Academic Affairs Annual Report
Unit Information

Date Submitted

Unit   Catalog Department

Specify the period covered by this report(different units on campus are phasing in the calendar year reporting schedule at different times):
        _X__ Activities July 2003-June 2004
        ____Activities Jan 2003-Dec 2003

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Academic Affairs Report Outline

I. Activities in Support of the UNCG Plan

Cornerstone 1: Public & Private Support
Pursue and effectively use all sources of public and private support.

**Text responses to CS 1 should be entered in space provided for each item listed below.
Insert unit code or name before EACH entry.**

Required Facts and Figures for CS 1:
CS1a. List total dollars raised from private, corporate, and foundation gifts.

JL: $7,143

CS1b. List individually major gift sources.

Other Important achievements for CS 1:   Insert unit code or name before EACH entry.
List efforts to enhance potential for public and private support, formation of boards.
Provide other information on important achievements for CS 1 as pertinent.

JL: The annual Friends of the Library Book Sale continues to be a source of funds for Special Collections and other library purposes, raising $7,143 in October, 2003. The annual sale is a signature event for the campus and Greensboro communities, allowing anyone to donate books and/or purchase books and other materials. (CS1)

JL: 1 faculty member served as organizer and coordinator of the annual fall Library booksale, Oct. 2003 (CS1)
JL: 5 faculty and 7 staff volunteered for the annual fall Library booksale, Oct. 2003 (CS1)
JL: 1 faculty and 3 staff served on the Library Book Sale Committee (CS1)

Cornerstone 2: Technology
Strengthen technology resources for effective use in academic programs and administrative services.

**Text responses to CS 2 should be entered in space provided for each item listed below.
Insert unit code or name before EACH entry.**

Required Facts and Figures for CS2: none specified
CS2a. List substantial projects to upgrade technological resources for administration

CS2b. Substantial projects to upgrade technological resources for academic programs and classrooms

CS2c. Major Initiatives to change or improve technological systems.

Important achievements for CS2: Insert unit code or name before EACH entry.
Provide other information on important achievements for CS 2 as pertinent.

Cornerstone 3: Administration
Use effective policies and processes to deliver services to the University community.

Text responses to CS 3 should be entered in space provided for each item listed below.
Insert unit code or name before EACH entry.

Required Facts and Figures for CS 3:
CS3a. List major initiatives to upgrade administrative systems and processes.

CS3b. List substantial changes in policies and practices regarding faculty and EPA personnel. (hiring, promotion, evaluation, tenure, etc.)

CS3c. List substantial restructuring of academic units.

Other Important Achievements for CS 3: Insert unit code or name before EACH entry.
Provide other information on important achievements for CS 3 as pertinent.

Cornerstone 4: Facilities
Build and maintain high-quality facilities that permit good academic and support programs to operate.

Text responses to CS 4 should be entered in space provided for each item listed below.
Insert unit code or name before EACH entry.

Required Facts and Figures:

CS4a. Total dollars spent by unit on repair and renovation (do not include central funds):

CS4b. List major renovations to existing facilities, new facilities, planning of facilities.

CS4c. Describe how the facility changes enhance instruction, research and service (construction details will be supplied by another unit)

CS4d. List major purchases of equipment (not routine replacement or individual small items)

CS4e. List addition of facilities away from the main campus (focus on instructional, research, service opportunities)

Other Important Achievements for CS4:   Insert unit code or name before EACH entry.
Provide other information on important achievements for CS 4 as pertinent.

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Strategic Direction 1

Teaching and Learning: Promote excellence in teaching and learning as the highest university priority.

Goal Clusters:

<table>
<tr><td>**1.1**</td><td>**Maintain and enhance excellent academic programs to ensure that students acquire intellectual and academic skills.**</td></tr>
<tr><td>1.2</td><td>Offer outstanding opportunities for students and faculty to participate actively in learning through the development and evaluation of innovative programs.</td></tr>
<tr><td>1.3</td><td>Support and reward faculty in their efforts to use best teaching practices to facilitate student learning and engagement.</td></tr>
<tr><td>1.4</td><td>Expand use of technology to improve teaching and learning for students on campus and at a distance.</td></tr>
<tr><td>**1.5**</td><td>**Expand and enhance opportunities for experiential learning including internships, research assistantships, and service learning.**</td></tr>
<tr><td>1.6</td><td>Expand opportunities for international research, study, and education for students, faculty, and staff.</td></tr>
<tr><td>**1.7**</td><td>**Improve assessment of student learning to guide improvement in instructional practices, curriculum, and co-curricular experiences.**</td></tr>
<tr><td>1.8</td><td>Improve support services for teaching and learning.</td></tr>
<tr><td>**1.9**</td><td>**Recruit and retain a diverse and accomplished faculty and staff committed to the advancement of student learning.**</td></tr>
<tr><td>1.10</td><td>Seek a reasonable balance among courses taught by tenure/tenure-track faculty, non-tenure track faculty, and graduate teaching assistants.</td></tr>
<tr><td>**1.11**</td><td>**Establish new undergraduate and graduate degree programs that respond to emerging needs in education, government, industry, and broader society.**</td></tr>
</table>

(bolded clusters were designated by the Deans as focal points for the 2003-2004 academic year.)

