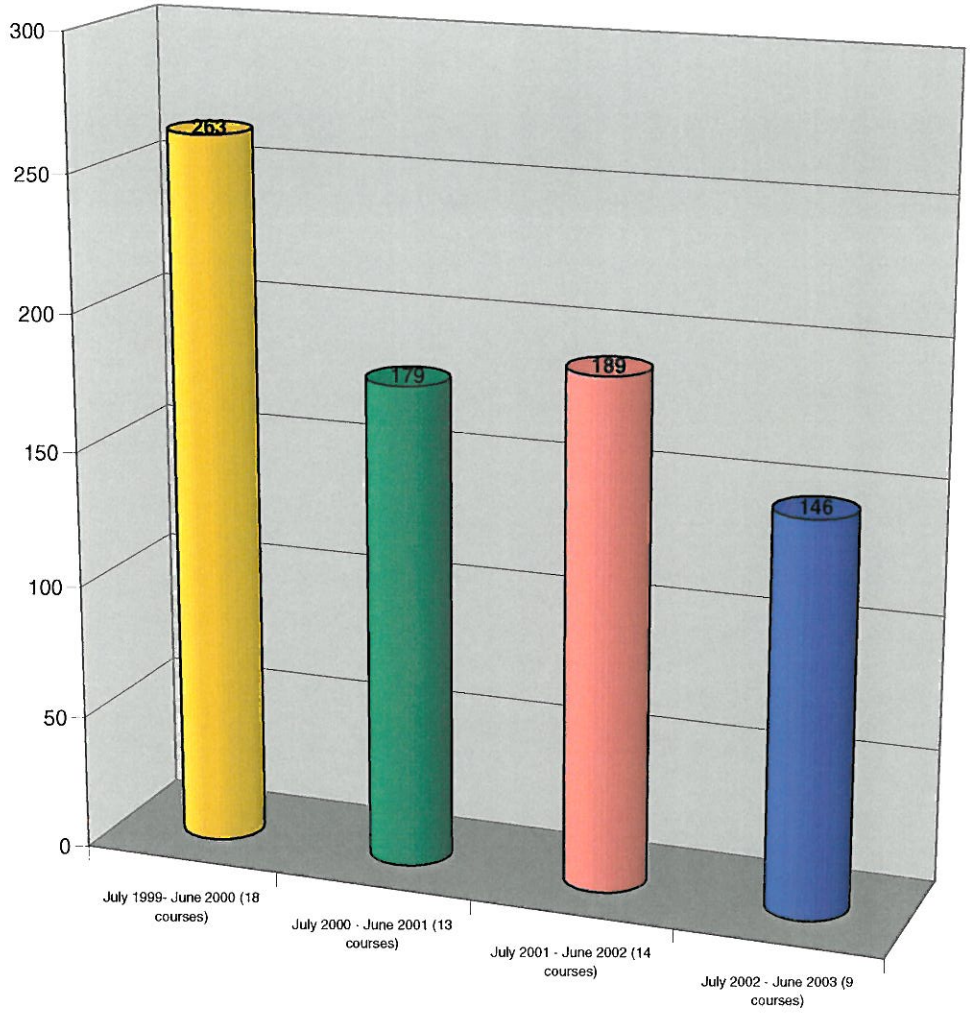
Compiled Conferences



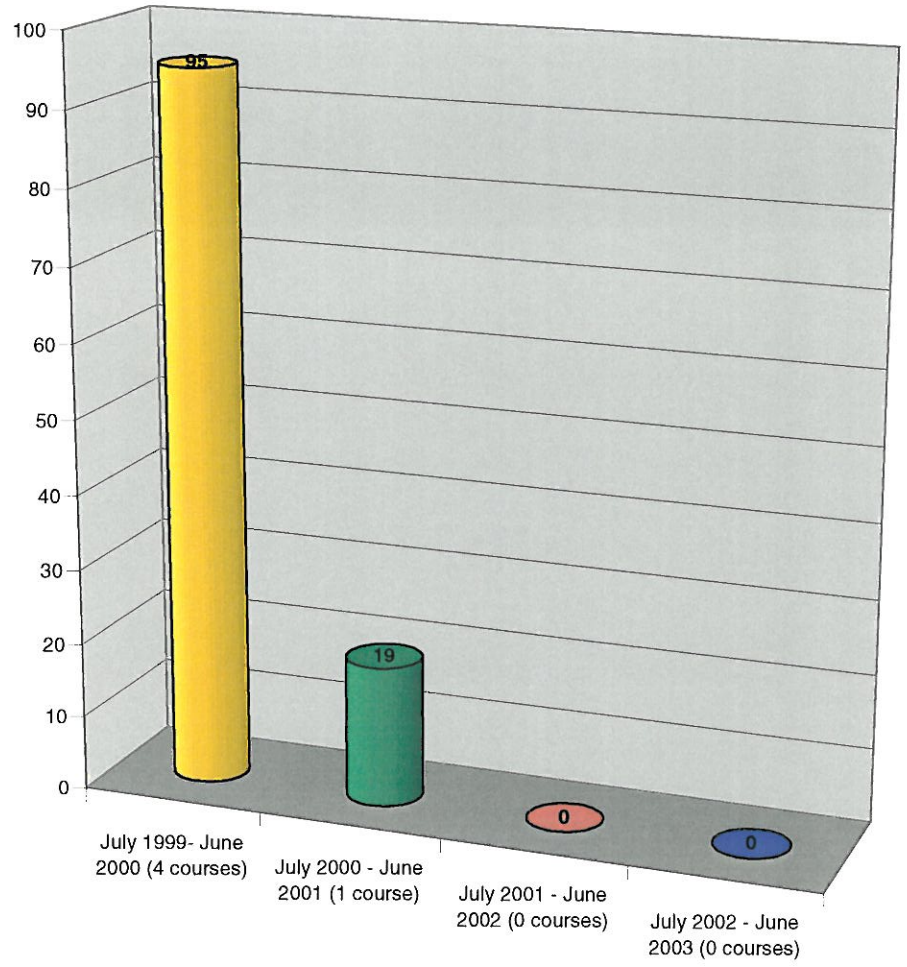
Compiled Youth



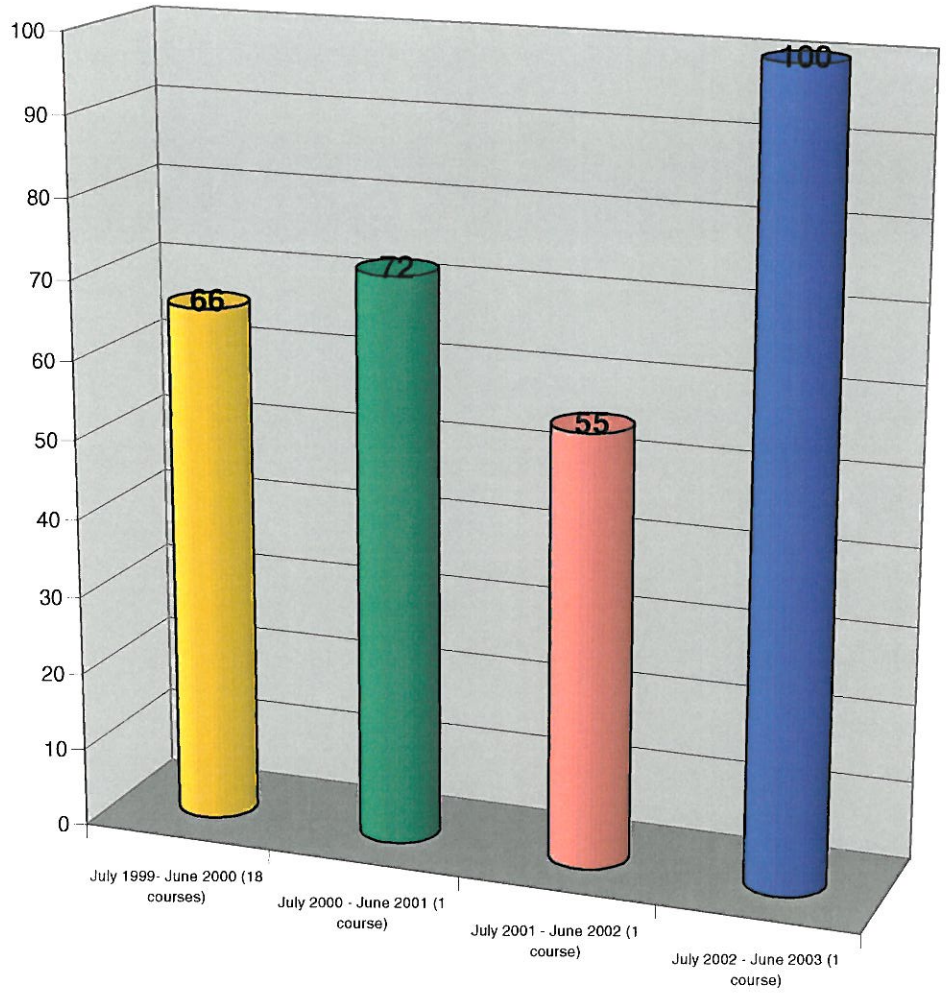
Arts


300
250
200
150
100
50
0
263
179
189
146
July 1999- June 2000 (18 courses)
July 2000 - June 2001 (13 courses)
July 2001 - June 2002 (14 courses)
July 2002 - June 2003 (9 courses)

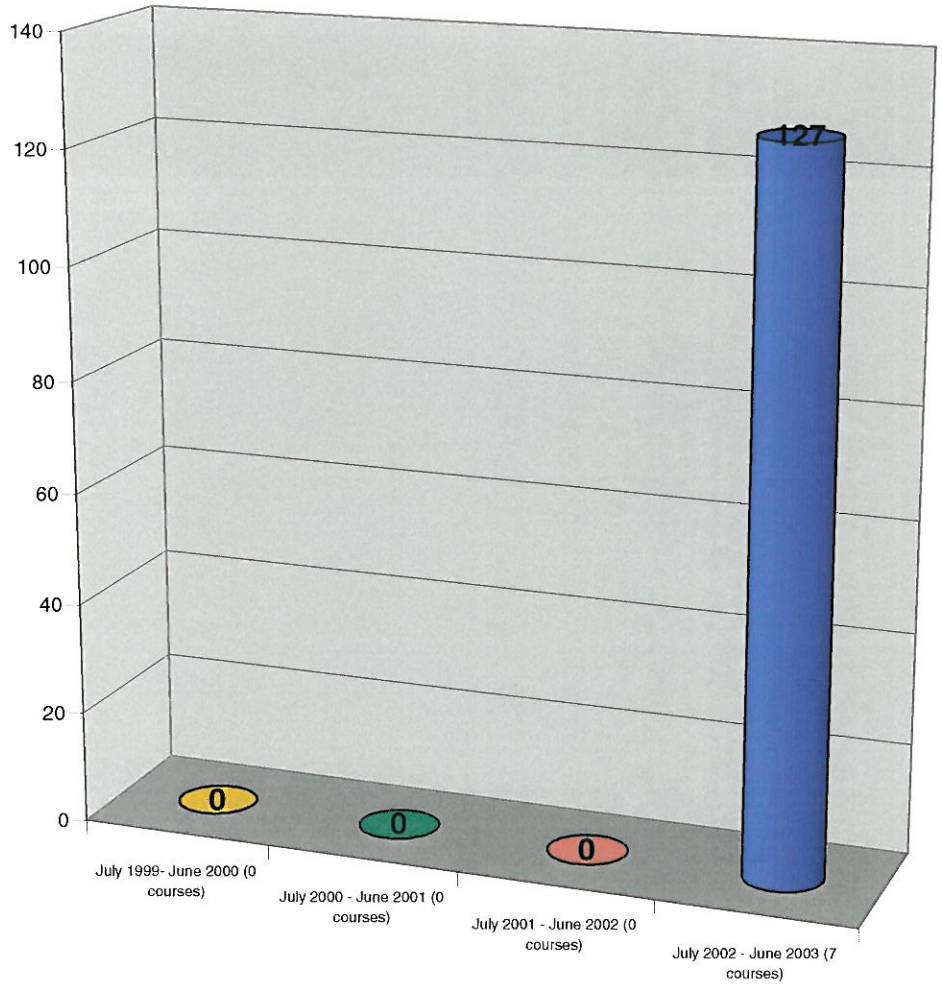
Academic Courses



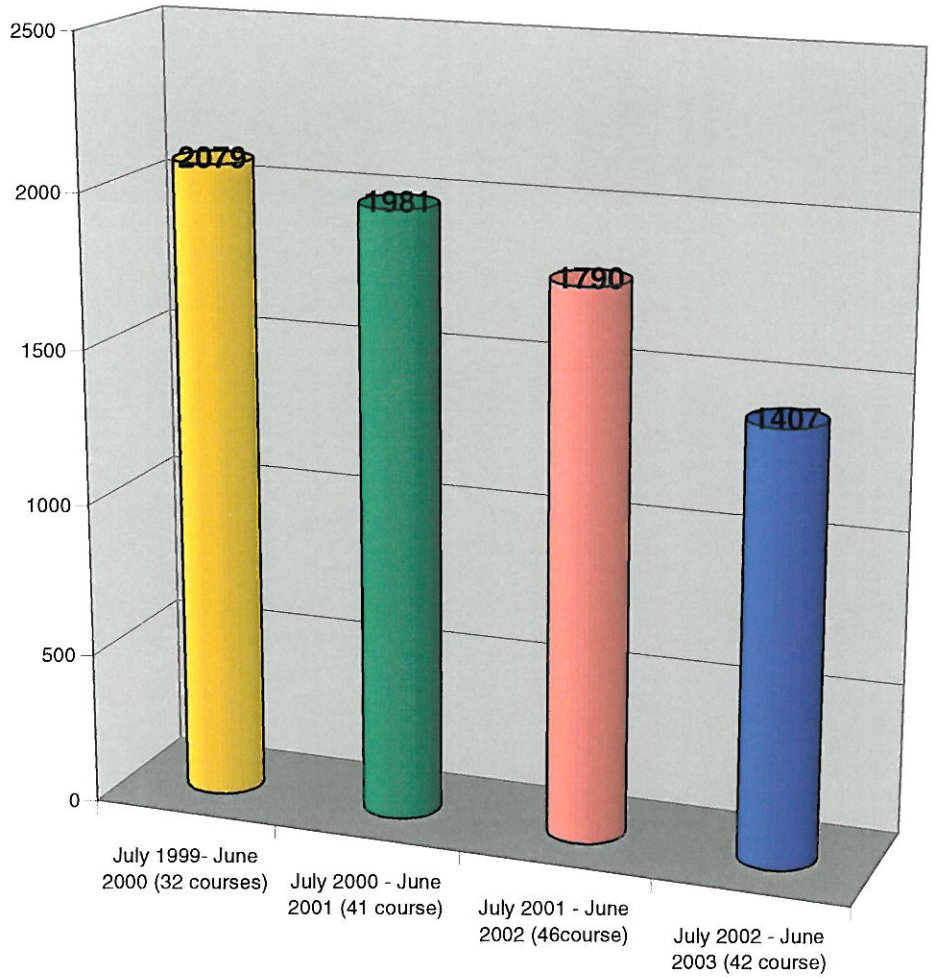
Lifelong Learning Society



Military Traning Courses



NC Drug & Alcohol School



PART IV: GROUP PERCEPTIONS ON THE DIVISION AND COMPARATIVE REVIEWS

Suffice it to say that attitudes and opinions about the past history and future potential of the division are varied. To avoid mischaracterizing the views of individuals, the reviewer will attempt to reflect the prevailing views of the groups interviewed.

Deans' Council

The deans and council members appear to be in full agreement that from the beginning the division was not rooted in the day-to-day operations of the campus, and efforts to link the new division to the interests of the academic community were limited. The division is viewed as a special events response unit with conflicting and contradictory directives emanating from outside the normal planning structures of the university. Because the mission of the unit was generally unclear and seemed to be driven by short-term considerations and opportunities rather than by either internal needs or the potential to create sustainable programs or partnerships, it was difficult to forge the kind of focused agreements required by academic units. The Director of the Library was particularly articulate in expressing concerns about the constantly shifting nature of the division's work and a concomitant lack of focus or ability to sustain direction. In spite of the confusion surrounding the operations of the division, however, several deans, the library and the Diversity Council managed to shape a positive relationship in select areas. All of the deans expressed support for focusing and strengthening the university's service and continuing studies initiatives. The School of Nursing had a positive experience working with the now defunct Global Virtual University Partnership with Japan. The program was limited in scope but provided unique opportunities for course delivery and

exchange between the partner universities. In addition, the School of Nursing collaborated with the division to deliver some special events, courses and clinical outreach. The Watson School of Education, Cameron School of Business and the School of Nursing partnered with the PSCS division to deliver programs in Onslow County and the Camp Lejeune Marine Base. These programs were delivered both on site and to a lesser degree via the Vision Carolina Network. When Provost Cavanaugh announced that all courses for academic related credit would be administered exclusively by Academic Affairs, these programs and associated revenue left the division. Both the Watson School of Education and the School of Nursing have expressed interest in course modules related to continuing licensure. The Cameron School of Business continues to indicate interest in a true Executive Institute for middle and upper managers and in building a stronger partnership with SBTDC. The College of Arts and Sciences has worked with the division in a more decentralized manner. With the exception of College Day, which allows the public to experience snapshots of college courses and campus life, relationships have been limited to working with individual faculty on events and providing logistical support for camps. The Marine Quest Program is an ongoing program relationship between the division and the Center for Marine Science. All of the schools and the College have faculty who have worked with the division to deliver select seminars, workshops or forums focusing on topics of interest to the public.