Text responses to SD 1 should be entered in space provided for each item listed below.
Insert unit code or name before EACH entry. List relevant Goal Cluster(s) in parentheses at end of response.

Required Facts and Figures for SD 1:

SD1a. List all new degrees and majors implemented in 2003-2004:

SD1b. List all new degrees and majors in active planning stages:

SD1c. Supply the number of new courses implemented in 2003-2004:

SD1d. List all ongoing and regular opportunities for student internships:

1 (practicum)

SD1e. Supply the total number of students involved in internships:

1 (practicum)

Other Important Examples of fulfillment of Strategic Direction 1: **Insert unit code or name before EACH entry.**
Include here items such as new concentrations, initiatives to support teaching and learning, special recruitment initiatives, new assessment activities, new international opportunities, etc. After each statement, reference in parentheses the pertinent Goal Cluster number(s) from the list above.

> *Fictional example of response with goal cluster noted in parentheses:*
> SON: New state-wide mandate on geriatric rehabilitation has been instituted throughout the nursing curriculum to better prepare health-care providers to serve an aging population. (1.11)

JL: Cataloged expeditiously all new materials in all formats while maintaining the Department's traditional high standards of quality. This activity makes the Library's materials accessible to the UNCG community as well as to others beyond the University's confines. Access was provided to all varieties of print, electronic and audiovisual materials. In the first nine months of the current year 14,940 titles were cataloged; in addition, 512 Cello Collections scores were cataloged (the first year these materials have been counted) for a total of 15,452 titles (or 1,717 titles per month). This total represents a 19% increase (2,485 titles) over the same period in 2002-2003. Reversing a trend of the last several years, the number of hardcopy (paper) volumes increased this year, with the gross number of paper volumes (i.e., all paper volumes, excluding discarded volumes) added up 3,344 volumes, from 18,557 to 21,901. Upward or downward movement in titles added varied according to format:
--microform titles were up slightly to 261
--electronic book titles cataloged were up 106 to 6,804
--electronic serials added were down 250 to 2,864
--web sites added to the catalog were down to 60, with 62 links added to additional records (though all that were requested have been cataloged
--audio titles added were down 178 to 458
--video titles added were up 86 to 237
--49 computer files were added. (1.1)

JL: Provided access to many more print serials volumes as this year's budget allowed for purchases of back files and firm orders of serials. These included 2,297 vols. received (up from 1,903) and 2,809 bindery adds (up from 1,675). (1.1)

JL: Enhanced 774 records in OCLC during the first nine months of 2003/2004, 661 books and 113 scores. The effort to upgrade OCLC records to full-level cataloging is more than offset by the benefits to the library, the UNCG community, and to the cataloging community at large. With a relatively small outlay of effort, the Department is able to provide significant financial benefit to the library: during the first nine months of the current reporting year the Library's SOLINET budget was credited $3,275.29 for enhance and upgrade work in OCLC. In addition, the library was credited $3,266.05 for creating original cataloging records in OCLC. Not only does the library gain financial benefit for these activities, it also gains recognition as a positive contributor to the international cataloging database that most institutions share. Jackson Library's ability to provide quality services to its users is negatively affected by allowing substandard and incomplete cataloging into its online catalog. By adhering to high standards of quality and its participation in the enhance program the Department contributes not only to the immediate University community but improves access to cataloging records for the entire worldwide community that uses OCLC services, including First Search, the public interface to OCLC. The Catalog Department is committed to full level cataloging standards (rather than "less than full" or "minimal level") as this permits the library to deliver significantly better access to records, therefore increasing the quality of service. Enhancing records and full level cataloging are mutually reinforcing activities—not only is enhancing less time-consuming when the Department strives for excellence in all its cataloging, but all cataloging activity is facilitated by familiarity with rules and standards which must be applied when enhancing. (1.1)

JL: Revised procedures for processing serials to ensure that they receive priority treatment. Previously these materials were mingled on trucks with completed monographs and were put in the normal processing queue; they are now isolated on their own truck and are taken to the label and item station once a week and are immediately moved to the head of the processing queue. The status of these materials, which appears as available as soon as they are checked in, was misleading since they had not yet been processed (others materials have the status of "on order"). The procedures were revised to better serve our patrons as serials are not only more "timely" in nature and therefore need to be moved through cataloging and processing quickly, but the holdings incorrectly identified issues as being available when they were, in fact, not yet on the shelf. (1.1)

JL: Several music cataloging and access projects were undertaken or continued during this period. These include:

--Music education materials project in which books which had "music education" as call numbers and brief bibliographic records were joined with other copies when appropriate, cataloging was upgraded, and call numbers were created when necessary.