To summarize, the deans and other Deans' Council members expressed a mixture of empathy and frustration regarding the history of the division. There was a general sense that the university cannot forsake its commitment to regional service or continuing studies. To do so was perceived to be inconsistent with respect for the community and the

institution's desire to foster responsible citizenship. Conversely, strong opinions were expressed about the failure of the division to establish a professional work culture that guarantees a value-added relationship with its partners. Everything from phone coverage to printed materials to work ethic and basic service standards were cited as deficiencies. Even now the deans and other members of the council vary widely in their views of what the future should hold.

Vice Chancellors

The Vice Chancellors expressed an even greater lack of confidence in the skills level, work standards and program value than did the deans. There was general agreement that the circumstances related to the founding of the division and its initial charge limited the possibilities for success. Much of the conversation with the Vice Chancellors focused on whether the division had reached a "tipping point" and was too damaged to be reinvigorated as a division. There was a feeling that the campus had lost confidence in the unit and sentiments generally favored a dramatic new approach. The approaches mentioned included dissolving the division and decentralizing the efforts under an agreed-upon set of goals and guiding principles to be reviewed by the University Quality Planning Council and Cabinet. Like the deans, some version of a distributed model was discussed. Some felt that state-supported entities with clear functions could be embedded with like programs on campus. The SBTDC could be embedded in the Cameron School of Business and Marine Quest in the Marine Science Center. This approach has been encouraged by Dr. Baden and Dean Clark.

If the division is to be retained, negotiated agreements should be developed between these program host areas and the division. The division's staff could handle a

number of "gateway services," be the public's entry point and collect and present data about service and continuing studies.

The "gateway services" could include but not be limited to registration, negotiating revenue flow and handling campus logistics.

Another popular idea among a few of the Vice Chancellors was to place the unit under the Provost and dissolve the division. This approach could include a distributed model with a director or Associate Provost handling the "gateway services." The Vice Chancellors were frustrated by the lack of clear or accurate information available to them throughout the years and were unaware of many of the details of the organization's structure, programs and budget matters.

Division Staff

The staff of the division seemed to have been buffeted about in a ten-year tug of war over their roles and their value to the point of being numbed. It is important to point out again that several individuals within the unit are hard workers and are widely respected. The division as an organizational unit, however, is characterized by a lack of energy, focus or sense of valued work. As one employee said, "There is no 'there', there." As is almost always the case, responsible people who are members of a dysfunctional unit yearn to be reconnected. Over the years some have left while others have lost themselves in independent pursuits to gain a sense of accomplishment and purpose. The staff is fully aware of the need for change, and many are worried about how they are perceived by others. One director said, "All my life I have been committed to serving others. I thought about being a minister but life moved me in a different direction. When I became a part of this division I had much higher hopes. I think I have done some

good work, but I know we have little unity of purpose and many see us as a circus of unrelated sideshows and a waste. All I can say is we need goals and leadership." Basically, the division can be divided into two camps: those who remain idealistic and work hard and those who have created a personalized, comfortable niche where there is little accountability for outcomes. Even the work schedules reflect this "culture of individuality." Many in the division have seen the kind of review called for by Chancellor DePaolo before and are convinced that "this too shall pass." Whatever the future holds, there is a clear and pressing need for real change. If the division remains, it must be shaken, not stirred. The new leader will need to use a full range of change strategies to gather the untapped potential.

External Audiences

As part of the overall review process the reviewer met with representatives from twelve external constituencies and conducted one-to-one interviews with the chairs or coordinating council members of these organizations. The latter included Adult Scholars, Adult Scholars Alumni Association, Leadership Wilmington, Celebrate Wilmington!, Development Advisory Board, Life Long Learning Advisory Committee and representatives from the Odyssey Advisory Committee and SPIN-NC. The reviewer spoke to and entertained questions and comments from audiences totaling more than two hundred and fifty individuals. It was clear from these interactions that those involved in these activities had highly positive impressions of the university and were quick to cite their support for the program coordinator with whom they worked. The Adult Scholar Advisory Board Chair stated, "We have an excellent relationship with UNCW and are a close-knit group of adult scholars." Leaders among the Life Long Learning and Odyssey

programs expressed strong feelings of support for the programs and what they meant to them. In some cases there were signs of confusion about the specific role of a certain board or committee and several suggestions for strengthening these programs grew out of the discussions, but the overall tone was enthusiasm and excitement. The College Day effort led by the College of Arts and Sciences drew strong praise and several persons expressed a desire to see this program expanded. The adult scholars urged that we create more opportunities for participation in non-degree related courses and explore a cohort model for adult learners to progress through the Masters in Liberal Studies program without having to go through the standard admission process.

Clearly, the internal problems discussed earlier in this document remain unknown to these external audiences. Yet, when one analyzes these programs it is also clear that the relationship and engagement is with the individual program coordinator. These programs also have been shaped by the personalities and interests of the coordinator to a degree that one gets the feeling that the allegiances to the coordinator are far stronger than their ties to UNCW. Correspondingly, the coordinator sees these as their programs, not UNCW's or divisional programs and often uses language that embeds them in the outside group as a member seeking to leverage the university. Overall these close ties afford the university an opportunity to make the identity of the coordinator part of UNCW and to use the personal ties between coordinator and external audiences to extend the university's image into the region. In some cases, however, their personal linkages have resulted in the emergence of operations that move these partners and programs away from the university and toward 501(c)3 operations that are generated to conduct their own programs, collect receipts and establish an identity independent of UNCW. The

Adult Scholars Alumni Program, Celebrate Wilmington!, Odyssey and some academic camps are examples of this trend.

Interviewees repeatedly expressed concerns about changing the status of the division in any manner that would suggest a de-valuing of service or life long learning. One member of the Life Long Learning Advisory Board indicated, "It would send all the wrong messages to both the university community and the region if these efforts are not linked to the highest level of university commitment and operations." There was consensus among persons interviewed that Chancellor DePaolo's theme of "University with Our Community," is an important one and should not be violated through word or action. One board member implied that an abandonment of the division would be a strong message that could even carry racial overtones. She saw the previous Vice Chancellor and the division as victims of platitudes and that a failure to support outreach programs for the poor and minority groups would be tragic. These strong comments and personal allegiances to programs should be weighed carefully as the university moves forward.

Faculty Senate Public Service and Extension Education Committee

One need look no further than examining the records of the Faculty Senate Public Service and Extension Education Committee to verify the "disconnect" with academic life. A meeting with this group revealed that the committee had not met in approximately two years and has been relatively inactive since the new division was founded. The committee played no role in defining the mission or goals of the division and was not consulted on strategies for more actively engaging faculty in the efforts of the division. Committee members expressed both an interest and a willingness to assist in these efforts and a desire to be informed about the work of the Acting Vice Chancellor. They

requested an opportunity to be briefed on the overall operations of the division and to have input into the final report being forwarded to the Chancellor. Based upon agreement by the Chancellor, it is the reviewer's intent to attach the unabridged commentary of this committee to the report forwarded to Chancellor DePaolo. The committee was supportive of the values associated with the initial creation of the division but echoed some of the concerns and frustrations expressed by the Deans' Council. Further, they wanted to advise the new head of this unit and have open discussions about engaging the academic community, aligning goals, creating incentives and embedding service in the university's reward structure.

Student Sample Audience

As part of this study, the reviewer conducted random interviews with twenty-five UNCW students. The students were arrayed as follows: 8 seniors, 5 juniors, 5 sophomores and 7 freshmen. These students were asked the six questions listed below:

1. Have you been involved in the delivery of volunteer services to the outside community during your time at UNCW?
2. Do you think it enriches your personal life to engage in services to others? Should such services be part of a student's development at UNCW?
3. Are you aware of the university's commitment to serve its region and do you know of the role of Public Service and Continuing Studies Division?
4. If you could advise the Chancellor and the UNCW Board of Trustees, at what level would you advise them to place community services and promoting Life Long Learning opportunities in the university's priority ranking?
5. Do you think serving your community and engaging in life long learning will be a priority for you after graduation?
6. Do you expect to engage in service and learning activities at UNCW after graduation?

GRID OF RESPONSES FROM THE RESPECTIVE GROUPS:

QUESTIONS	FRESHMEN			SOPHOMORE			JUNIOR			SENIOR		
	Y	N	NC	Y	N	NC	Y	N	NC	Y	N	NC
Question 1	1	6		1	4		3	2		4	4	
Question 2												
A- enriches	3	2	2	4	1		5			6	1	1
B- part of development	3	3	1	3	2		4		1	7	1	
Question 3												
A-aware	2	5		3	2		4	1		6	2	
B-know of PSCS		7			5			5		1	7	
Question 4												
HIGH		6			3			4			6	
MIDDLE		1			2			1			1	
LOW												
Question 5												
A-service	5	2		3	2		3	2		7	1	
B-Life Long Learning	7			4	1		5			7	1	
Question 6	5	1	1	3	1	1	4	1		4	2	2

Y=Yes, **N**=No, **NC**=Never Considered, Highlighted question=different scale.

Internet Search and Comparison to UNC Sister Institutions and Benchmark Campuses

In addition to individual and group data collection, the reviewer completed a cursory review of literature available on the Internet for the sixteen UNC campuses and six of the UNCW Benchmark Institutions. The latter group included William and Mary, The College of Charleston, The University of Richmond and James Madison University. The approaches to Public Service and Continuing Studies varied widely based upon institutional history, mission, regional context and the mix of programs. Among the institutions reviewed a number of pithy goals and inspiring mission statements were discovered. Organizational models that might be applicable to UNCW were also collected. Together, these served to enrich the discussion groups internally and externally. Those that stood out were successful in establishing and maintaining a clear message, high profile and consistent methods for communicating and doing business internally and externally. A selection of mission statements, goal statements and organization charts are provided later in this document. It is the opinion of the reviewer that the mission statements of Appalachian State University and James Madison hold the most promise for UNCW while the organizational models at Western Carolina University, Appalachian State University, University of North Carolina at Greensboro and James Madison would provide useful models based upon specific philosophical approaches. The scope and scale of operations or the unique context of campuses such as UNC-Chapel Hill, William and Mary and the College of Charleston made the transfer of models more complicated. (See Appendix C) Most Striking among these campuses selected for presentation is the emphasis on community, student development and sustainable partnerships.

PART V: RECOMMENDATIONS

The action recommendations that follow can be divided into broad frameworks for consideration by the Chancellor and the Cabinet and a second group of more discrete strategies that should be of interest to the new leader tasked with operationalizing UNCW's future efforts in Public Service and Continuing Studies. To some the recommendations may appear to contradict the input, but to the degree that this has happened it has not occurred without a full respect for the attitudes, values and perspectives of each person who has provided input along the way. In the final analysis, the overarching question is, "How does the University of North Carolina at Wilmington invest in its community and encourage a respect for the world of ideas and a life filled with learning in its words and deeds?"

CULTURAL TRANSFORMATION

Essential to the future success of life long learning and public service initiatives is fostering conditions throughout university life that lead to the emergence of a culture that values, embraces and acts upon these goals. This cultural transformation must first take root in the hearts and minds of the staff charged with facilitating these programs. There must be a confirmation that this work is important to the university and carries a certain degree of urgency as a critical part of achieving the vision defined by the university. Each day, the employees in the unit must feel a personal connection to campus life and see the faces of the faculty, students and the public being served as an ever present backdrop to their daily work. This transformation can be led only by the Chancellor. Her constant attention to promoting such efforts and gathering data that give substance to our commitments is critical. Further, the unit responsible for advancing this agenda must

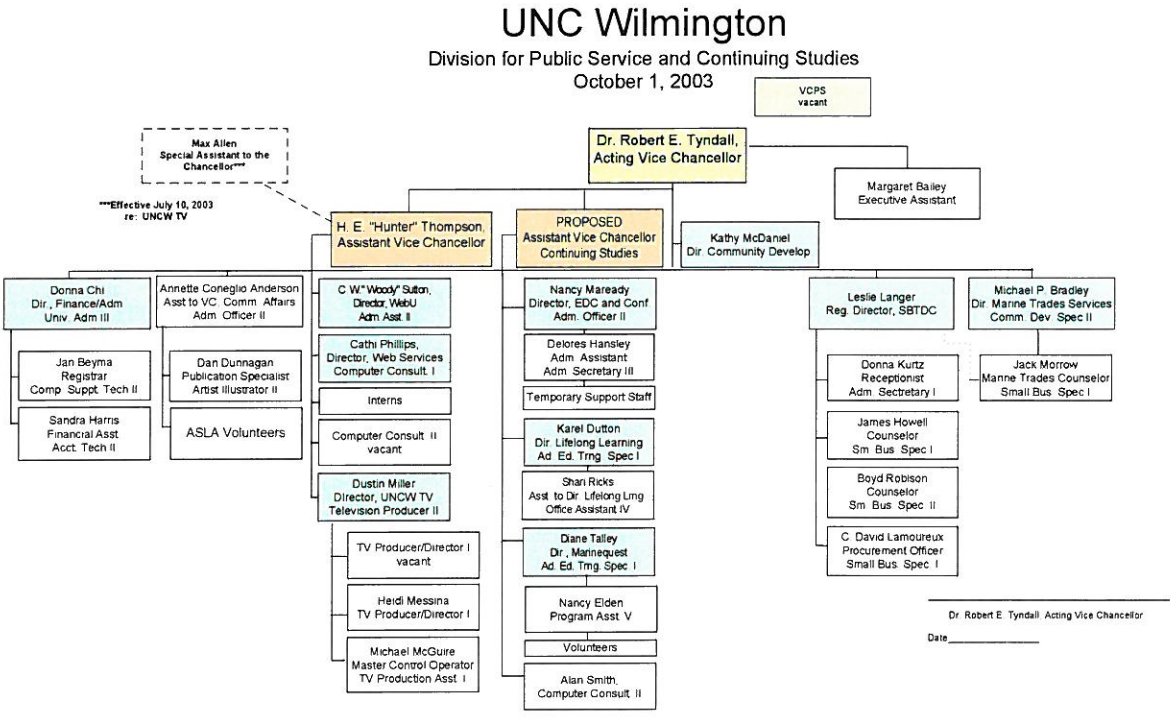
reconnect with the university community. This will require activating real advisory groups, informing cabinet members about goals and activities and seeking their input, working hand in hand with academic leaders to export the talent and energy that exists in their areas and importing audiences to engage in university activities and programs. Clearly, there is a hunger for such engagement, but over the past five years academic youth camps, K-12 tours and programs for elementary and middle grade students and continuing studies programs engaging the faculty have stagnated or declined. Reconnecting these and other efforts to the daily routines of campus life will require a new, vigorous and focused culture. At a minimum the new leader will need to focus some attention as follows:

- The initial conversations with the person selected to head this overall effort must be about strategies to create culture.
- The Chancellor, the Cabinet, the Faculty Senate Public Service and Continuing Studies Committee, the Quality Planning Council and the unit staff must be engaged early and often in discussion about mission, goals and work standards.
- Language consistent with culture building must be embedded in the mission and goal statements of the unit and the university.
- Commitment to these goals must be made both substantively and symbolically at events and in documents that define the institution's collective consciousness. Ceremony is a vital part of culture building.

ORGANIZATIONAL RECOMMENDATIONS

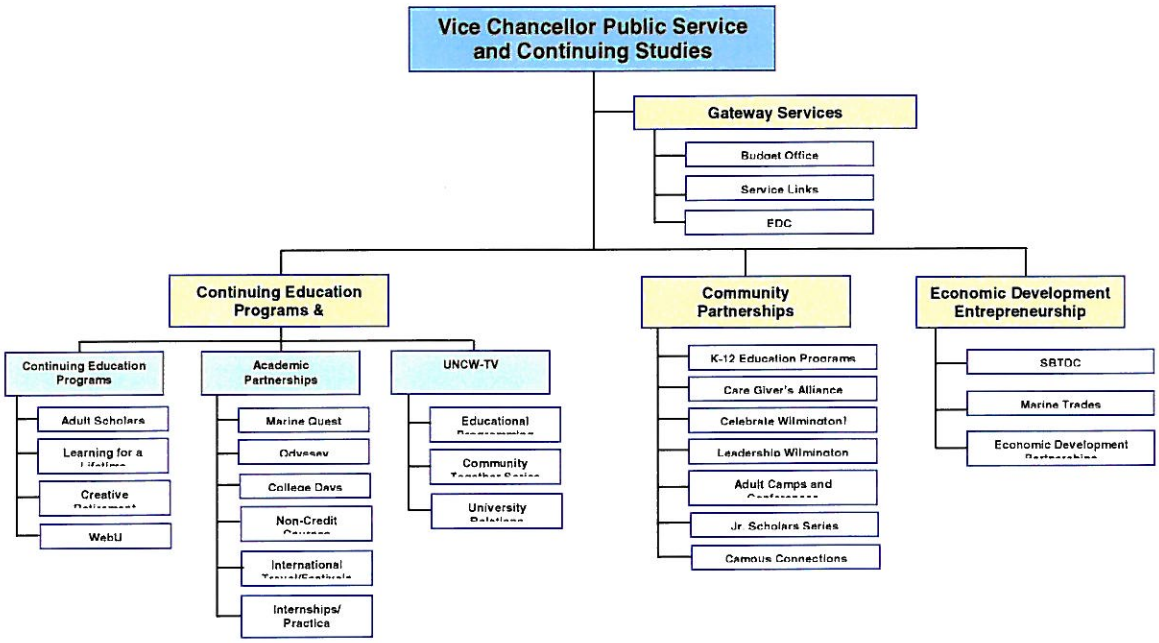
During the course of this review a wide range of organizational models were examined, each reflecting a philosophy and perspective tied to certain beliefs and values. It was often difficult for individuals to separate prior experiences and frustrations from the discussions and undertake a more objective analysis of options. The organizational models that follow represent five options that emerged repeatedly during the review process.

Figure 1: Current Organization Chart



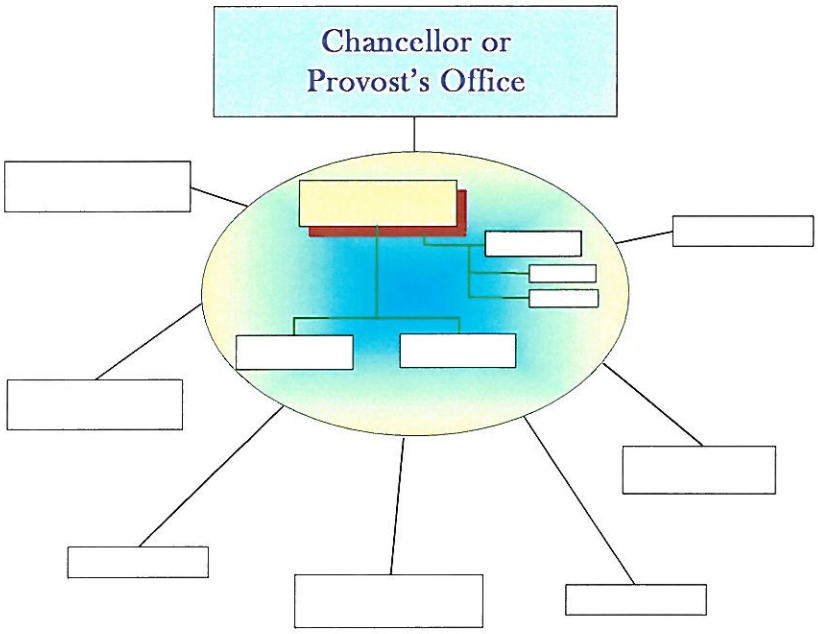
This model reflects a personalized approach to defining roles and programs. It is relational, transactional and siloed.

Figure 2:



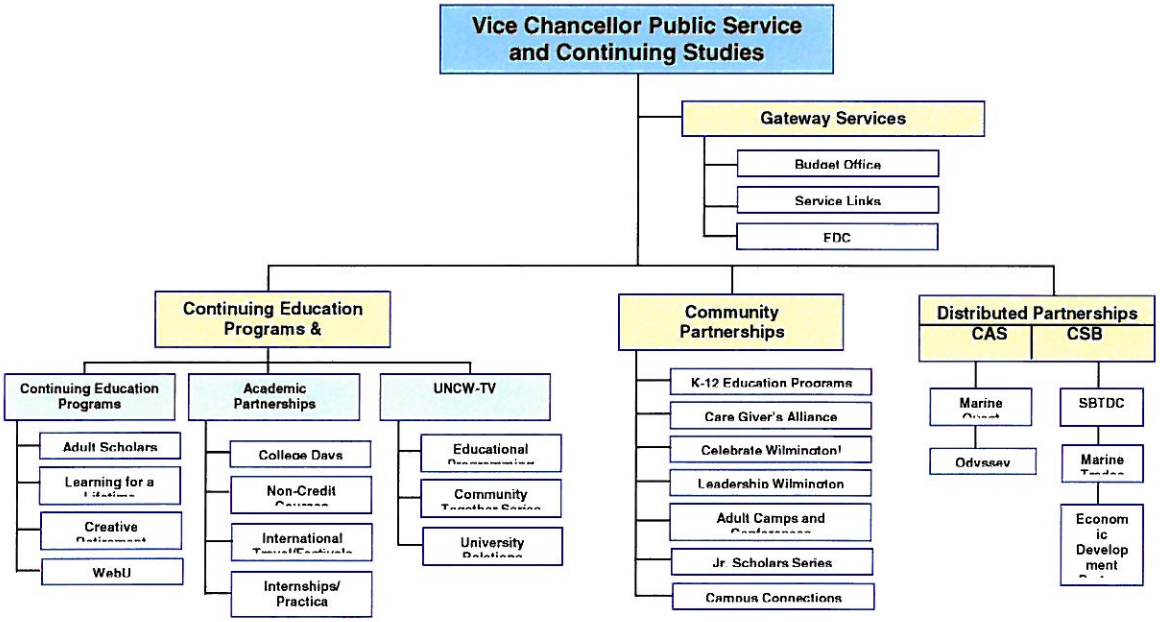
This model is based upon reorganizing the existing programs and personnel within functional units, thematically oriented. A set of "gateway services" would be collected at a divisional level in this model.

Figure 3:



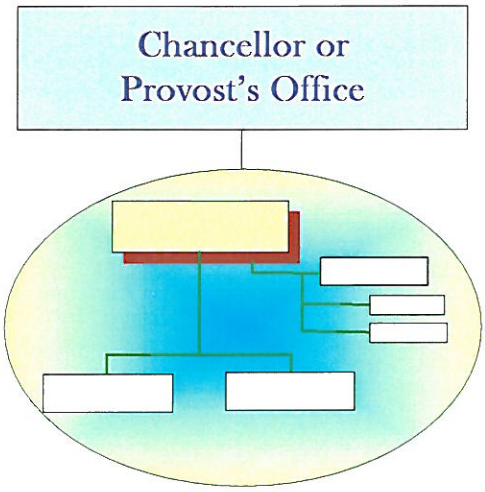
This is a distributed model, which aligns services with like programs and transfers assets. A core set of "gateway" facilitating services could be organized under either the Provost's or Chancellor's office.

Figure 4:



This model reflects a combination of a centralized division headed by a Vice Chancellor but with certain programs distributed in a partnership approach. This allows for goal setting and revenue sharing in some instances while retaining generic facilitating services, organized functionally in other instances. It should be noted that economic development becomes a major part of the role of the VC for Public Service and Continuing Studies. He/she will help create distributed program models and will need to work with the CSB dean, the planning office and others to create a comprehensive plan for economic engagement.

Figure 5:



Dissolve the division and selectively redistribute assets and dissolve others. This still could allow for a facilitating function at a lower level.

Naturally, philosophy and vision shape goals and together these define structure and strategy. Based upon the information collected during the review, Chancellor DePaolo must consider the unintended impact and consequences of dissolving the division and assigning the assets. The reviewer would not recommend this course of action at a time when other campuses are elevating the importance of service and life long learning in their mission, goal statements and structures. Such a move might be interpreted by many as an abandonment of the region. Similarly, the Chancellor would be ill advised to leave the current dysfunctional structure in place. Thus only options 2 and 4

above remain in play if one accepts the logic that 1 and 5 are unacceptable models and 3 is inconsistent with the current context, political considerations and Chancellor DePaolo's personal vision. Figure 2 could represent substantial change if complemented by some of the recommendations that appear in other sections. This model does not, however, "jump start" the creation of intimate linkages with the academic units that are ready to move these programs to the next level. While either figure 2 or 4 represent practical approaches and would dramatically improve operations by emphasizing tasks and functions rather than personalities and personal needs, it is the opinion of the reviewer that Figure 4 places the operation on the best footing, allows for functional and thematic realignment, creates opportunities for new partnerships and retains the institution's commitment to service and continuing studies at the highest level. It is also an attractive option because it is flexible enough to accommodate the shifting of current programs and the creation of new core programs or distributed partnerships.

Operationalizing this model would require the following actions:

- The Chancellor should declare the Vice Chancellor for Public Service and Continuing Studies, the "official point of entry" in matters that deal with institution-level commitments to regional partnerships in the non-academic arena. For partnerships forged in the academic arena the VC for PSCS should be an informed partner who collaborates on and is continuously apprised of such initiatives.
- The Vice Chancellor for Public Service and Continuing Studies should act as the Chancellor's agent in filtering request for appointments to service-related boards, councils and committees which seek an institutional

relationship with UNCW and should recommend appointments after conferring with other senior level administrators as appropriate.

- The Vice Chancellor for Public Service and Continuing Studies should be declared the entry point for negotiating receipt-supported initiatives involving outside agencies and units or agents of the university. This should be distinguished from the purchase of individual and consultative services or academic courses and degree related programs. The emphasis here is on institutional commitments that are not academically specific in nature.

- A new organization chart, presented from a functional systems perspective, needs to be developed.

- The role of director must be designed to give meaning to the title and create reporting structure and accountability.

- Staff roles need to be described in clear, action-oriented language with corresponding responsibility grids developed to explain who does what.

- The Associate Vice Chancellor role should be divisional in scope rather than a program manager for a few, limited programs.

- Articulation agreements for partnerships and business plans for all areas must be developed.

PHILOSOPHY AND MISSION

The current, applied mission statement is vague and does not lend itself to data collection. Ideally, the mission would frame the goals in a manner that would allow units within the division and their partners to produce some empirical evidence that the mission is being addressed. Similarly, the goal statements do not communicate clear intent. The programs and strategies to achieve these programs can be made meaningful if they are rooted in the mission statement and tied to clear, measurable goals. As stated earlier, this is where the University Quality Planning Council could play a significant role in ensuring the success of the division. With the help of the council the division can better inform and educate the university community about the work of the unit, shape the culture necessary to achieve the goals and gain insights into how best to work with both the internal and external constituencies. While there is evidence that the division has written goal statements, there is limited evidence that evaluative feedback or data have been collected or used in planning and implementation. These habits are part of giving meaning to mission and goal statements and texture to the culture. The rich talent and energy of our external partners should be harnessed and engaged in serving on focused planning teams. They need to be vested in the mission and goal statements and should be involved when data related to achieving these targets are reviewed.

BUSINESS AND BUDGETARY PROCESSES

Organizational theorists often talk about an organization's "awareness of itself" and its ability to view its actions though the "eyes of its audience(s)." An integral part of having an awareness of the unit requires inclusion in open discussions and planning related to operations. The lack of understanding of how the organization functions, its

funding and how it utilizes its resources to achieve its mission prevents the emergence of a sense of unit. Further, those who seek information from staff or seek to build partnerships are thwarted by what, at a minimum, appears to be a lack of information, or, worse, secrecy. As was discussed earlier, much of the suspicion and misinformation about how the division is funded and at what levels stems from a lack of information and the institution's hesitancy to look at such information openly. Regardless of the structure selected, the recommendations regarding Business and Budgetary Processes that follow are applicable.

- The unit must develop the technical and professional analysis skills to collect, assemble, present and discuss information and data. The skill levels generally associated with data collection, presentation and analysis are low or absent. The employees are willing to gain new skills, but, in most cases, have not been encouraged to pursue such skill development (i.e. MS Excel, MS PowerPoint, MS FrontPage).
- All "charge back" processes placed on the unit by the university must be reviewed so that this unit is not carrying the weight of added and unnecessary costs.
- All relationships involving revenue should be preceded by the development of a clear and agreed upon business plan.
- Written articulation agreements and memoranda of understanding should become a common practice whenever partners are engaged internally or externally.

- A set of "gateway agreements" that define a space for the unit as the entry point for certain types of relationships must be written and validated by the Cabinet.

- The new unit head will need to become an active participant in setting program goals, revenue targets and expenditure tracking systems. The information is available in Business Affairs, but it has not been assembled at the program level in a manner that is useful to program managers. Very little information has been shared with the staff. Further, the Cabinet has never seen a line chart of revenue, salaries, general expenditures or overall funding sources. These circumstances must change.

- Performance targets need to be set for each area and tracked in real time. This procedure will require periodic reviews and adjustments. The absence of such reviews, coupled with "safety nets," has resulted in an unhealthy and casual attitude in certain areas.

- It appears that the resources of the division often have been distributed based upon personalities and perhaps allegiances rather than articulated program needs that support core functions. Of the state positions in the division, many are tied to programs that yield low direct participation and generate no revenue. Blending some of these positions into the revenue supported areas could help build, carry forward and set the stage for later program expansion.

- Personnel management is almost impossible in an organization lacking performance goals, reporting lines or regular interactions. It is clear that most of the 14 flex schedules in the division are tied more to personal convenience than to program needs. This practice is symptomatic of an organization without a common culture or sense of purpose. These schedules should be dissolved and individually re-evaluated.

- As one who has served as a change agent in a wide range of organizational settings, this reviewer would urge that the new unit head (Vice Chancellor) be given the flexibility to dissolve positions, redefine job descriptions and reporting lines and allow current employees to reapply in a competitive environment. This action may seem harsh and extreme, but a message needs to be sent that dramatic change is underway. If not an across the board action, it certainly should occur in several instances that can be specified. Most challenging in this new mix will be the role of the Associate Vice Chancellor. Like many positions this role has been shaped by the personality of the individual and the relationship with the VC and not necessarily by the needs of the unit.

- The Web services, publication services and general registrar's office need to be reorganized and new unit descriptions written to better use the talents present. Web services should be linked to the Information Technology Systems Division. Such action has been requested by the employee who performs this role and would allow PSCS to be "a client" but not the "sole client" of this talented Web developer.

Recommendations by Select Programs

EXECUTIVE DEVELOPMENT CENTER

- Complete the term of the contract but tie any renewal to a reduced lease rate and increased control of the community room.
- Redefine the mission of the center as an educational and general conference space rather than as an Executive Center and maintain continuous dialogue with academic officers to plan usage.
- Redefine the development role as a business solicitor for the center, a camp solicitor and a solicitor for specific event sponsorships. Remove language in her current job description related to fundraising. Track her contact and solicitation efforts against results and set benchmarks.
- Eliminate the existing flex schedules that release all staff at 11:00 a.m. on Fridays and create a staggered schedule and some on-call scheduling. The Center needs to be viewed as a full-time operation.
- Set deadlines for space rental and open space up to UNCW units at reduced charges or even free on prescheduled dates. ARA costs would remain. The campus would know that if they request space in the center during certain periods the rates are reduced or free.

SERVICE LINKS: DIVISIONAL WEB SITES

- Create a UNCW Web site to link campus services, volunteers, speakers, consultants, etc. to community needs. Either embed Spin-NC, Care-Net, etc. on this site or eliminate.
- Realign the Associate Vice Chancellor staff with a new set of production-oriented services under the division instead of as a siloed operation.
- Eliminate the Global Virtual University and WebU. Replace with high-priority modules for licensure renewal programs for Teacher Education and Nursing in partnership with the Life Long Learning Program.
- Establish a well articulated continuing studies area certification programs coordinator. This office needs to have clear ties with the Academic Affairs Division and provide easy online access.

PUBLICATIONS/COMMUNICATIONS

- Move these services out from under the Director of Adult Scholars and place them in a new "gateway services" office.
- Expand the roles to provide technical assistance for divisional and partner publications, formatting professional presentations, signage, banners and displays and coordinating announcements with University Relations.
- An alternative approach would be collect such roles under PR and make PSCS a client.

LIFE LONG LEARNING

- Forge new relationships with Academic Affairs. This is the most critical relationship of all and should be established early. A series of new coordinating structures will need to emerge to ensure that the "avoidance" model is discontinued.
- Focus and renegotiate the programs in this area to represent a true partnership with Academic Affairs.
- Establish a functioning Faculty Senate Committee for PSCS.
- Reinitiate continuing studies courses for adult learners to be able to register for 9 hours through Continuing Studies and establish renewal centers for Nursing and Education. This is a large, untapped market.
- Initiate aggressive certificate renewal opportunities for these programs in Education and Nursing through specified structures and written processes.
- Place Adult Scholars in the same unit as Lifelong Learning and link the Odyssey (adult Marine Sciences) program to this area.
- Expand the Marine Corps non-academic introductory course offerings and Trainer of Trainer program.
- Enhance staff in Lifelong Learning area and place as high priority. Move Adult Scholars, WebU and EDC positions to this area.
- Link all efforts to faculty and students and pursue programs with an internal and external match.