--Collected works and major scores sets project in which previously unanalyzed sets of composers' works are now fully analyzed and described in the online catalog, involving downloading or cataloging separate volumes of multi-volume sets. Sets included Tchaikovsky's works (44 v., never been cataloged); Handel (97 v. in 84, unanalyzed); Chopin (20 volumes); Schutz (18 new records added); Byrd (15 new records added for 18 volumes); Hallische Handel Ausgabe (91 items), for a total of 285 records for six sets. This project is adding complete access to the works in these sets--previous practice did not give complete or even sufficient access to them.

--Compiled database of composers' collected works (mostly classified in M2) owned by the Music Library in which sets are divided into six categories based on their publication dates and patterns and the extent of our holdings in order to show holdings lacunae. This database was converted to spreadsheets to show what we have and what we lack and was sent to faculty for input on filling gaps. (1.1)

JL: Cataloged a backlog of classified Archives materials (mostly faculty publications) that had accumulated while the position of Archivist I was vacant. Cataloging of Archives serials which accumulated during the same period has begun. In additional Archives projects, the Archivist I was trained to add items for Archives serials; a group of coded EAD records was revised for completeness and correctness of subject headings and added entries (with the eventual integration of EAD records and the online catalog in mind); a cleanup of Archives MFHL records was completed. In this last project, call number access to the classified Archives was split as a result of two previous system migrations, so that call numbers needed to be searched two ways to ensure that all relevant materials were located. This project was completed with an eye to the upcoming migration to the SIRSI ILS. (1.1; also 2.8)

JL: Continued project to clean up item records and add summary holdings to serial titles with the help of student workers. Some of these titles were identified by others in the library, but the bulk of them are identified by a systematic examination of all overlaid serials shelflist records. Bibliographic close out information is updated and the records are examined to evaluate the need for item clean up and summary holdings. These efforts should be rewarded when we migrate to the new ILS in 2005, as having clean data is essential to a smooth migration. A total of 1,955 titles were corrected so far this year. (1.1)

JL: Cleaned up large numbers of Library of Congress subject headings that needed correction or replacing. Though we subscribe to a authority service (Marcive) many subject heading changes, such as split headings and heading with subdivisions that are not represented in the online authority file, cannot be corrected through this service. The Department strives to maintain accurate authority records and valid subject headings so the collocative function of the catalog is not compromised by inaccurate or obsolete headings. In another cleanup project a number of added entries and series inconsistencies were resolved in the Girls Books in Series collection. In addition, a number of database cleanup, reclassification, and recataloging projects were continued with music materials. (1.1)

JL: Discarded 10,512 volumes, including serials and monographs, this year. A number of weeding projects have led to this high total (3,285 vols. were discarded last year). This activity is essential if misleading holdings information is to be avoided in our catalog and in OCLC. (1.1)

JL: Continued to catalog or supervise cataloging more hardcopy North Carolina documents and make them accessible through the online catalog. A prerequisite for being a depository library such as UNCG is the library's obligation to make documents available to the wider community. Useful materials like older North Carolina documents have been underused (sometimes never used) as a result of not being cataloged. As their existence is now known through the online catalog, these materials are now "available" to all UNCG community catalog users and are now being requested. (1.1)

JL: A small "backlog" of German language books (68 titles) was eliminated with the help of a staff member from Government Documents. This new cooperative venture between the Catalog Department and Government Documents benefits both since material is made available to the UNCG community faster and a Documents staff member is receiving further training in cataloging. (1.1)

JL: All members of the Catalog Dept. attended two training sessions and implemented the Connexion interface with OCLC. This web-based interface, though not yet trouble-free offers improvements in bibliographic and authority searching, batch processing, and other features. As a web-based product, it is more in line with trends and developments, and should be highly compatible with the forthcoming ILS. The Department has largely switched over to using the Connexion interface. (1.4)

JL: Worked with 1 LIS student to complete a 90 hour practicum in the Catalog Department (Fall semester, 2003). The student worked with the Serials team on the topic of serials and integrating resources. The student was exposed to and trained in serials, e-journal, e-book, and web resources cataloging. (1.5)