- Emphasize partnerships with community colleges in the next phase of development.
- Name a new EDC director.

EDUCATIONAL TRAVEL AND FESTIVALS

- Tie travel programs to the International Programs Office. This is an opportunity to generate travel to UNCW partnership sites, educate the public, subsidize faculty and student travel and engage the public in joint trips. There are possibilities here for donors, champions and community experts.
- The heritage festivals sponsored by UNCW should always grow out of linkages with academic units that have interest in the cultures, languages and histories of certain peoples. At present these are a direct result of the heritage of the PSCS employee heading a particular event.
- Expos, festivals and exhibits should be coordinated with the library and appropriate academic areas.

MARINE TRADES/MARINE QUEST/SBTDC

- These three programs have strong ties to specific academic units and are illustrative of programs that might function best in a distributed model.
- These programs are (or should be) based in facilities that give them direct access to the academic leadership responsible for coordinating program

content, facilities, tours, etc. The day to day life of such programs requires intimate links to the goals and operations of the academic unit.

- Opportunities for adjunct appointments, guest lectures, internships, etc. abound and can best be capitalized upon if the daily relationships are specific to the program.
- Revenue sharing is a logical option in the instances described above. Such a model allows the host to gain some return on support investments.
- A linkage to the division that requires negotiations in setting annual goals, budget development, revenue sharing, data collection and reporting should be maintained.

UNCW-TV

- Clearly this operation needs to be energized and become more representative of the interest and talents of the university and the public. UNCW-TV should be an educational, information and public relations door to the university.
- Programming should also seek to bring unique aspects of the community to the larger community and the university.
- The relationship with TLN needs to be reviewed and a second channel for UNCW stabilized.

- This operation should remain in the division, but under a Programming Board appointed by the Provost, Chancellor, Vice Chancellor for PSCS and the President of both the Faculty Senate and SGA.
- The director of UNCW-TV should work with this board to set programming a year in advance in categories ranging from public interest, faculty features, student works, guest speakers, etc. This procedure is described on paper but does not always occur.
- The Departments of Film Studies and Communication Studies should consider credit-for-pay internships and close ties with the program.

ADULT SCHOLARS

- This program should become part of the Lifelong Learning rather than exist as a stand-alone operation.
- The Adult Scholar Alumni Program needs to be brought back into a full partnership with UNCW and consider folding its 501(c)3.
- A cohort program for adult scholars interested in the MLS should be explored. This would allow for a progression from attending a speaker event to taking a course and finally to earning a degree.

COMMUNITY PARTNERSHIPS AND CAMPS

- Programs with K-12 partners need to be restored. Project Connect, designed to bring middle grade students to campus to experience a college environment, the Junior Scholars Program and academic camps have either been discontinued or migrated to departments or individual faculty to run. These programs are few in number and those that exist are not presented in an organized way as part of the story of UNCW's outreach to area school students.

- The possibilities for camps are endless. Such camps should be organized thematically so that participation in 3 of 5 camps could lead to a certificate. Successful completion of 5 camps could lead to a UNCW Junior Scholars Program Award.

- In addition to camps at UNCW, this university could sponsor and host camps at appropriate off-campus locations throughout the region and could engage faculty, public school teachers and community efforts in content delivery in the field. The "out from behind the walls" approach would be a good selling point for the Chancellor and would be welcomed by the region.

CONCLUSION

The vast majority of persons who contributed to this review process affirmed the importance of UNCW's commitment to service and continuing education. Many of those who participated were outspoken and passionate in their expressions of support for renewing and expanding our effort. Similarly, there was clear support for Chancellor DePaolo's "Unity With Our Community" theme and her call to the community and the university to join together to improve the quality of learning and life in our region.

Ironically, some of the same participants who were encouraging and passionate in their convictions of support for these goals voiced concern about the quality of our engagements, our ability to sustain partnerships and in some cases the very sincerity of our efforts.

As was stated earlier in this report there are those who think we have passed the "tipping point." It is likely that such views are the reflection of the internal climate and it is clear that if recent patterns continue, their words will be prophetic. Based upon both the input from many on campus and the majority of those off campus participants and supporters, UNCW can stabilize these programs, review and focus its energy and make reality a closer match to the rhetoric.

Naturally, the final decision in these matters rests with Chancellor DePaolo. This review argues for retaining the division and sending a message to the region that UNCW places service among its top priorities. Further, to confirm this commitment a Cabinet level position should be retained. If the "culture of disconnect and avoidance" is to be replaced with one of engagement, new structures for cross divisional planning and

communication will need to be invented and utilized. The Chancellor will need to charge these two divisions with such tasks and engage the Cabinet in making the new culture a reality.

Simultaneously, this review argues strongly that an unmistakable message be sent internally that the division will be reorganized and focused on purpose. Accountability measurements and data driven decisions will become part of daily life, some positions will be riffed, reconstituted and re-advertised, and a new model that establishes distributed partnerships in select cases will be embraced. While there are numerous recommendations in this report, it ends where it began with the conviction that institutions hoping to inspire bright, create people must be about noble work. To create a new culture that challenges employees to do important work and to join them in meaningful ways to the work of this great university is a gift to us and to them.

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Appendix A

Strategic Directions and University-Wide Goals

STRATEGIC DIRECTIONS AND UNIVERSITY-WIDE GOALS

University of North Carolina at Wilmington

Strategic Directions 2004-2009

Strategic Direction – 1

UNCW will excel in teaching and the provision of opportunities for learning.

UNCW will promote quality in teaching and life-long learning through educational programs dedicated to fulfilling the university's mission.

University-wide Goals:

A. ***Enhance the university's primary commitment to excellence in undergraduate teaching.***

B. ***Enhance the quality, availability and accessibility of educational programs that support the university's mission.***

C. ***Enhance efforts to provide progressive, collaborative and accessible programs and services; and adequate resources to support the university's educational mission.***

Strategic Direction – 2

UNCW will excel in research activities of regional, national and international significance.

UNCW will expand and strengthen its research efforts while addressing the needs of the regional and global community and integrating findings into the learning environment.

University-wide Goals:

A. ***Expand the frontiers of knowledge through scholarship as well as basic and applied research.***

B. ***Expand opportunities for involvement in research activities and artistic expression.***

C. ***Enhance the university's commitment to supporting research activities and artistic achievement.***

Strategic Direction – 3

UNCW will excel in the use of technology for the improvement of teaching, learning and support services.

UNCW will use the power of information technology to enable the members of the university community to respond to the challenges of the 21st century.

A. *Enhance the use of information technology to be more effective, efficient and competitive in the educational, administrative and business environment.*

B. *Enhance access to current and emerging technologies in order to provide quality programs and services to the campus community.*

C. *Enhance efforts to collaborate in the development, maintenance and support of critical services, while ensuring the flexibility to create innovative models that support the campus' teaching, research and public service mission.*

Strategic Direction – 4

UNCW will excel in the development of external relationships and service to external communities.

UNCW will serve the greater society wherever possible by assisting educators, public and private organizations, and the general community. UNCW will forge new and mutually beneficial partnerships with those who share its mission, with special emphasis on its service region.

University-wide Goals:

A. *Expand and support efforts to assist in the development of effective programs and services that address the state's and region's educational, research, economic, and public service needs.*

B. *Expand efforts to build awareness of, and support for, the university's programs, services and contributions to the community, region, state and nation.*

C. *Expand efforts to create an effective and sustainable public service component of the campus culture that fosters active involvement and communication with external communities.*

Strategic Direction – 5

UNCW will excel in preparing the campus community to participate in a global society.

UNCW will provide opportunities for global understanding, international engagement, and cultural exchange throughout the university.

University-wide Goals:

A. *Expand efforts to prepare the campus community to function effectively in a multi-ethnic and global society.*

B. *Expand opportunities to more fully understand issues facing the global community.*

C. *Increase efforts to serve as a regional resource on global issues.*

Strategic Direction – 6

UNCW will excel in the development of a diverse campus environment.

UNCW will expand efforts to provide an environment diverse in background and culture, programmatically responsive to various campus community needs, and rich in opportunities for freedom of thought and expression.

University-wide Goals:

A. ***Expand efforts to recruit, support, and retain a more diverse campus community that is committed to enriching the educational and social experiences of all of its members.***

B. ***Expand efforts to provide a more receptive and informed environment for addressing diversity issues on campus and within external communities.***

C. ***Expand programs and services to meet the needs of a more diverse university community.***

Strategic Direction – 7

UNCW will excel in service to the constituents of the university community.

UNCW will engage the university community in collaborative efforts to improve processes, services, and physical resources.

University-wide Goals:

- ***Increase efforts to improve the efficiency and effectiveness of programs and services provided to the campus and external communities.***
- ***Expand efforts to increase the magnitude and enhance the stewardship of resources available to support campus programs and services.***
- ***Expand efforts to create and sustain a campus culture that values collaboration and experimentation and stresses the importance of planning, evaluation and informed decision-making.***

Strategic directions approved by the Board of Trustees January 18, 2002.
University-wide goals approved by the University Planning and Quality Council March 25, 2003.

Appendix B

Partnership Agreements: The Gateway Concept

Sample Gateway Web Site

The University of North Carolina at Wilmington
Division for Public Service and Continuing Studies

Draft Documents January 27, 2004

Partnership Agreements: The Gateway Concept

UNCW remains committed to being a leader among the sixteen campuses in creating opportunities for citizens to access the services, intellectual and artistic resources and knowledge capital of the university. Through applied scholarship, lifelong learning, community service and civic engagement initiatives, UNCW has created a wide range of engaging intellectual and service initiatives. Over the last decade, our success in this area has been significant, though not always strategic. As a result, there are many well-intended programs that have not fully realized their intended purposes. In the current environment, UNCW must focus its limited resources more closely on the identification, encouragement and support of those activities that relate more directly to UNCW's mission and goals.

Chancellor DePaolo has called upon the university and the community to create a new vision of how UNCW can fulfill its service, outreach, and

continuing education commitment to the citizens of North Carolina. At the heart of this new vision, will be linking the day-to-day work of the university to the needs of the region. Further, the university will do a better job of engaging, and planning programs, and services with the public.

In response to the Chancellor's vision, the Division for Public Service and Continuing Studies is realigning its operations to become the University of North Carolina at Wilmington's *"public gateway"* where citizens can connect directly and easily with the comprehensive university to forge strategic partnerships, and build relationships that meet the needs of the region. By formalizing this *"public gateway,"* UNCW hopes to honor its commitment to improve the quality of life in the region through applied scholarship, lifelong learning, community service and civic engagement. The Public Service and Continuing Studies Division will:

- Serve as the "public's gateway"—a point of easy access for the public to engage the full range of talents and resources of the university community.

- Build and maintain structures that ensure continuous planning and coordination between the academic community and UNCW's service and lifelong learning initiatives.

- Establish criteria for implementing sustainable civic engagement programs and services.

- Develop value-added "gateway agreements" to guide sustainable partnerships, programs and services.

- Provide integrated, logistical services to assist other units on campus with their outreach and in-reach efforts.

- Challenge the campus and the community to engage in service and outreach projects that address the quality of life needs of the region.

- Collect and analyze data to produce comprehensive, annual reports on UNCW's service and outreach efforts.

- Celebrate the efforts of faculty, students and staff whose actions and commitment to service have enhanced the university and community.

Goal 1: Serve as the public gateway—an easy point of access for the public to engage the comprehensive university community.

Benefits of the public gateway concept

The array of planning and logistical support services to be provided by the "gateway services" model will provide an easy, single point of access to university resources and provide logistical support to the campus community. The gateway will also provide citizens with a recognizable access point for general information and referral needs. This function will greatly reduce the frustration and confusion the public experiences when trying to access activities, programs and events. The gateway will improve communication among campus units and between the campus and its constituencies. To achieve these goals, information services, publication, and registration support,

logistical support (including space scheduling, events management, registering, campus signage, and parking) will be available.

Goal 2: Establish criteria for the implementation of sustainable civic engagement programs, activities and services that link the day-to-day work of the campus to the needs of the region.

Benefits of the sustainability criteria

Linking the natural work of the university, its associations, partnerships, programs, and research initiatives to the interests and needs of UNCW's constituents is essential to ensure that the university is leveraging its limited resources wisely. In order to ensure this linkage, one or more of the following criteria should be met to qualify the development of potential university/community collaborations and activities:

A. The activity helps the university meet or exceed its benchmarks.
B. The activity has been mandated from Office of the President, Board of Trustees, Chancellor or Administrative Cabinet.

C. The activity meets a PSCS strategic goal.

D. The university has been petitioned by an external agency to provide technical expertise and services in respond to a regional need.

E. There is clear evidence that the activity has inherent merit and will improve the quality of campus and/or community life.

Goal 3: Develop value-added gateway agreements to guide sustainable partnerships, programs and services.

Benefits of the gateway agreements

Through the development of gateway agreements, the university provides the people of North Carolina with points of entry to access the academic, research and service resources of UNCW. Further, these agreements promote educational opportunities, reinforce a culture of inquiry and dialogue, and connect the university to the aspirations and needs of the region and state. Such agreements ensure that a business plan is in place and roles and relationships are specified. When constructed appropriately, these agreements produce

consistent and coherent programs, partnerships and civic collaborations.

Gateway agreements provide a practical framework to identify and define opportunities, roles, relationships and revenue models. Through careful examination and review, the agreements will build consensus and cooperation based on mutually beneficial outcomes. Attached are two sample agreements that demonstrate how programmatic relationships, responsibilities and expectations can be clarified for all of the participants (Appendix 1-3).

Goal 4: Provide integrated, logistical services to assist other units' outreach and in-reach efforts.

Benefits of logistical services

Providing support and logistical services for initiatives will increase the university's ability to develop successful outreach and in-reach programs and services and eliminate the requisite demands on faculty and staff. With centralized activity and conference planning services,

including, but not limited to, facilities planning and scheduling, registration, catering, travel and public relations, faculty and staff can direct their energies towards program development.

Goal 5: Challenge the campus and community to engage in service and outreach projects that address quality of life needs of the region.

Benefits of engagement

The university will pursue opportunities to focus academic research and external service on strategic areas that will yield the greatest civic benefits. Through integrated service and outreach partnerships, which maximize applied research and experiential learning, the university will address quality of life issues by providing opportunities for intellectual growth; developing an understanding of environmental issues; sustaining a healthy and vibrant economy; celebrating diversity and cultural heritage; and serving as a resource for up-to-date data collection and dissemination.

Goal 6: Collect and analyze data to produce comprehensive, annual reports on UNCW's service and outreach efforts.

Working in conjunction with other units, a comprehensive report on service and civic engagement will be published annually to highlight the efforts of faculty, students and staff. The report will focus on how the university is fulfilling its goals through mission-drive service, volunteerism, community partnerships and technology transfer. Data will be presented to demonstrate a comprehensive snapshot of the university's total contribution to service. The report will also provide insight into the social and economic impact particularly the financial benefit of the university on the region.

Goal 7: Recognize the efforts of faculty, students and staff whose actions and commitment to service has enhanced the university and community.

Benefits of service recognition

Formal recognition of an individual's accomplishment provides positive reinforcement for continued service excellence. The

university will identify faculty, staff and students who demonstrate exceptional service to internal and external university communities and present awards of excellence. These awards will not conflict with existing programs; rather provide additional outlets for recognition and appreciation.

Appendix 1

Sample PSCS/External agreement:

The following agreement defines the relationship for PSCS/community partnerships and programs which may include non-credit course development, corporate training, professional development, and specialized contracted services.

Date:
Type of Agreement: PSCS/External
Name of proposed activity:
Purpose of the activity:
Which of the sustainability criteria does the proposed activity address?
How does this activity support UNCW's mission and goals:
Contact Information
Contact Name:
Billing Address:
Telephone:
FAX:
E-mail:
Identification of the partner(s):
Statement of partner relationship(s):
Define the expected outcomes of this agreement:

Are UNCW funds required for this activity? If yes, please explain.		
Is a plan for project sustainability attached?	*Yes-*	*No-*
Are external committees, boards or advisory bodies involved in this activity?		
If yes, explain the mission, composition, and operational structure?		

Professional Services rendered by PSCS (based upon the scope and complexity of services requested any of the following may apply):

Tier I: Registration Services (15% of gross receipts)
Registration (phone, mail, fax and e-mail)
Receipt of payment
Participant confirmation
Parking and program materials
Name tags
Program rosters
Payment summaries (85% of gross receipts)
Tier II: Planning and Logistics Services (35% of gross receipts)
Facility scheduling
Audio/Visual services
Directional signage
Catering services
Program/Event planning
Conference planning services
Housing/Accommodations
Transportation support (event only)
+ Registration services
Tier III: Comprehensive Services (50% of gross receipts)
Onsite registration
Event supervision and program staffing
Program evaluation and assessment
Travel coordination

Are UNCW funds required for this activity? If yes, please explain.		
Is a plan for project sustainability attached?	*Yes-*	*No-*
Are external committees, boards or advisory bodies involved in this activity?		
If yes, explain the mission, composition, and operational structure?		

Professional Services rendered by PSCS (based upon the scope and complexity of services requested any of the following may apply):

Tier I: Registration Services (15% of gross receipts)
Registration (phone, mail, fax and e-mail)
Receipt of payment
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Tier II: Planning and Logistics Services (35% of gross receipts)
Facility scheduling
Audio/Visual services
Directional signage
Catering services
Program/Event planning
Conference planning services
Housing/Accommodations
Transportation support (event only)
+ Registration services
Tier III: Comprehensive Services (50% of gross receipts)
Onsite registration
Event supervision and program staffing
Program evaluation and assessment
Travel coordination

Cooperative advertising and marketing opportunities
Creative design services
+ Registration, Planning and Logistical services
Tier IV: Program Development (65-100% of gross receipts)
Non-credit course development
Personal enrichment
Contract training
Professional development
+ Registration, Planning and Logistical, Comprehensive services

Approvals:

Director:	**Date:**
Vice Chancellor:	**Date:**
Dean:	**Date:**
Provost:	**Date:**

Appendix 2

Sample PSCS/Internal agreement:

The following agreement defines the contracted relationship between PSCS and other units within the University for centralized activity and conference planning services. These services may include facilities planning, scheduling, registration, catering, travel arrangements, co-marketing opportunities and other services as defined.

Date:
Type of Agreement: PSCS/Internal
Name of proposed activity/conference:
Purpose of the activity/conference:
Which of the sustainability criteria does the proposed activity/conference address?
How does this activity/conference support UNCW's mission and goals:
Contact Information
Contact Name:
Billing Address:
Telephone:
FAX:
E-mail:
Identification of University partner(s):
Define the expected outcomes of this agreement:

Is a plan for project sustainability required?	*Yes-*	*No(one time)-*
Is PSCS a development partner (co-sponsor)?		
How are revenues generated?		
Has a profit sharing agreement been negotiated? (If yes, please attach)		
Are University resources required for this activity/conference? If yes, please identify the type and scope below:		
List FRS accounts for internal billing.		
Identify activity/conference personnel:		
Is this activity/conference a service-learning opportunity?		
Will this activity/conference require additional staffing or volunteers?		

Professional Services rendered by PSCS (based upon the scope and complexity of services requested any of the following may apply):

Tier I: Registration Services (15% of gross receipts)
Registration (phone, mail, fax and e-mail)
Receipt of payment
Participant confirmation
Parking and program materials
Name tags
Program rosters
Payment summaries (85% of gross receipts)
Tier II: Planning and Logistics Services (35% of gross receipts)
Facility scheduling
Audio/Visual services
Directional signage

Catering services
Program/Event planning
Conference planning services
Housing/Accommodations
Transportation support (event only)
+ Registration services
Tier III: Comprehensive Services (50% of gross receipts)
Onsite registration
Event supervision and program staffing
Program evaluation and assessment
Travel coordination
Cooperative advertising and marketing opportunities
Creative design services
+ Registration, Planning and Logistical services
Tier IV: Program Development (65-100% of gross receipts)
Non-credit course development
Personal enrichment
Contract training
Professional development
+ Registration, Planning and Logistical, Comprehensive services

Approvals:

Director:	**Date:**
Vice Chancellor:	**Date:**
Dean:	**Date:**
Provost:	**Date:**

Appendix 3

Sample PSCS/Internal/External agreement:

The following agreement defines the relationship for PSCS facilitated University/community partnerships and programs.

Date:		
Type of Agreement: PSCS/Internal/External		
Name of proposed activity:		
Purpose of the activity:		
Which of the sustainability criteria does the proposed activity address?		
How does this activity support UNCW's mission and goals:		
Contact Information		
Contact Name:		
Billing Address:		
Telephone:		
FAX:		
E-mail:		
Identification of University partner(s):		
Define the expected outcomes of this agreement for all parties:		
Is a plan for project sustainability required?	*Yes-*	*No(one time)-*
How are revenues generated?		

Has a profit sharing agreement been negotiated? (If yes, please attach)		
Are University resources required for this activity/conference? If yes, please identify the type and scope below:		
List FRS accounts for internal billing.		
Identify activity personnel:		
Is this activity a service-learning opportunity?		
Will this activity require additional staffing or volunteers?		
Identification of the external partner(s):		
Statement of external partner relationship(s):		
Is a plan for activity sustainability attached?	*Yes-*	*No-*
Are external committees, boards or advisory bodies involved in this activity?		
If yes, explain the mission, composition, and operational structure?		

Professional Services rendered by PSCS (based upon the scope and complexity of services requested any of the following may apply):

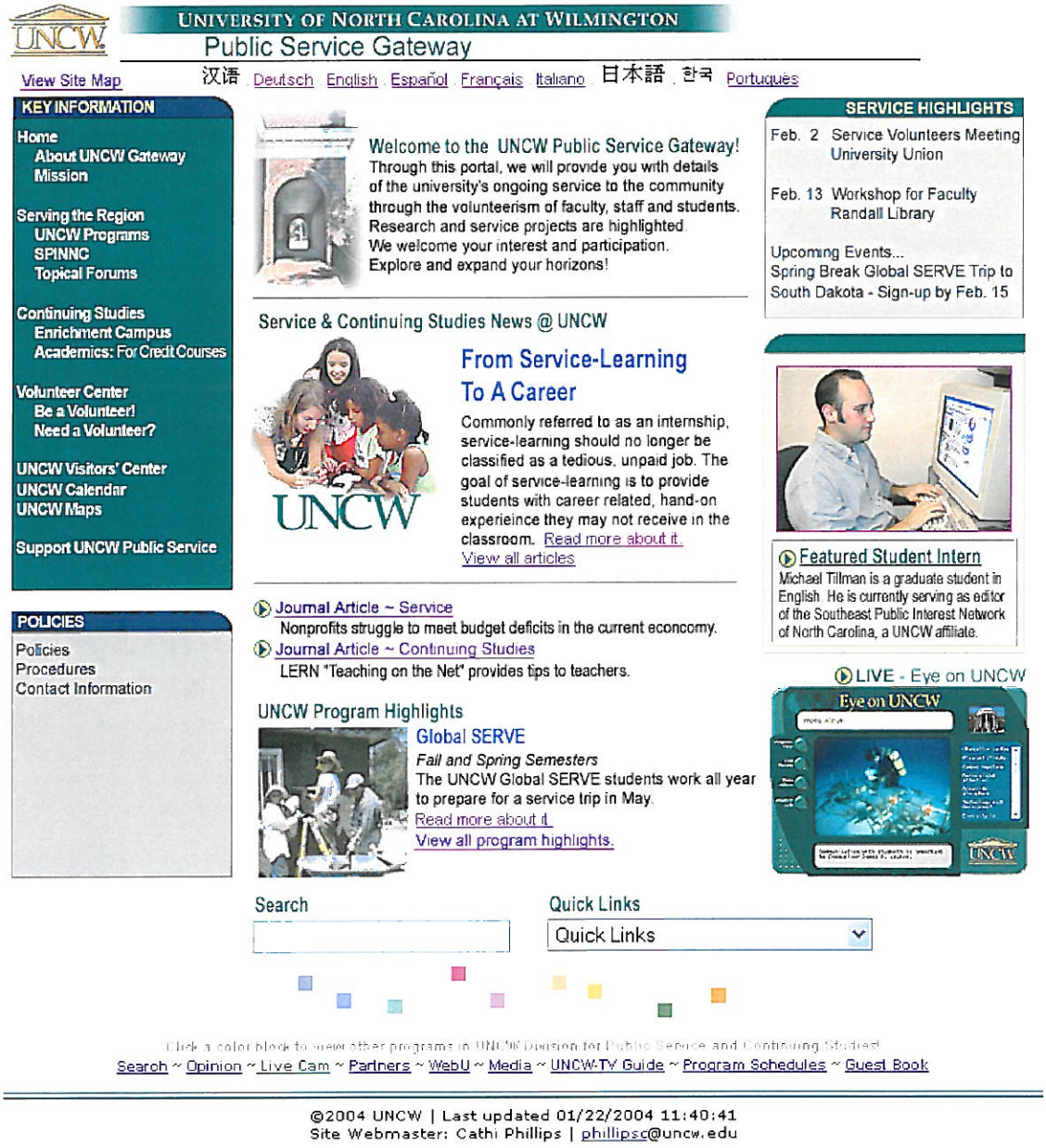
Tier I: Registration Services (15% of gross receipts)

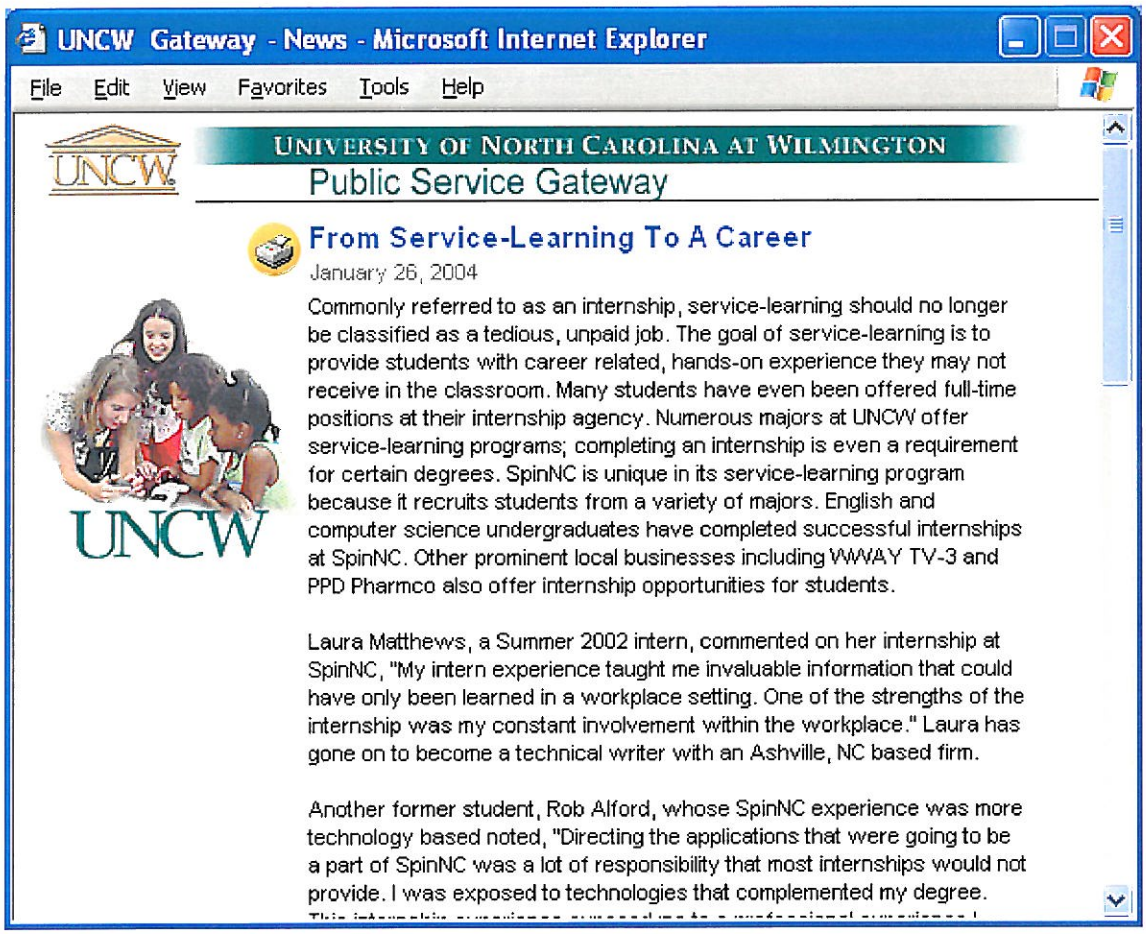
Registration (phone, mail, fax and e-mail)
Receipt of payment
Participant confirmation
Parking and program materials
Name tags
Program rosters
Payment summaries (85% of gross receipts)
Tier II: Planning and Logistics Services (35% of gross receipts)
Facility scheduling
Audio/Visual services
Directional signage
Catering services
Program/Event planning
Conference planning services
Housing/Accommodations
Transportation support (event only)
+ Registration services
Tier III: Comprehensive Services (50% of gross receipts)
Onsite registration
Event supervision and program staffing
Program evaluation and assessment
Travel coordination
Cooperative advertising and marketing opportunities
Creative design services
+ Registration, Planning and Logistical services
Tier IV: Program Development (65-100% of gross receipts)
Non-credit course development
Personal enrichment
Contract training
Professional development
+ Registration, Planning and Logistical, Comprehensive services

Approvals:

Director:	**Date:**
Vice Chancellor:	**Date:**
Dean:	**Date:**
Provost:	**Date:**

Sample Gateway Web Site




UNCW Gateway - News - Microsoft Internet Explorer
File Edit View Favorites Tools Help
UNIVERSITY OF NORTH CAROLINA AT WILMINGTON
Public Service Gateway
From Service-Learning To A Career
January 26, 2004
UNCW
Commonly referred to as an internship, service-learning should no longer be classified as a tedious, unpaid job. The goal of service-learning is to provide students with career related, hands-on experience they may not receive in the classroom. Many students have even been offered full-time positions at their internship agency. Numerous majors at UNCW offer service-learning programs; completing an internship is even a requirement for certain degrees. SpinNC is unique in its service-learning program because it recruits students from a variety of majors. English and computer science undergraduates have completed successful internships at SpinNC. Other prominent local businesses including WWAY TV-3 and PPD Pharmco also offer internship opportunities for students.
Laura Matthews, a Summer 2002 intern, commented on her internship at SpinNC, "My intern experience taught me invaluable information that could have only been learned in a workplace setting. One of the strengths of the internship was my constant involvement within the workplace." Laura has gone on to become a technical writer with an Ashville, NC based firm.
Another former student, Rob Alford, whose SpinNC experience was more technology based noted, "Directing the applications that were going to be a part of SpinNC was a lot of responsibility that most internships would not provide. I was exposed to technologies that complemented my degree.

UNCW GATEWAY
Your Online Guide to Service and Continuing Studies at UNCW!

Topical Banner *(animated GIF or scrolling)*

Translations *(Multi-lingual "How-To Guide" for translating Web page; links to AltaVista Babelfish)*

Actions	Links	Content	Content Description
Opens page of service and continuing education programs at UNCW; includes program description and contact information	**Programs**	"**Feature Article**" with photo and short description; "**Read more about it**": links to full-length article with photo; "**View All**" opens "**Service and Continuing Studies News@UNCW**"	*Rotating article from each participating department /school/ program*
Opens "Enrichment Campus" page listing all continuing studies opportunities	**Enrichment Campus**		
Links to UNCW Admissions	**Academic Site: For Credit Courses**		
Interface with service volunteer database	**Be a Volunteer!**	• **Journal Service Article** • **Journal Continuing Studies Article** • "**View All**" opens list of all journal articles	*Links to full articles from professional journals for service and continuing studies*
Post service volunteer opportunities	**Need a Volunteer?**		
*View all "**Feature Articles**"*	**Service & Continuing Studies News@UNCW**		
Discussion groups monitored by topic leaders	**Topical Forums**	"**Program Highlights**" "**View All**" opens "**Programs**"	*Rotational highlights of programs on campus*
Directory of service and continuing studies programs campus-wide	**Contact Info**	"**Featured Student Intern**" with photo and student-focused article	*Rotational article about student interns*
Links to UNCW Calendar - include all service and continuing studies events on calendar	**UNCW Calendar**	"**Search**" "**Quick Links**" lists programs with text links	*Search options include simple text search and quick link list of programs; links to each program description or Web site*
Links to University Relations Web Site for Visitors	**UNCW Visitor's Center**		

Links to UNCW Campus Maps and driving directions.	**UNCW Maps**		
Links to appropriate UNCW policies and procedures	**Policies & Procedures**		
E-mails Site administrator	**Suggestions? Contact Us!**		
Opens outline of site with text links to every page	**Sitemap**		

"**Programs**" Web Page

Content Administrator's Interface includes:

Department/ School (select from list)
Department Content Administrator Contact Name
Department Content Administrator Contact E-mail Address
Department Content Administrator Contact Phone Number (UNCW extension, x1234)

Program Name
Program Contact Name
Program Contact E-mail address
Program Contact Phone Number (area code+7 digits)
Program Description
Program Dates
Program URL

Client Interface includes:

UNCW Header

Sort Options:
Sort by Department/ School; Contact Name; Program Name; Program Date; Simple Text (Description)
Default opens "**Programs**" listed by Program Name

Department/ School
Program Name
Photo
Description
Contact Name, Phone and E-mail Address
Dates
URL

Goals

- Provide a campus consciousness about UNCW service initiatives and ongoing continuing studies programs
- Develop a network of content providers on campus for UNCW Gateway
- Provide resource that facilitates connections between service volunteers and service opportunities
- Share UNCW service and continuing studies with public via UNCW Gateway Web site

Where Do We Begin?