JL: 1 faculty participated in site visit to Virginia Commonwealth University as part of team to study and evaluate Ex Libris as a potential ILS, Aug. 21-22, 2003, Richmond, VA (1.4)
JL: 1 faculty attended Introduction to EAD (Encoded Archival Description) Workshop. Nov. 20-31, 2003 UNC-Asheville, Asheville, NC (1.4)
JL: 4 faculty and 8 staff attended SOLINET Connexion Workshop, "The Successful Searcher in the Connexion Client", Jan. 8, 2004, UNC-G (1.4)
JL: 4 faculty and 7 staff attended SOLINET Connexion Workshop, "Getting started with the OCLC Connexion Client" Jan. 9, 2004, UNC-G (1.4)
JL: 1 faculty attended TD Net metasearching demo., Mar. 4, 2004, Jackson Library (1.4)
JL: 1 faculty attended Alexander Street Press demo., Mar. 4, 2004, Jackson Library(1.4)

JL: 1 faculty mentors and supervises 1 LIS student on a variety of assignments to increase experience in a catalog dept. (1.5)

JL: 1 faculty participated in meeting of LIS adjunct faculty, with 5-year University review of LIS program, Mar. 16, 2004, UNC-G (1.10)

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Strategic Direction 2
Creation and Application of Knowledge: Strengthen research, scholarship, and creative activity.
   Goal Clusters:

2.1	Identify and develop research opportunities for undergraduate and graduate students to work with faculty.
2.2	Improve the international, national and regional standing of graduate programs.
2.3	**Target and promote areas of interdisciplinary research emphasis.**
2.4	Strengthen the role of Centers and Institutes in enhancing opportunities for excellence in research scholarship, and creative activity for faculty and students.
2.5	**Provide a supportive environment for faculty and student research, scholarship, and creative activity by increasing external and internal support.**
2.6	**Continue and enhance major initiatives to build basic and applied research strengths in the life, health, and physical sciences, and information technology.**
2.7	Increase support for basic and applied research excellence in the University's areas of traditional strength, including the arts, humanities, education, and social and behavioral sciences.
2.8	Use technology to expand and enhance research.
2.9	**Recruit and retain faculty with the potential for and demonstrated excellence in research, scholarship, and creative activity.**
2.10	Increase interactions among academic and research programs.
	(bolded clusters were designated by the Deans as focal points for the 2003-2004 academic year.)

Text responses to SD 2 should be entered in space provided for each item listed below.

Insert unit code or name before EACH entry. List relevant Goal Cluster(s) in parentheses at end of response.

Required Facts and Figures for SD 2: Insert unit code or name before EACH entry.
SD2a. Number of Books and Other Creative Publications published:

3

SD2b. Number of Refereed Articles and Book Chapters (combined):

SD2c. Number of Public Performances and Professional Presentations:

6

SD2d. List of new faculty hired with exceptional national/international reputations in research, scholarship, and creative activity (and the area of their specialty):

SD2e. List of UNCG-hosted symposiums, festivals, major exhibits, etc. (major events only):

SD2f. Number of graduate assistantships offered in unit (all funding sources):

Other Important Examples of fulfillment of Strategic Direction 2:
Include here items such as notable scholarly achievements, initiatives to increase activities in research, scholarship, and creative activity, regional/national/international partnerships in research, scholarship, and creative activity.

JL: Cataloged 262 new titles and 1,057 backlog titles (1,319 total) for a large collection of children's literature and pedagogic material housed in the Teaching Resources Center in Ferguson. This is an ongoing project (at this time last year 555 titles had been cataloged), but in the near future the backlog titles should be completed with records for all of these books available online through the Jackson Library catalog. In other work with TRC materials, a large number of TRC titles with incomplete bib records, and incomplete items and call numbers were corrected in the online catalog. (2.4)

JL: Information services to groups were up dramatically, from 1 class/presentation given last year to 10 classes/presentations this year. Individuals attending increased from 50 in 2002-2003 to 322; contact hours increased from 1 to 11.5. (2.6)

JL: Cataloged 682 volumes, approximately 512 titles, in the Elizabeth Cowling Cello Music Collection and continued revision of the Cowling Collection finding aid as it is cataloged. Cataloging of this collection is now 84% complete, and when finished will represent the fourth cello collection completed. In addition, bound volumes from the Janos Scholz Collection housed as part of the Cello Books and Scores collection were analyzed and cataloging was completed. (2.7)

JL: In addition to the Cowling Collection, the cello music cataloger assisted in organizing the Magg Collection by genre and completed preliminary searching of unidentified works, and completed revision of the Janos Scholz Collection finding aid. When cataloging of the remaining cello collections is complete we will have achieved our long-desired goal of providing access to these renowned collections and increasing awareness of them among researchers and performers worldwide. A total of 3,701 volumes (approximately 2,775 titles) of cello scores have been cataloged to date. These volumes and titles have been added to the Library's "Cataloging Activity" for the first time this year, and titles and volumes cataloged before 2003-2004 have been added as adjustments to the "Information Resources and Services" totals. (2.7)