- Define scope and definition of "service" at UNCW
- Assess service and continuing studies programs throughout UNCW
- Determine needs of service providers on campus
- Identify contributing participants to maintain UNCW Gateway content
- Develop templates using Macromedia Dreamweaver and Contribute -or- work with UNCW Webmaster, Michel Fougeres, to develop content providers' interface similar to UNCW News and Events *(most likely both)*

Resources

Department/ School/ Program Content Maintainers *(possibly same as Web Site Coordinators)*
will be responsible for:

- Identifying programs for UNCW Gateway
- Providing content for Department/ School/ Programs within their area
- Researching and Writing articles -or- Providing content to student interns
- Contributing to Calendar -or- Providing calendar content to student interns

Coordinator of service learning interns will be responsible for:

- Contacting Departments/ Schools
- Interviewing student applicants
- Managing budget and student timesheets
- Supervising interns
- Coordinating student intern training

Editor-In-Chief will be responsible for:

- Managing contributing student interns
- Assigning articles
- Proofing/Editing articles
- Identifying events for promotion / Writing press releases / Submit to Campus Communique
- Managing calendar content

Student Interns will be responsible for:

- Interviewing Departments/ Schools/ Programs as assigned by Editor-In-Chief
- Researching and Writing articles based on interviews and research
- Contributing to calendar on behalf of assigned Department/ School/ Program

Student Interns: Service Learning Opportunity for UNCW Students

A network of UNCW students from a variety of programs, mentored by selected faculty staff from participating Departments/ Schools, which offer service and continuing studies.

Student interns will be responsible for researching and writing articles for UNCW Gateway.
Each student will be assigned to a specific Department/ School/ Program as a focus area, based on the student's interest and/or field of study.

Student interns will also participate in:

- Group meetings / training
- E-mail listserv
- Regular forum discussions
- Status report updates

(Possible sources of student interns include English, Creative Writing, Communication Studies, as well as all departments and schools with a service component, such as Watson School of Education, Behavioral Science, Social Work, Leadership Center, etc.)

Appendix C

Goals and Program Emphasis of Select UNC Institutions

Institutional Goals
Benchmark Sister Institutions

GOALS AND PROGRAM EMPHASIS OF SELECT UNC INSTITUTIONS

An overview of UNC's Public Service/Outreach /Engagement Programs by University

Appalachian State University
Student Development

Appalachian and the Community Together

The ACT program's mission is directly in line with Appalachian State University's academic mission and strategic directions. Listed below are main points which outline what we strive to accomplish through our work with ASU students, faculty members and our community partners.

- To challenge students to embark on an inner journey of personal, intellectual, moral, and cultural development as they engage in service projects that meet the human needs and environmental concerns of Watauga County and northwest North Carolina.
- To illustrate the powerful connection between theory and practice by integrating community service with academic coursework, thus augmenting the university's intellectual climate.
- To support and recognize the efforts of individuals, organizations, and classes whose actions and commitment enhance local community agencies' abilities to deliver services, thereby strengthening the relationship between Appalachian and the local community.
- To install in students an ethic of caring, teach students about the importance of civic responsibility, and empower them to engage in active citizenship beyond graduation from ASU.

East Carolina University
Academic Affairs
School of Industry and Technology

The Regional Development Institute

The regional Development Institute has been providing outreach services and conducting applied research in eastern North Carolina since its founding in 1964. As ECU's most comprehensive unit of its

type, RDI draws upon the expertise of faculty, students, and professional staff to assist the economic development of the state's easternmost 40 counties. The institute provides assistance to units of local, state, and federal governments, as well as to non-profit organizations, businesses and individuals.

SERVICES OFFERED INCLUDE:

- Community Planning and development projects are conducted through economic impact studies, strategic plans, transportation plans, revitalization studies, and consultation on a wide range of community issues.
- Grant applications and funding source identification (when part of a larger overall project) are produced and submitted to federal and state agencies by RDI on behalf of local governments and nonprofit organizations.

Fayetteville State University
Chancellor's Office

Community Outreach Partnership Center

The Community Outreach Partnership Center is designed to help colleges and universities apply their human, intellectual, and institutional resources to the challenges of revitalizing distressed communities. COPC provides funding to accredited 2 or 4 year degree granting nonprofit institutions of higher learning to address at least three of the following issues in a targeted urban community:

- Local housing
- Infrastructure
- Economic development
- Neighborhood revitalization
- Health care
- Job training
- Crime prevention
- Education
- Planning
- Community organizing

Community Development Work Study Program

CDWS is designed to attract economically disadvantaged and minority graduate students to careers in community and economic

development. It accomplishes this by providing funding to institutions of higher learning offering graduate degrees in community development, area wide planning organizations (applying in behalf of two or more institutions of higher learning), and States (applying on behalf of two or more institutions of higher learning in the State). The grantees provide work stipends, tuition support, and additional forms of support to economically disadvantaged and minority graduate students, The students must be enrolled full-time in graduate programs in community and economic development, community planning or management, or other related fields of study. Related fields include public administration, urban management, and urban planning but exclude sociology and such fields as law, economics, education, and history.

North Carolina Central University
Academic Affairs

Academic Community Service Learning Program

Service learning is an educational strategy by which students learn and develop through active participation in thoughtfully organized community service activities. It meets the needs of community organizations, such as elementary and secondary schools as well as institutions of higher education. Service learning helps foster civic responsibility; integrates and enhances academic curricula of the participants; and includes structured time for the students and participants to reflect on their service learning experience.

North Carolina School of the Arts
Academic Affairs

School of Dance

The School of Dance offers a High School Program culminating in the diploma for ballet students, grades 8 – 12, and for contemporary dance students, grades 11 – 12. Special consideration may be given to 10th graders who are interested in contemporary dance.

School of Visual Arts

The state of North Carolina high school diploma with special concentration in visual arts is awarded to students who satisfactorily complete the requirements of the Visual Arts Program and the state of North Carolina for high school graduation.

The University of North Carolina at Chapel Hill

Carolina Center for Public Service

Based on advice from students, faculty and staff the Center is focused on five major areas of activity:

1. Collect and distribute INFORMATION about UNC public service activities
2. Serves as a point of contact and REFERRAL source for service inquiries
3. Advocate for and administer expanded RECOGNITION of public service
4. Identify and promote BEST PRACTICES in public service
5. Provide SEED FUNDING for UNC public service activities through small, competitive grants

Vice Chancellor for Research and Graduate Studies

Offices
Centers and Institutes
Institutes

The University of North Carolina at Greensboro
Division of Continual Learning

Youth Programs

All Arts and Sciences Program

The All Arts and Sciences Camp, sponsored by UNCG's Division of Continual Learning, is a weeklong residential summer camp for children ages 7 -15. Designed to give quality instruction in the arts and sciences, the camp also includes recreation, values exploration, and citizenship components.

Test Prep

Our test prep courses are designed to help you focus on the skills necessary for optimum test performance. Test-taking techniques, time saving methods and logical reasoning are taught in addition to verbal skills and math competence. We use past exams and simulated materials to illustrate question types and teach test strategies. Our instructors are fully qualified, carefully selected and thoroughly trained. Our courses will help you establish the confidence to perform to the best of your ability. Your future depends on it, so GET PREPPED!

Speech and Hearing Clinic

The UNCG Speech and Hearing Center, in operation since 1967, provides a comprehensive service program for diagnosis and therapy in language, speech and hearing for adults, adolescents and young children. The Center is a modern, handicapped accessible facility on the UNCG campus. The Center has eight therapy rooms and observation suites, a large pediatric language room with an observation suite, and two diagnostic suites for hearing evaluations and hearing aid fittings

The Center for New North Carolinians

The Center for New North Carolinians addresses a broad range of social, educational, and economic concerns of new North Carolinian populations and the communities in which they live. There are myriad opportunities to partner with education and human service providers to develop collaborative efforts to serve new North Carolinians more effectively.

The University of North Carolina at Pembroke
Academic Affairs
Associate Provost for Outreach

Regional Center for Economic Community and Professional Development

The mission of the Regional Center of Economic Community and Professional Development is to foster regional collaboration, enhance business development and empower communities for the betterment of the quality of life in Southeastern North Carolina. Through initiatives to increase resources, establish networks and provide training, the Regional Center strives to address the diverse needs of the region.

Corporate Training

The Regional center is committed to supporting businesses in the region with high quality training courses and programs targeted to their needs. Available courses include management and supervisory training, employee communication and technology skill, and courses customized for specific employer needs.

Management Training – The Regional Center offers a wide variety of management development programs and services designed to assist business leaders faced with the challenges of global competitiveness, new technologies, and a diverse and changing workforce. Management development programs and services were cooperatively developed with regional industrial and business leaders to meet the demands in a responsive and efficient way. Courses can also be applied to a UNC Pembroke Management Development Certificate.

Employee Training – Employees can develop their skills on business software (Microsoft Office Suite) and receive a program certificate. The Weekend Computer Institute enables students to learn MS Word, Excel, PowerPoint and Access within a business simulation.

Western Carolina University
Academic Affairs – Outreach Programs and Offices

Upward Bound Math and Science Program

The Upward Bound Math and Science Regional Center at Western Carolina Sate University provides a unique summer educational experience for eligible high school students from throughout the southeast. Discover yourself as you explore the ecology of the spectacular Blue Ridge Mountains. In mountain streams and forests, you'll get your feet wet and your hands dirty as you use the tools of math and science to reach a deeper understanding of science. Reach new heights of self-confidence as you develop friendships and strengthen your academic skills in our program.

Talent Search

Talent Search is a federally funded program through the US Department of Education. It is hosted at Western Carolina University. Talent Search provides a wide range of support services to area public school students.

Center for Regional Development

In a reorganization plan approved by WCU's Board of Trustees on June 7, 2001, the title of the Mountain Resource Center changed to the Center or Regional Development. The Center which provides regional development assistance to the westernmost counties of North Carolina was moved to the Division of Academic Affairs to bring greater faculty and student involvement to the University's outreach and service programs.

NEW AND EMERGING AREAS OF CIVIC ENGAGEMENT

Inside the University

- Graduate education and professional training that enhance civic roles
- Programs that engage student affairs personnel and academic affairs personnel together in civic education
- The assessment of the scholarship of engagement and the redefinition of faculty work as public work
- Curriculum transformation and learning communities which are structured to develop civic skills in students
- Faculty orientation, training and socialization for civic roles

- Programs that engage deans, department chairs, and senior faculty in discussions about how their units contribute to civic engagement

Outside the University

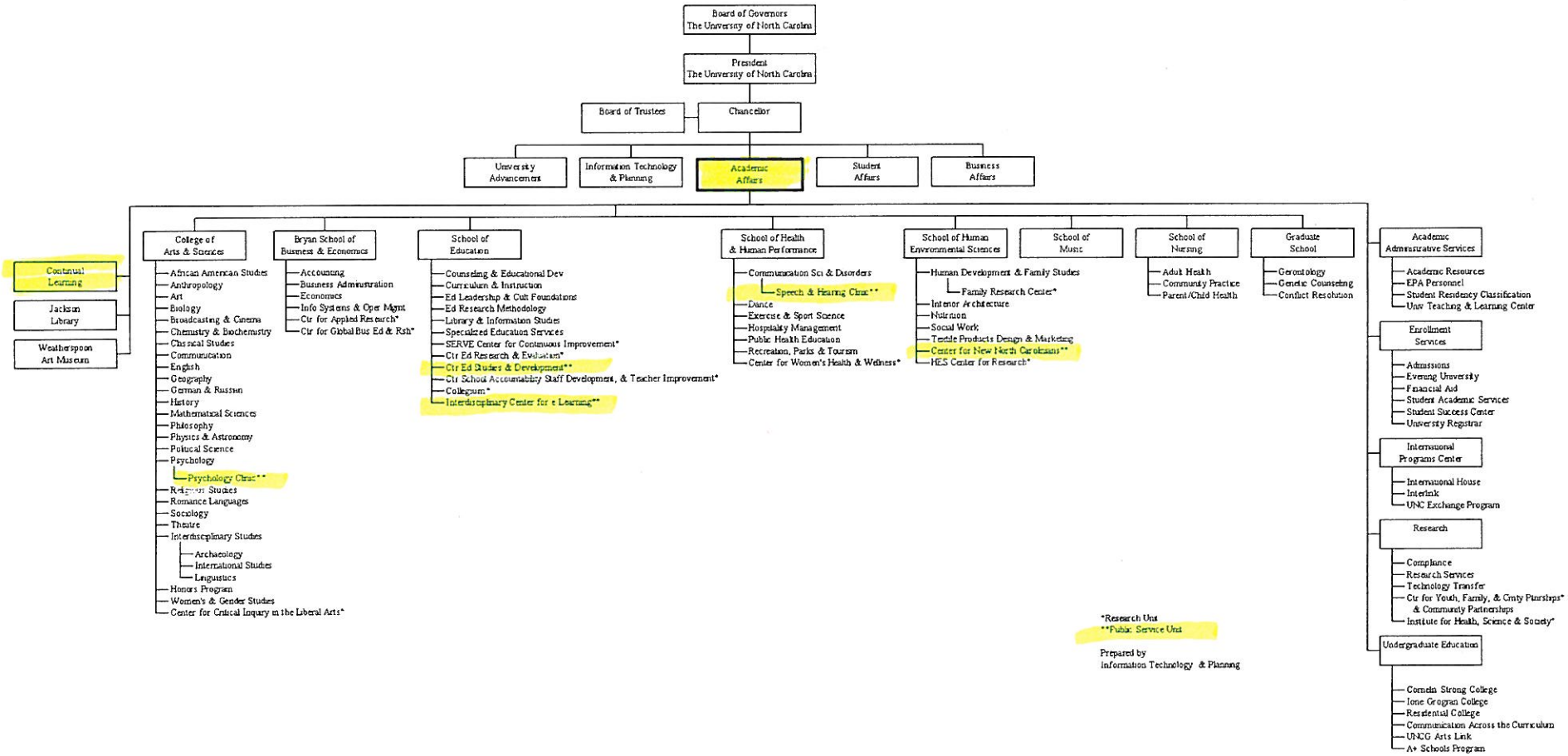
- Programs that connect student, faculty, and campuses with civic renewal leaders, and state and political leaders IOPL
- A greater coordination among philanthropic organizations to work strategically on funding initiatives that are most effective in enhancing civic engagement
- A revision of the Carnegie classification system, *US News and World Report* ranking system, and accreditation standards to include civic responsibility
- Projects with the federal government, corporation, and funding agencies to include civic engagement requirements in major research funding to major universities

Between the University and the Community

- Programs that increase ongoing communication between universities and communities and community power in defining institutional directions
- Community based research, action research, and other projects that engage faculty, students and community members together in solving problems

UNCG

The University of North Carolina at Greensboro
Organizational Chart
ACADEMIC AFFAIRS
January 1, 2004



*Research Unit
**Public Service Unit

Prepared by
Information Technology & Planning

Extension and Engagement

Engaged for Results

NC STATE UNIVERSITY

We offer > answers and solutions

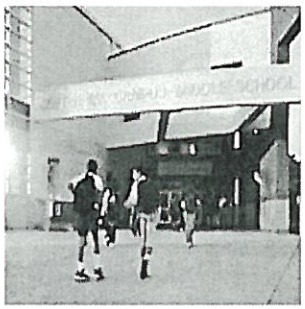
Browse by Topic | Search by Keyword | Browse by College or Unit

Search
> NC State University

Help
> Site Map
> Frequently Asked Questions
> Contact Us

Additional Information
> News and Events
> About Us
> Scholarship of Extension & Engagement

Related Links
> General Henry Hugh Shelton Initiative for Leadership Development
> County Cooperative Extension Centers
> A&T University
> Industrial Extension Service
> McKimmon Center for Extension and Continuing Education
> University Economic Development Partnership
> Institute for Emerging Issues
> NC State University Directory



What's New?

Over the past nineteen months we've focused NC State Extension and Engagement on the four imperatives identified and presented in prior Musings: Economic Development; K-12 Education Excellence; Leadership Development; and Environmental Stewardship. I'm pleased to report some very good news in the economic development arena. Effective February 3, we launched our NC State University Economic Development Partnership when its director, Dr. Ted Morris, came on board.> more

Welcome to NC State University Extension and Engagement

Dr. Stephen Jones
Vice Chancellor for Extension and Engagement

What is NC State Extension and Engagement?
The Office of Extension and Engagement provides leadership and vision for University partnerships with external communities. These partnerships facilitate research and discovery; teaching and learning; and outreach and service. NC State faculty, staff, and students work together with business, industry, government, other universities, individuals, and groups to address a wide range of issues and challenges facing our state and the world.

The Office is responsible for building and supporting collaborative programs among all colleges and units on campus, with other University of North Carolina institutions, and with other key partners. Extension and Engagement focuses on four thrusts—economic development, K-12 education excellence, leadership development, and sustainable community development and environmental stewardship—as imperatives for both today and our future.

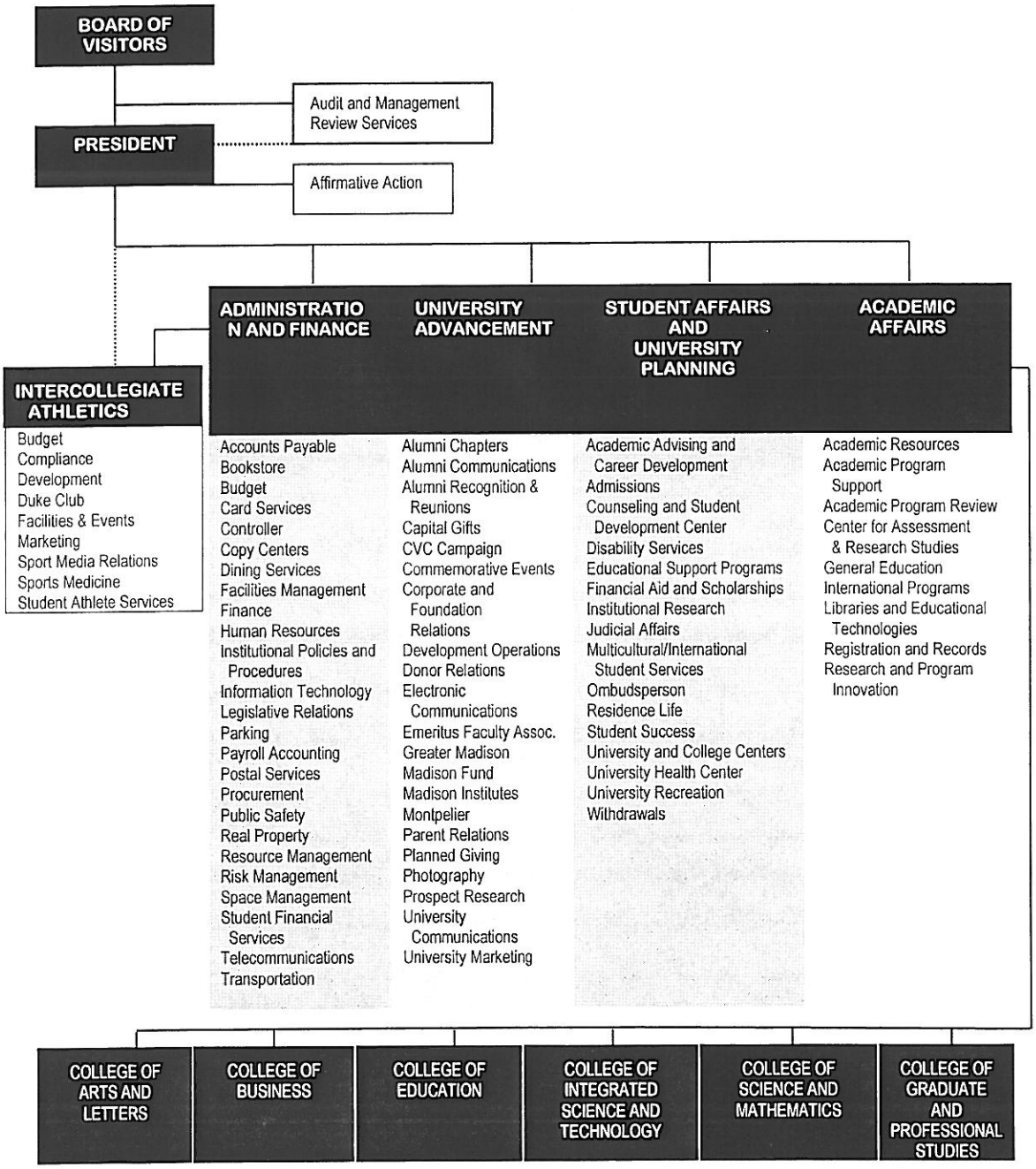
What information can I find here?
This website is a portal to NC State University's Extension and Engagement resources. You can Browse by Topic, by College or Unit of the university, or search by Keyword. Our goal is to bring people together and provide the information needed to solve problems and to improve the quality of life for all North Carolinians. Throughout this site, you will find many opportunities to contact us with specific questions or feedback, and we invite you to do so. We hope you find NC State's Extension and Engagement website helpful and informative.

Extension and Engagement | NC State University

Disclaimer

JAMES MADISON UNIVERSITY.

ORGANIZATIONAL CHART
Revised: 8/27/03



JAMES MADISON UNIVERSITY

College of Graduate and Professional Programs

*It is the **MISSION** of the College of Graduate and Professional Programs to:*
·FACILITATE the development, growth and maintenance of graduate programs of distinction
·Facilitate the development, growth and maintenance of high quality continuing education programs for non-degree seeking students.
·ESTABLISH, implement and maintain a high standard of EXCELLENCE in graduate and professional programs at JMU.
·SERVE the needs of the Commonwealth of Virginia and those of national and regional graduate students.
·SUPPORT the continuation and development of diverse, innovative graduate and professional programs by building on existing strengths.
·ENCOURAGE students to develop strengths in critical and creative thinking, communication, and applied skills.

Announcements

- **Congratulations to Molly Whittaker.** She received the graduate award presented by the Virginia Association for Health, Physical Education, Recreation and Dance (VAHPERD). VAHPERD presents this award annually to a nominated graduate student enrolled in a Virginia College or University who has excelled academically.
- JMU's **Educational Leadership Program** has been awarded "national recognition" status by the **Educational Leadership Constituent Council** for its outstanding administrator preparation program.
- **The Continuous Enrollment Policy is now in effect!** A mandatory continuous enrollment fee is in effect Fall 2003. For more information on this policy view the online catalog or contact our office at 540-568-6131.
- **Please check the calendars for approaching deadlines.**
- **Please note that most items in our site are best viewed in *Internet Explorer*.**

Events

- Message from the Dean
- CGAPP Gazette
- Graduate Catalog
- Survival Guide
- Outreach Directory
- Noncredit Courses
- Online Noncredit Courses

- Certificate Programs
- Current Tuition Rates
- Staff

- **Graduation** will be held December 12 at 3:00 p.m. in the Convocation Center.

JAMES MADISON UNIVERSITY

- **The Graduate and Professional Program Information Fair** was a great success. The number of students who stopped by the Fair was more than double the attendance at last year's Fair!

- Contact Us

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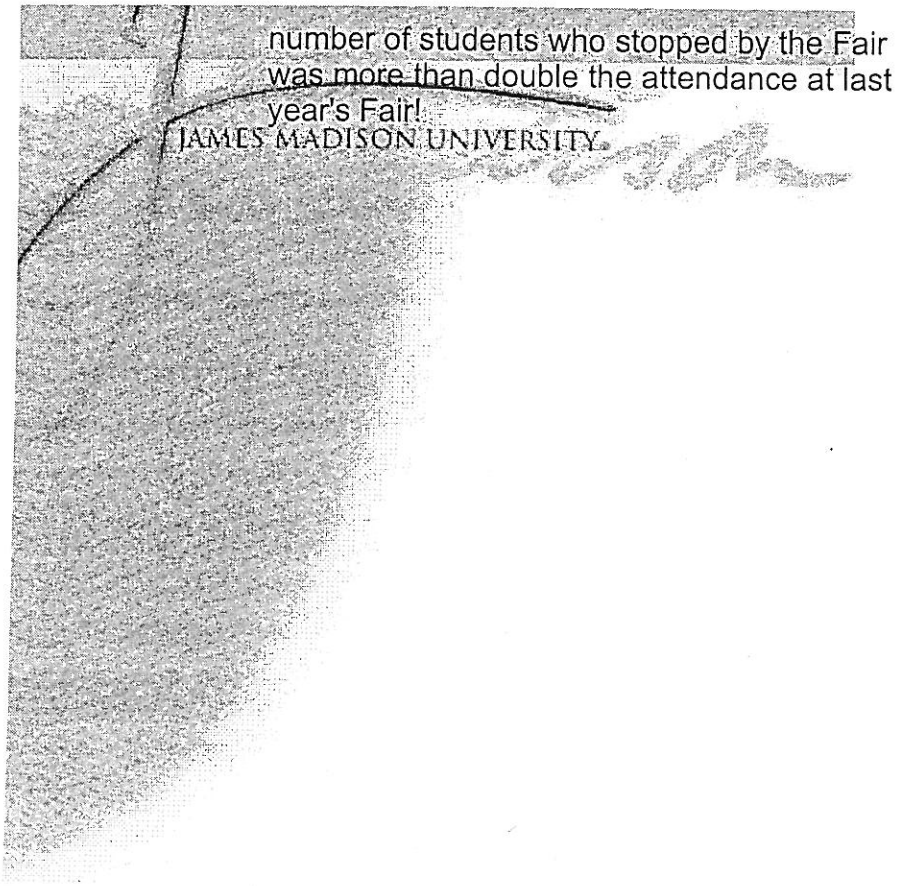
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JAMES MADISON UNIVERSITY

JAMES MADISON UNIVERSITY

Directory of Outreach Programs and Services at JMU

A/B/C/D/E/F/G/H/I/J/K/L/M/N/O/P/Q/R/S/T/U/V/W/X/Y/Z

Click on a letter for a brief description and contact information about a program or service; or click on the link below to go directly to the program's website.

Acting Out
Adult Health and Development Program
Aging, Family, and Intergenerational Programs
Alvin V. Baird Attention & Learning Disabilities Center
Applied Spatial Research Center
Arboretum
Basic School Network
Biotechnology Database Center
Blue Ridge Area Health Education Center (AHEC)
Center for Applications and Research in Telecommunications (CART)
Center for Direct, Interactive and Retail Marketing
Center for Economic Education
Center for Entrepreneurship
Center for Environment, Health, and Safety
Center for High Performance Manufacturing
Center for Innovation in Health and Human Services
Center for Research in Accounting Education
CLEP Testing Center
Commonwealth Information Security Center (CISC)
Counseling and Psychological Services Program
ESol Main Street - English Literacy/Civics Grant
Federal Depository Library Program - Government Documents
Furious Flower Poetry Center
Generations Together at JMU
Great Outdoors, Digital Indoors Program
Governor's Best Practice Center
The Health Place
Holistic Health Resource Center (HHRC)
Human Development Center

Institute for Public Service Professionals
Institute of Certified Professional Managers
James Madison Center
JMU Youth Concerts
JAMES MADISON UNIVERSITY
Lifelong Learning Institute
Madison Linguistic Services
Mine Action Information Center
National Center for Professional Development
Nursing Research and Outreach Center (NROC)
Office of Economic Services
Office of International Programs
Office of Substance Abuse Research Capacity Building Project
Office on Children and Youth
Planetarium
Post-Baccalaureate Early Childhood Education Teacher Licensure Program
Shenandoah Valley Child Development Clinic
Shenandoah Valley Migrant Education Program
Shenandoah Valley Partnership
Shenandoah Valley Small Business Development Center
Speech-Language-Hearing Applied Laboratory
Spring String Thing
Statistical Consulting Services
Summer Institute In Counseling
Training/Technical Assistance Center (T/TAC)
Virginia Disaster Stress Intervention
Virginia's Manufacturing Innovation Center (VMIC)
Visualization in Science and Mathematics Program
WMRA Public Radio
Workforce Improvement Network

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- Contact Us

College of Charleston

Site Search | Directory | Dept. Name | Enter Search Term | Go | A to Z Site Index

Future Students | Current Students | Alumni, Family & Friends | Faculty & Staff | Visitors & Our Community

CofC Home | About CofC | Academic Programs | Library | Bookstore | Athletics

Visiting the College | Today@CofC | Jobs at CofC

Visitors & Our Community

Administration
Courses & Schedules
Explore CofC
Programs for High School Students
Programs for Senior Citizens
Community Service Programs
Getting Involved
Libraries, Research Centers & Museums

Administration
- Human Resources

Courses & Schedules
- Academic Calendar
- Summer/Maymester

Explore CofC
- Fast Facts
- Institutional Research (Enrollment Statistics, Faculty Statistics, Budget Information, Course & Degree Statistics)
- Parking
- Visiting the College

Programs for High School Students
- Computer Science Programming Competition
- Governor's School
- Math Meet
- Upward Bound

Programs for Senior Citizens
- Center for Creative Retirement (CCR)
- Elderhostel Program

Community Service Programs
- Early Childhood Development Center
- Gear Up
- Laura Griffin Run

Getting Involved
- Career Services
- Community Outreach – Blank
- Continuing Education – Blank
- Cougar Club
- Giving to the College
- List Available Rental Properties

Libraries, Research Centers & Museums
- Avery Research Center
- Grice Marine Laboratory
- Halsey Gallery
- John Rivers Communications Museum
- Joseph P. Riley Jr. Institute for Urban Affairs and

Did you know?

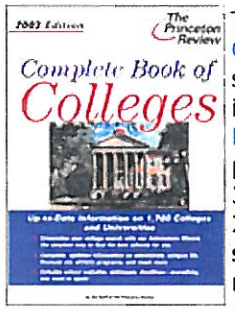
The School of the Arts brings to the public the finest performing and visual artists and art scholars possible. Check the School of the Arts News and Events to learn more. Many of these events are free.

The Lightsey Center can take care of all your conference and meeting requirements. Take advantage of the rich setting Charleston has to offer.

The Avery Research Center for African History and Culture

- Policy Studies
- Library
- Marine Resources Library
- Media Lab, Media and Technology
- Special Collections

has been established to document, preserve and make public the unique historical and cultural heritage of African Americans in South Carolina and the Lowcountry. Check out Avery's calendar to learn about the many lectures, exhibits and special programs available.



The College of Charleston will soon be featured in the Princeton Review's newest publication, Best 345 Colleges 2003, which is scheduled to be released on August 20, 2002. This book provides a more detailed profile of select, individual schools and general rankings of the top colleges and universities.

Go to Top

Contact Us | Advanced Web Search

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Admissions
Academics
» Catalogs
» Schedules
» Forms
» Online
» Technology
» Summer
Just for You
BannerWeb
Site Contents
Request Information

NEW STUDENT ORIENTATION
Thursday, January 8, 2004 :: 6:00-7:30 PM [more]
Reserve your seat by calling 804-287-1204

Vanessa Jones
SCS '97, Law '01
Attorney at Law
Barnes & Batzil, PC

Chris Turpin
SCS '97
Dir. of Human Resources
Virginia Eye Inst.

Valerie Agnew
SCS '96
Sr. Legal Analyst
Philip Morris USA

Spring 2004	Summer 2004
Inclement Weather Predicted? Review Closing Policy	School of Continuing Studies Academic Calendar
Winter/Spring Courses Evening School | *Think Again*	Summer Studies Study Abroad, Summer School

Faculty & Staff Listing | Contact Us | Campus Tour

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» Current Students
» Faculty & Staff
» UC/SCS Alumni

Programs of Study
Degree & Certificate Programs
Community & Professional Education
Summer Studies

Last Modified: 22-Jan-2004
Contact Name: Daniel Hocutt

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Menus by DHTML Lab

RICHMOND School of Continuing Studies

Degree & Certificate Programs

Earn College Credit for Course Work

Admissions
Academics
Technology
Online Studies
Just for You
Summer Studies
BannerWeb
Site Contents
Request Information

Bachelor and Associate Degrees

- Emergency Services Management
- Human Resource Management
- Information Systems
- Liberal Arts
  - Weekend College: Accelerated Bachelor of Liberal Arts
- Paralegal Studies

Certificate Programs

All above programs (except ISYS), plus...

- Leadership
- Retail Management

Graduate Certificate

- Disaster Science
- Human Resource Management

Teacher Licensure Program

- Teacher Licensure & Recertification

Catalog and Schedule

- Review current and previous catalogs
- Review current course schedule

Not sure which programs or courses are right for you? Request additional information on degree and certificate courses and programs!

Last Modified: 05-Nov-2003 Contact Name: Daniel Hocutt

Admissions
Academics
Technology
Online Studies
Just for You
Summer Studies
BannerWeb
Site Contents
Request Information

Request free information about this program.