JL: Cataloged 6,804 new electronic books and added links to 3,342 e-books where the library had an existing copy of the title. In past years, the greatest number of e-books added to the collection, by far, were supplied by NetLibrary. This year the sources and variety of e-books have been much more diverse. The first file of books from the Wright American fiction, 1851-1875 set were added (2,839 titles); most were not duplicates of hard copy titles which the library owned. Records or links were added for 168 titles in the Victorian Women

Writers Project. We are in the process of adding access to the freely accessible e-books on the National Academies Press web site. New records or links to existing records are also being added to, for example, e-books embedded within S&P NetAdvantage, Biography Resource Center, Business and Company Resource Center, Gale Virtual Reference Library, microfilm guides within Lexis-Nexis Primary Sources in U.S. History Search Forms, among others. This activity provides invaluable resources not only to our distance education program (through both new titles and links), but also to our on-campus users as large numbers of previously unavailable titles are now accessible and another means of access has been added to titles previously available only in print. (2.8; also 4.3)

JL: Journal Finder is now in its second year of existence and large numbers of electronic journals continue to be added to the OPAC and linked to Journal Finder. Several aggregator packages were enhanced with access to thousands of new titles. In addition, Journal Finder was enhanced with over 3,400 free-journals, most of which are in foreign languages, or medical in focus, or have marginal or no records in OCLC. Two members of the serials team along with talented student assistants, have been very busy creating catalog records in the OPAC and adding information to Journal Finder. Thus far this year, 2,864 e-journals have been cataloged. The serials team is in constant communication with ERIT to clarify what we actually have access to, and to point out problems and offer solutions to problems with links, titles and other anomalies to ensure a smooth interface to and from the OPAC, Journal Finder and the full text of the journal. Journal Finder not only serves the UNCG community but also 17 other institutions, making these connections and corrections we are making serve a much larger community. Cataloging these electronic journals fully assures those searching the OPAC that they can find both hardcopy periodicals and e-journals through a wide variety of quality controlled access points. (2.8; also 4.3)

JL: Provided access to 122 selected web sites (60 added, links added to 62 additional records). By selectively choosing such educational resources, the library provides students and faculty with reliable information on many diverse topics. A database of high-quality and information-rich electronic resources is created by furnishing our users better access to Web resources through the OPAC, placing the library at the center of our users' information environment. (2.8)

JL: All materials covered under Women Veterans Collection digitization grants were cataloged, and "back links" (from the Women Veterans web pages to the online catalog records) provide access to the full catalog descriptions from abbreviated descriptions. Much remains to be done with this collection. (2.8)

JL: 3 faculty gave 5 presentations to LIS 600 classes (2.6)
JL: 1 faculty gave presentation and tour of Catalog Dept. to LIS 600 class (2.6)

JL: 1 staff gave weaving demonstration for Residential College Class, Feb. 23, 2004, UNC-G (2.7)
JL: 1 staff gave bibliographic instruction presentation to MUS 332, and 2 bibliographic instruction presentation to MUS 602 Sept. 2003 (2.7)
JL: 1 faculty member published a review of <u>Six trios pour trios trombones</u>, by Francois Rene Gebauer. <u>Historic Brass Society Journal</u>, v.14, 2002. (2.7)
JL: 1 faculty published article: "What Handel tought the Viennese about the trombone." <u>Historic Brass Society Journal</u>, v.15 (2003) (2.7)
JL: 1 faculty published article: "Hidden treasures in the Luigi Silva Collection" (revised version). <u>Violoncello Society Newsletter</u>, fall/winter 2003 (2.7)
JL: 1 faculty has article accepted for publication: "Highlights of the Cello Collections at the University of North Carolina at Greensboro." <u>Fontes Artis Musicae</u> (2.7)
JL: 1 faculty submitted article: "A short history of the trombone." <u>Online trombone journal</u> (2.7)
JL: 1 faculty submitted article: "The trombone in the Italian baroque." <u>Historic Brass Society Journal</u> (2.7)
JL: 1 faculty serves as article editor for <u>Online trombone journal</u> (2.7)
JL: 1 faculty member's post to AUTOCAT listserve included in readings for cataloging class for the Open Polytechnic of New Zealand (2.7)
JL: 1 faculty Assisted Ovation Press in identifying 2 cello pieces suitable for publication and answered research questions on these materials (2.7)

JL: 1 staff volunteers 6 hours per week in Circulation Dept. (2.10)