Teacher Licensure: Program of Study

Deadline for Admission

- Deadline for Summer 2004 admission is April 16, 2004.

Licensure

The Teacher Licensure Program offered jointly by the School of Continuing Studies and the University's Department of Education provides the opportunity for college graduates, or students working toward a Bachelor of Liberal Arts degree who have completed 60 hours toward that degree, to complete teacher licensure requirements in approximately 12-15 months. Students admitted to this program may enroll on either a full-time or a part-time basis.

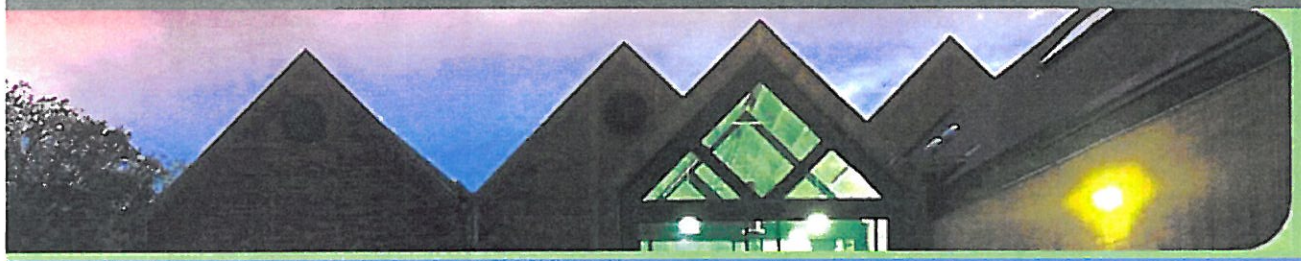
Recertification

The School of Continuing Studies offers courses to meet the recertification needs of Richmond-area teachers. The classes are offered when teachers can take them, during evening hours. Classes are open to current teachers who need to renew their teaching licensure, who have an expired teaching license, and for those seeking a "refresher" course.

Contact the program coordinator, Dr. Samuel Perry, for additional information.

- Teacher Licensure Program **Admission Requirements**
- Certificate of Applied Studies in Teacher Licensure Preparation: **Scope and Sequence**
- Licensure **Endorsement Areas**
- Teacher **Recertification** Course Work

Consult the Forms & Paperwork page for registration and application forms.



QuickLinks
- Directory of Community Services
- Campus Calendar
- Elderhostel

Student Involvement
- Office of Student Volunteer Services
- College Partnership for Kids
- Project Phoenix
- READ Adopt-a-Grandparent Program
- Bone Marrow Drive
- Sharpe Community Scholars Program

QuickSearch
Go
Find People

Public Service

"The College will help make the Town"
A Tradition of Public and Community Service

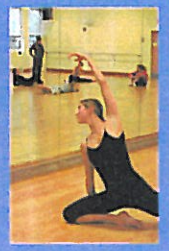
"In its original design, Williamsburg balanced a seat of government-the colonial capital-and an institution of higher learning-the College of William and Mary. The City and the College have grown together, and the choices we have made as a community have defined not only the town, but shaped the course of the country. We have now three centuries of evidence that our fortunes are intertwined: the College contributes to the vitality of the town, just as the health of the town ensures the vigor of the College."
-Timothy J. Sullivan
President

Leadership
- Leadership Programs
- Service/Leadership Program

In The News

Dance as Synthesis
Peyton Cooke ('04), W&M News
10/30/03

Dance is "movement" unitied the personal and the private, say Madeline Nero ('04) and her dance instructors.



Directory of Community Services

Below is a list of programs open to the community sponsored by William and Mary. Also listed are the name and telephone number of a contact person for further information. Many of the programs are offered free of charge to the public; others have a nominal charge.

Art

Muscarelle Museum of Art Exhibits & Lectures

Purpose: Offers a dynamic environment for the exploration of art.
Hours: M-F:10 am-4:45 pm, Sat.-Sun. 12 noon-4 pm.
Contact: Rachel Strawn 757/221-2703
FREE

Art Education Classes For Children

Purpose: Children's gallery studio classes offered at the Muscarelle Museum of Art throughout the year.
Contact: Rachel Strawn 757/221-2703
FEE

Andrews Gallery Exhibitions

Purpose: Senior show every May.
Contact: Department of Art & Art History 757/221-2520
FREE

Theatre

William and Mary Theatre (Main Stage)

Purpose: 1997-98 performances include "Split Britches," (Sept. 20); "Crazy for You," (Oct. 9-19, 1997); "The Caucasian Chalk Circle," (Nov. 20-23, 1997); "Blithe Spirit," (Feb. 26-28 & Mar. 1, 1998); and "Angels in America: Millennium Approaches" (April 16-19, 1998).
Contact: Beth Turbeville 757/221-2660
FEE

William and Mary Theatre Director's Workshop

Purpose: Student directed one-act plays.
Contact: Beth Turbeville 757/221-2660
FREE

Virginia Shakespeare Festival

Purpose: Offered yearly July-August.
Contact: Department of Theatre & Speech 757/221-2660
FEE

Camp Shakespeare

Purpose: Summer workshops with a classical twist for kids ages 8-14 during VSF season in association with James City Parks and Recreation Dept.
Contact: Pam Johnson 757/259-3224
FEE

Music

W&M Concert Band

Purpose: Wind, brass & percussion players perform wind ensemble & symphonic band music from 16th-20th centuries. Performances are on Sept. 19, Dec. 2, 1997, and April 28, 1998.
Contact: Laura Rexroth 757/221-1086
FREE

Ewell Concert Series

Purpose: Series of performances by visiting and faculty performers throughout the academic year. Performances are on Oct. 3, Oct. 17, Oct. 26, Nov. 2, Nov. 14, 1997; and Feb. 23, March 1-2, March 29, April 5, 1998.
Contact: James Armstrong 757/221-1085
FREE

William and Mary Choir, Women's Chorus & Botetourt Chamber Singers

Purpose: Performance of Western European choral music of the last 500 years, as well as repertoire from choral traditions the world over. (Choir concerts are on Sept. 26, Oct. 25, Dec. 4-6, 1997, and Feb. 8, April 30, May 2, May 16,

1998.Women's Chorus concerts are on Nov. 15, 1997 and April 4, 1998.Botetourt Chamber Singers concerts are on Nov. 21, 1997 and April 18, 1998.)
Contact: James Armstrong 757/221-1085
FEE

William and Mary Jazz Ensemble

Purpose: 21-piece big band performs jazz of all eras. Students, faculty and guest artists are featured 2-3 times each semester. Performances are on Oct. 5 and Nov. 13, 1997 and April 20, 1998.
Contact: Laura Rexroth 757/221-1086
FEE

William and Mary Symphony Orchestra

Purpose: 70-90 undergraduate musicians who perform works from the European standard repertoire of the 18th-20th centuries and American composers since mid-19th century. Performances held on Sept. 26, Oct. 29, Dec. 3, 1997; and March 5, April 29, 1998.
Contact: Edgar Williams 757/221-1089
FREE

A Cappella Groups Concerts

Purpose: Include Gentlemen of the College, Accidentals, Stairwells, Christopher Wren Singers, Ebony Expressions and Reveille.
Contact: Student Activities 757/221-3300
FEE

William and Mary Concert Series

Purpose: 1997-98 performances begin Oct. 21, 1997 through April 2, 1998-- featuring Bolcom & Morris, Lionheart, Budapest Strings, Chamber Music Society of Lincoln Center, Billy Taylor Trio with Turtle Island String Quartet, the Pilobolus Dance Company and Mike Stern, Jazz Guitar with Trio.
Contact: Linda Williams 757/221-3276
FEE

Dance

Orchesis: An Evening of Dance

Purpose: Modern dance company with spring performances held on March 26- 28,1998.
Contact: Dept. of Kinesiology/Shirley Roby 757/221-2785
FREE

Writing

Patrick Hayes Writers' Festival

Purpose: Annual spring event since 1970s which features an array of poets, novelists and writers of nonfiction from both inside and outside the College. Sponsored by the English Dept.
Contact: Nancy Schoenberger 757/221-2439
*FALL 1997: David Essex 757/221-3909
FREE

Primary & Secondary Education Programs

Center for Gifted Education

Purpose: The Center provides Saturday and Summer Enrichment Programs for students entering preschool through grade 12. It sponsors a writers' and speakers' talent search and a career series for families. The Center also disseminates innovative teaching materials and methods through an annual National Curriculum Conference, electronic networks, and a variety of publications.
Contact: Joyce VanTassel-Baska 757/221-2362
FEE

Physics Presentations in the Schools Colloquium

Purpose: Offers topics of interest to area school systems (K-12) in exploring the fun of science.
Contact: Dept. of Physics, Bob Welsh 757/221-3505
FREE

Chemistry Presentations in the Schools

Purpose: "Magic of Chemistry" entertaining chemistry demonstrations in local schools.
Contact: Bob Orwoll 757/221-2540
FREE

Geology on Wheels

Purpose: A community outreach program involving W&M geology majors and elementary school children. Hands-on approach to get young people interested in science.
Contact: Gerald Johnson 757/221-2440
FREE

Virtual Marine Education Center (web site)

Purpose: View web site at www.vims.edu./adv/ed/
Contact: Lee Larkin 804/684-7172
FREE

Marine Science Career Information

Purpose: Informational materials. Web site at www.vims.edu/adv/ed/careers
Contact: Vicki Clark 804/684-7169
FREE

Virginia Institute of Marine Science Aquarium

Purpose: Aquarium with marine species native to Chesapeake Bay and Virginia's coastal ocean. Open to public 9 am-4:30 pm. Tours by appointment.
Contact: Patrick Richardson 804/684-7176
FREE

Project Taproot

Purpose: Provides substance abuse prevention programs in area schools, regional conferences for high school leaders in alcohol and drug abuse prevention, and substance abuse counseling and recovery support to individuals in the community.
Contact: Charles Matthews 757/221-4813
FREE

Technical/Training Assistance Center: Eastern Virginia (T/TAC)

Purpose: Serves Eastern Virginia cooperatively with Old Dominion University, T/TAC is part of a statewide network designed to improve services to students with disabilities from birth through high school. T/TAC provides a variety of professional development and ongoing support services to individuals and school divisions in the region.
Contact: Carolyn Ito 757/221-2313
FREE

National Student Leadership Conference on Race and Culture

Purpose: Multicultural leadership conference for high school junior and seniors from across the region to discuss issues related to race and culture, to enhance leadership and interpersonal skills, to become more informed of college admission procedures and careers and network with other promising student leaders. Theme for this year's conference is "Building Bridges to Success." It will be held from Jan. 29-Feb. 1, 1998.
Contact: Ed Cowell 757/221-2300
FEE

Environmental Education in the Schools (web site) www.vims.edu/adv/ed/bt

Purpose: Bay Team teachers provide teacher training and classroom demonstration in marine science education.
Contact: Lee Larkin 804/684-7172
FREE

Adult Education

Rita Welsh Adult Skills Program

Purpose: Literacy organization that offers one-to-one tutoring, GED, English as a Second Language, Basic Reading, and Adult Basic Education.
Contact: Laura S. Barthello or Danita Bowman 757/221-3325
NO FEE

Eastern Virginia Writing Project and Summer Institute

Purpose: 4-week summer program to help teachers enhance their writing skills, teach writing more effectively, and provide in-service workshops to colleagues in their home schools.
Contact: James Beers 757/221-2319
FEE

Senior Education Programs

Christopher Wren Association

Purpose: Committed to continuing intellectual exploration and joy of learning for senior citizens. Sponsored by W&M, but self-supported. Courses and activities are planned and operated by members. CWA is a member of the Elderhostel Institute Network.

Contact: Tillie Millen 757/221-1079
FEE

Town & Gown Lectures

Purpose: Lecture series that brings together local and community members with college community in a social and activity oriented setting. Lectures on Thursdays from Sept.-Dec. Participants are also members of the Christopher Wren Association.
Contact: Anne Hoffler 757/221-1365
FEE

Elderhostel

Purpose: Non-profit educational organization that offers inexpensive short term academic programs that are hosted by educational institutions for age 55 and older. Participants are lodged in off campus hotels within 1 mile of the Colonial Williamsburg Historic Area.
Contact: Sue Smith (sesmit@facstaff.wm.edu) 757/221-3644
FEE

R.S.V.P. (Retired and Senior Volunteer Program)

Purpose: Offers retired persons and seniors volunteer opportunities.
Contact: Leigh Miller, Office of Personnel 757/221-3164
FREE

Office of Conference Services

Purpose: Offers complete services to those planning conferences. More than 120 conferences are hosted each year by the office, which provides registration, housing and supervision of the entire operation.
Contact: Ken Smith 757/221-2684
FEE

14th Annual International Congress of Anthropological and Ethnological Sciences (ICAES)

Purpose: Next year -- from July 26 to August 1 -- some 5,000 anthropologists from around the world will visit Williamsburg to attend the 14th Annual International Congress of Anthrpological and Ethnological Sciences hosted by William and Mary. This will be the largest convention ever held in Williamsburg. Some sessions of the meeting will be open to the public. More information is available on their web site.
Contact: Oriana Casadei 757/221-1870

FEE

Speeches, Lectures, Symposia and Debates

Speeches and lectures by public figures such as Margaret, the Lady Thatcher, Chancellor of W&M, as well as Senatorial, Gubernatorial & Presidential Debates, are held throughout the year.

Fall Convocation

Purpose: Fall ceremony to mark beginning of every academic year. Includes keynote speakers such as Peace Corps Director Mark Gearan.
Contact: Ginger Ambler 757/221-1234
FREE

Charter Day

Purpose: Annual ceremony to commemorate the granting of W&M's royal charter in 1693. Keynote speakers have included the late U.S. Ambassador to France Pamela Harriman and Washington Post columnist David Broder.
Contact: Lisa Starbuck 757/221-2428
FREE

Reves Center for International Studies

Purpose: The Reves Center annually sponsors a variety of lectures, colloquia, workshops and symposia on many issues of global concern.
Contact: Craig Canning, Associate Director 757/221-3590
FREE

James Pinckney Harrison Lectures (in History)

Purpose: 3 lectures held during academic year.
Contact: Dept. of History 757/221-3720
FREE

Cissy Patterson Lectures (in Mathematics)

Purpose: 2 lectures held during academic year.
Contact: George Rublein/Math Dept. 757/221-2028
FREE

Judaic Studies Lectures (in Religion)

Purpose: 8 lectures held during academic year
Contact: Marc Raphael/Religion Dept. 757/221-2172
FREE

Wythe & Cutler Lectures, William and Mary School of Law

Purpose: Nationally known legal scholars come to campus to present papers to the law school community that are later published in the W&M Law Review.
Contact: Gloria Todd 757/221-1423
FREE

Institute of Bill of Rights Symposium, William and Mary School of Law

Purpose: Annual scholarly symposium on a topic of contemporary interest. This year's topic entitled "Rediscovering Liberalism," is scheduled for April 1988.
Contact: Gloria Todd 757/221-1423
FREE

Courtroom 21, William and Mary School of Law

Purpose: The most technologically advanced courtroom in the world developed by W&M in conjunction with National Center for State Courts and affiliated with the Center's Court Technology Lab.
Contact: Fred Lederer 757/221-3792
FREE

Supreme Court Preview, Marshall-Wythe School of Law

Purpose: Supreme Court journalists and law professors come to W&M to discuss upcoming Supreme Court term. This year's preview will be held Oct. 24- 25, 1997.
Contact: Gloria Todd 757/221-1423
FEE

School of Education Distinguished Lecture Series

Contact: School of Education Dean's Office 757/221-2315
FREE

Higher Education Lecture Series/School of Education

Contact: School of Education Dean's Office 757/221-2315
FREE

Resource/Collaborating Teaching Symposium and Outreach School of Education

Contact: Special Education Projects Office 757/221-1992
FEE

Annual School Psychology Workshop

School of Education
Contact: School of Education Dean's Office 757/221-2315
FEE

Annual Northern Neck Institute for Teachers, School of Education

Purpose: Offers teachers opportunity for professional development in their areas of specialization and more generally in the social sciences and humanities. History of Chesapeake Bay is emphasized as topic of interest.
Contact: Gail McEachron 757/221-2341
FREE

Charles Center Film Studies Program

Purpose: Film Studies Program at Williamsburg Theatre
Contact: Lisa Grimes 757/221-2460
FEE

Alumni College & Junior Alumni College

Purpose: The program includes lectures, field trips and social events over a 4-day period in the summer for alumni, family members and friends of the college. Junior Alumni College (ages 7-13) parallels the adult program with educational and recreational activities.
Contact: Alumni Affairs 757/221-1172
FEE

Virginia Institute of Marine Science Seminar Series (web site) www.vims.edu

Purpose: Weekly scientific seminars on a broad range of marine science topics.
Contact: Emmett Duffy 804/684-7369
FREE