JL: 1 faculty volunteers 4 hours per week on the Reference desk (2.10)
JL: 1 staff volunteers 2 hours per week on CP/R desk (2.10)
JL: 1 faculty serves as resource person for questions related to the Cello Collections which are referred by the Special Collections staff (2.10)

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Strategic Direction 3
Campus Community: Become a more diverse and actively engaged community of students, faculty, staff, and alumni.
>   *Goal Clusters:*

3.1	**Nurture a campus community that reflects and embraces the increasing diversity of North Carolina**
3.2	**Cultivate a community life based on open dialog, shared responsibility, and respect for the distinct contributions and needs of each member.**
3.3	Offer programs and experiences that promote communities of learners.
3.4	Develop a competitive Division I athletic program that is nationally recognized as a leader in the welfare of the student-athlete.
3.5	Promote leadership training, community citizenship, and professional development programs for students, faculty, staff, and alumni.
3.6	**Ensure a positive and supportive environment for faculty, staff, and students.**
3.7	Expand recognition of significant service to the institution and the broader UNCG community by faculty, staff, students, and alumni.
3.8	Maintain and enhance the artistic and cultural climate and aesthetic appeal of the campus.

(bolded clusters were designated by the Deans as focal points for the 2003-2004 academic year.)

Unit responses to SD 3 should be entered in space provided for each item listed below.
Insert unit code or name before EACH entry. List relevant Goal Cluster(s) in parentheses at end of response.

Required Facts and Figures for SD 3:
SD3a. List any unit initiatives to recruit a diverse faculty:

SD3b. List of special events in the unit that promoted community engagement and citizenship:

SD3c. List of <u>major</u> initiatives by the unit to enhance the "artistic and cultural climate and aesthetic appeal of the campus:

SD3d. List of unit initiatives to recognize institutional service by faculty, staff, students, and alumni:

Other Important Examples of fulfillment of Strategic Direction 3:   **Insert unit code or name before EACH entry.**
Include here items such as unit initiatives to promote open dialog, shared responsibility, and respect for individuals, programs and experiences that promote community learning, leadership training and citizenship, etc.

JL: Our cello cataloger made major contributions to the success of the Silva Centennial Celebration, held Mar. 5-7, 2004. In addition to presenting a paper on "The papers in the Luigi Silva Collection" (with over 100 attendees), she also was very involved in planning and correspondence relating to the celebration. She selected materials for display at the Centennial Center in the School of Music, wrote biographical sketches of Fritz Magg and Bernhard Greenhouse for inserts in our Cello Collections brochure; assisted researchers in the Cello Collections during the Celebration; assisted in identifying Boccherini sonatas on a CD sent by a former Silva student; assisted the publisher of two of Silva's transcriptions with accessing materials and related information; attended meetings related to and held at the Centennial; and was part of a dinner group and private tour of Special Collections and the Silva Collection in particular for Roy Silva (Luigi Silva's son) and other members of the Silva family. (3.8)

JL: 1 staff served as liaison to with Teaching and Learning Center and Music Library (3.2)
JL: 1 staff served as liaison to Circulation Dept. (3.2)

JL: 1 staff served as liaison to classified University Archives (3.2)

JL: 1 faculty serves on the MLA Chapter Grant Task Force (SEMLA) (3.5)
JL: 1 faculty and one staff attended Journal Finder Users Meeting, July 31, 2003, UNC-G (3.5)
JL: 4 faculty and 1 staff attended Solinet Consultant's workshop, July 23, 2003, UNC-G (3.5)
JL: 1 faculty attended Government documents training, Aug. 18, 2003, Jackson Library (3.5)
JL: 1 faculty attended Southeast Chapter, Music Library Association, Oct. 23-25, 2003, Chapel Hill & Durham, NC (3.5)
JL: 1 faculty attended UNC-G sponsored workshop "Twelve keys to successful grant writing", Oct. 30, 2003 (3.5)
JL: 1 faculty attended UNC-G sponsored workshop, "A guide to foundation grant funding", Oct. 30, 2003 (3.5)
JL: 1 faculty attended Music Library Association, Feb. 11-14, 2004 Washington, D.C (3.5)
JL: 2 faculty and 6 staff attended SIRSI demonstration, Feb. 24, 2004, UNC-G (3.5)
JL: 1 faculty attended North Carolina SOLINET Users Group Meeting, Mar. 12, 2004, UNC-G (3.5)
JL: 3 faculty and 5 staff attended E-mail system demo, Mar. 18, 2004 (3.5)
JL: 1 faculty attended 13th North Carolina Serials Conference "Opening Pandora's Box: Managing the Chaos of Serials Resources." Apr. 15-16, 2004, Chapel Hill, N.C. (3.5)
JL: 1 faculty attended North American Brass Band Association meeting, Apr. 16-17, 2004, Charleston, W. Va. (3.5)
JL: 4 faculty attended North Carolina DRA/Sirsi Users Group meeting, May 25, 2004, Elon, N.C. (3.5)

JL: 1 staff serves as Secretary/Treasurer of the Jackson Library Staff Association (3.6)
JL: 1 staff serves as Social Committee co-chair of the Jackson Library Staff Association (3.6)
JL: 1 faculty serves as Newsletter co-editor of the Jackson Library Staff Association (3.6)
JL: 1 staff serves on Library Disaster Preparedness Committee (3.6)

JL: 1 faculty and one staff member served on the Jackson Library Service Award Committee; staff member served as chair (3.7)

JL: 1 faculty helped organize and performed in recital, May 6, 2003, in celebration of completing cataloging of Janos Scholz collection as part of Matz Cello Quartet, UNC-G (3.8; SD2c)
JL: 1 faculty performed a trombone recital, Sept. 14, 2003, UNC-G (3.8; SD2c)
JL: 1 faculty presented paper "The papers in the Luigi Silva Collection", Mar. 5, 2004, UNC-G, as part of Silva Centennial Celebration; 100 attendees (3.8; SD2c)

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Strategic Direction 4
Economy and Quality of Life: Be a leader in strengthening the economy of the Piedmont Triad and enhancing the quality of life for its citizens.
　　Goal Clusters:

4.1	Establish and maintain collaborations and alliances among academic institutions, Action Greensboro, economic development agencies, and industry.
4.2	Establish with N.C. A&T State University, The Joint Millennial Campus.
4.3	Develop and promote new opportunities for lifelong learning.
4.4	**Promote and support entrepreneurial activities in the Triad.**
4.5	**Facilitate the transfer of products of research, innovation, and other academic endeavors to business and industry.**
4.6	**Enrich community life through programming and partnerships in the arts and humanities.**
4.7	**Facilitate and promote the application of UNCG faculty, staff, and student expertise to strengthen the social, scientific, and economic capacity of the Triad.**
4.8	Strengthen partnerships with universities, community colleges, and non-profit agencies in educating children/youth from birth through twelfth grade.
4.9	Address regional workforce needs, including the shortage of trained professionals, through credit and non-credit programs and partnerships.
4.10	Address community needs in health and wellness, counseling, disability accommodation, and public health.
4.11	Promote efforts to develop the urban environment, enhance the rural economy, protect physical and natural resources, and facilitate the integration of the Piedmont into the global economy.

(bolded clusters were designated by the Deans as focal points for the 2003-2004 academic year.)

Text responses to SD 4 should be entered in space provided for each item listed below.
Insert unit code or name before EACH entry. List relevant Goal Cluster(s) in parentheses at end of response.

Required Facts and Figures:
SD4a. List all instruction collaborative agreements with other academic institutions:

SD4b. List all unit initiatives for lifelong learning (not DCL):

SD4c. List of entrepreneurial activities in the Triad:

SD4d. List of partnerships and collaborative programming in the arts and humanities:

SD4e. List any new centers that address community issues of health and wellness, counseling, etc.:

SD4f. List any unit initiatives to address regional workforce needs:

Other Important Examples of fulfillment of Strategic Direction 4: **Insert unit code or name before EACH entry.**
Include here any other items that illustrate fulfillment of Strategic Direction 4, such as the formation of external boards or advisory committees, collaborations between the unit and external organizations, etc.

JL: 1 faculty serves twice per month as greeter, Weatherspoon Gallery (4.6)
JL: 1 faculty attended events and meetings that were part of the Silva Centennial Celebration, Mar. 5-7, 2004, UNC-G (4.6)
JL: 1 faculty performs on the violoncello with the Greensboro Philharmonia (4.6)

JL: 1 faculty performs on the violoncello with the Monticello Trio, which gives programs at retirement and assisted living communities (4.6)
JL: 1 faculty performs on the violoncello with the Matz Quartet (cello quartet) which performs at University sponsored and community events (4.6)
JL: 1 faculty founded and performs with the Piedmont Brass Band; performances given Dec. 7, 2003 in Thomasville, and Dec. 14, 2003, Greensboro (4.6; SD2c)
JL: 1 faculty gave performance for student presentation on Rudolf Matz in School of Music as part of Matz Cello Quartet, Dec. 11, 2003, UNC-G (4.6; SD2c)

JL: 1 faculty served on the State Employees Combined Campaign Steering Committee, UNC-G (4.7)
JL: 1 faculty and 2 staff served as State Employees Combined Campaign Kickoff volunteers, UNC-G (4.7)
JL: 1 faculty planned and facilitated the State Employees Combined Campaign Kickoff silent auction, UNC-G (4.7)
JL: 1 faculty and 1 staff volunteer with the Greensboro InterFaith Hospitality Network (4.7)
JL: 1 staff volunteers with the Greensboro Natural Science Center (4.7)
JL: 1 faculty serves as volunteer church librarian, Starmount Presbyterian Church, Greensboro (4.7)

JL: 1 faculty volunteers at Lindley Elementary School (classroom reading and media center) (4.8)
JL: 1 faculty participated in Agents of Grace, Aug. 16, 2003 (community-wide project, assigned to work at Archer School) (4.8)
JL: 1 staff serves as book fair co-chair at Southeast Guilford Middle School, Oct. 6-17, 2003, Mar. 1-12, 2004 (4.8)
JL: 1 staff serves on the PTSA Executive Board at Southeast Guilford Middle School (4.8)
JL: 1 staff volunteers at Southeast Guilford Middle School (test proctor, Sept. 2003 and May 2004; chaperone for band competition, Mar. 24, 2004; chaperone for 8th grade class trip, Apr. 5-6, 2004) (4.8)

Please Do Not Insert Text Inside Box

Strategic Direction 5
Access and Student Success: Recruit and retain students with the potential to succeed in a rigorous academic environment.
> *Goal Clusters:*

5.1	Increase efforts to recruit and retain students from diverse backgrounds.
5.2	Incr**ease enrollments at all levels among various populations.**
5.3	Become a university of first choice for an increasing number of students.
5.4	**Increase financial assistance for undergraduate and graduate students, to make UNCG more competitive in attracting and retaining able students.**
5.5	Continue to improve the academic profile of students entering the University.
5.6	Encourage all divisions of the University to work together to manage enrollment growth effectively.
5.7	**Work collaboratively to ensure an integrated approach to marketing the University and its programs.**
5.8	**Support campus initiatives aimed at improving student satisfaction, retention, graduation, and career placement rates.**
5.9	Expand opportunities for adult learners.
5.10	Ensure that quality student services are available to meet the needs of all learners.

(bolded clusters were designated by the Deans as focal points for the 2003-2004 academic year.)

Text responses to SD 5 should be entered in space provided for each item listed below.
Insert unit code or name before EACH entry. List relevant Goal Cluster(s) in parentheses at end of response.

Required Facts and Figures for SD 5:
SD5a. List any unit initiatives to recruit diverse student population:

SD5b. List any unit initiatives to enhance student retention:

SD5c. Total amount of student scholarship award from the unit funds (not university funds):

SD5d. Major unit initiatives in marketing or publicity:

SD5e. Major unit initiatives in student satisfaction, graduation rates, and career placement:

Other Important Examples of fulfillment of Strategic Direction 5: **Insert unit code or name before EACH entry.**
Include here any other items that illustrate fulfillment of Strategic Direction 5, such as initiatives to enhance student advising, unit marketing or recruitment efforts, and initiatives undertaken to improve internship or career placement, etc.

JL: 1 faculty staffed Jackson Library's booth at SOAR, June 20, 2003 (5.8)
JL: 1 faculty and 1 staff gave orientation tours of library for Fall Semester 2003; 1faculty and 1 staff gave Orientation tours of library for spring Semester 2004 (5.8)
JL: 3 staff served as Jackson Library welcome desk volunteers for 6 one hour sessions; 1 faculty served for 3 one hour sessions (5.8)
JL: 1 staff served as volunteer for new student moving in day (5.8)

II. Other Significant Achievements

Program Recognition

[Insert your unit's name or 3-letter code here.]

[Enter text response here]

Faculty: university-wide or external achievements, awards, honors, professional service

[Insert your unit's name or 3-letter code here.]

[Enter text response here]

Students: university-wide or external achievements, awards, honors

[Insert your unit's name or 3-letter code here.]

[Enter text response here]

III.   Executive Summaries
(Executive Summaries are not required from individual academic departments.)

[Insert your unit's name or 3-letter code here.]

Insert here (or attach as a separate electronic document) a 2-3 page narrative of the major accomplishments and endeavors of your unit toward the successful achievement of the Cornerstones and Strategic Directions. Please write the narrative so that it might be reprinted or excerpted for a wide variety of constituencies (avoiding acronyms and unit codes, for example).

IV. Appendix Materials

Tables, charts or other graphical elements are **optional.** Those to be included in the report appendix should be submitted as separate electronic files or as hardcopy. Do not insert such elements into your report file. Please list any tables and charts submitted here:

Please check if no tables/charts are being submitted _____

Tables

Cataloging activity, July 2003-March 2004
Jackson Library, Information resources and services
Contributions by Catalog Department Staff Members (with names), 2003-2004

Charts
[list charts by title here]

Others
[list any other material here]