

University of North Carolina Asheville Graduate Center and Continuing Education Annual Report for 2007-08

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The Asheville Graduate Center, established in 1984 on the UNC Asheville campus, has been administered by Office of Academic Affairs since July 1, 2005. UNC Asheville has the primary responsibility for selecting and facilitating the availability of graduate programs at the Asheville Graduate Center. The direct link of the Asheville Graduate Center to UNC Asheville allows the center to be more responsive to the unique educational and economic needs of North Carolina's western counties. The Asheville Graduate Center has many partners that facilitate the mission of providing high quality, cost effective education in western North Carolina. The five universities that are presently providing programs at the Graduate Center are meeting a great need for graduate education in our region. Also, these institutions have developed collegial relationships that have enhanced the productivity of each individual program.

Beginning July 1, 2006, the Asheville Graduate Center was reorganized into a university division which includes graduate education, distance education, professional education, and community leadership programs. Initiatives in Course Redesign and UNC Online are also coordinated by the Asheville Graduate Center. Collaborations with university programs and the broader Asheville/Buncombe community resulted in visiting scholars and noted authors delivering lectures on and off campus throughout the academic year.

Graduate Programs and Affiliated Universities

An average of 552 students was served each semester by programs from five different universities. All Graduate Center program offerings for 2007-08 are listed in Table 1 along with fall and spring enrollments. In addition, a variety of Continuing Education classes served hundreds of Western North Carolina students and professionals and provided leadership training for community members. The Asheville Graduate Center is a member of the North Carolina Council of Graduate Schools and the Conference of Southern Graduate Schools. The director of the Asheville Graduate Center serves as UNCA's representative to the UNC Graduate Council and the UNC Council on Online Quality.

Strategic Goals: The Asheville Graduate Center seeks to:

1. Provide access to high quality graduate education in western North Carolina;
2. Explore future graduate programming in response to educational and economic needs of western North Carolina;
3. Conduct needs assessments and market survey, as appropriate, to determine viability of current and future graduate programs;
4. Oversee planning grant for masters program in Climate Change and Society and research potential student market and employment opportunities for this graduate program;
5. Plan and implement a public relations campaign to familiarize western North Carolina with the graduate and continuing education opportunities offered at the Asheville Graduate Center; and;
6. Identify and develop collaborative learning opportunities with the university community, the UNC system, and broader Asheville community to expand access for graduate and continuing education that align with UNC Tomorrow.

The strategic goals are achieved through the following graduate programs and initiatives:

UNC-Asheville (Liberal Arts)

The University of North Carolina at Asheville continued offering its only graduate program, the Master of Liberal Arts degree, during 2007-08. This program was reorganized in 2005-2006 and became part of the Asheville Graduate Center August 1, 2006. The director who was appointed in fall 2005

resigned abruptly in September 2007, and the Dean of Humanities became the interim Director and instructor of record for the gateway course, MLA 500.

As shown in Table 1, the program had a 37 headcount for Fall 2007 and 29 headcount in Spring 2008. Fall course offerings included MLA 500, 520, 560, 573, 610, 680, and 690. Spring course offerings included MLA 520, 540, 560, 600, 610, 670, and 690. Summer course offerings included 610. In the 2007-2008 academic year 7 students successfully defended their projects. There were 7 new students and 2 re-admitted students for the 2007-2008 academic year. The MLA budget was increased from \$7000 to \$13,500 for this academic year to provide increased funding for advertising, program growth and recruitment, faculty recruitment, and program redesign.

Program goals met this academic year included a search for a new administrative assistant; hiring an Assistant Director for 2008-2009; hiring a full-time lecturer for the Program; new criteria adopted for student projects (traditional and creative), capstone courses, and proposal/project seminars; APC and Senate changes in catalog; advertising in Citizen-Times, Mountain Express, and WCQS fall and spring semesters. There were also two Open House recruitment events during the year. The interim director visited MLA Programs at UNC-Charlotte, UNC-Greensboro, and UNC-Wilmington in order to learn best practices at those successful programs. The interim director also took one MLA student presenter to the MLA graduate conference in Wilmington in April 2008.

Growth remains a significant challenge that is being addressed by the interim MLA Director and the Graduate Council. MLA enrollment in 2006-2007 (n=55) were the lowest since program inception in 1989 (n=108). A three-year plan developed by the MLA director and approved by members of the Graduate Council, Deans and Chancellor this academic year have set a goal of 50 enrolled students each semester. The three-year plan was approved by the Interim Provost and Academic Vice-Chancellor in November, 2007.

UNC-Chapel Hill (Social Work)

The University of North Carolina at Chapel Hill began offering a part-time Master of Social Work degree program at the Asheville Graduate Center in 1985. Since that time, twelve cohorts have been admitted to the Asheville program and more than 180 students have graduated. The great majority of these graduates has continued working professionally throughout their education and has continued with their agencies in western North Carolina after graduation.

The eleventh cohort of 15 students completed the advanced curriculum while in their third and final year on the UNC-Chapel Hill campus and graduated May 2008. The twelfth cohort of 17 students began their distance education MSW program in Asheville fall semester 2007. Most of the students in this class are employed full-time in human service agencies throughout western North Carolina. Courses completed by students enrolled in the MSW program in Asheville during the 2007-2008 academic year are as follows:

- Fall 2007: Foundations of Social Welfare and Social Work - SoWo 530 (3 hr)
Family and Individual Development – SoWo 500 (3 hr)
- Spring 2008: Discrimination and Inequality – SoWo 501 (3 hr)
Introduction to Research Methods – SoWo 510 (3 hr)
- Summer 2008: Family Stress: Coping & Social Support- SoWo 802 (3hr)

Discussions are continuing with the UNC-CH Dean of the School of Social Work, General Administration, and Director of Masters of Social Work Degree Program in Asheville to admit annual cohorts of students into the MSW program beginning fall 2009 and to deliver the third year of the Master of Social Work degree at The Asheville Graduate Center in the future. The twelfth cohort of 17 students will continue the distance education MSW program in Asheville during the 2008-2009 academic year.

UNC-Greensboro (Library and Information Studies)

The University of North Carolina at Greensboro began offering a Masters degree in Library and

Information Studies through the Asheville Graduate Center in 1992. A 6th cohort began in the fall of 2006 and 14 students enrolled in the following courses during the 2007-2008 academic year:

Fall 2007 : Science and Technology- LIS 635 (3 hr.)
 Social Science Information Sources- LIS 636 (3hr.)
Spring 2008: The Academic Library-LIS 656 (3hr.)
Summer 2008 Special Collections –LIS 688 (3 hr.)
 History of Libraries and Librarianship-LIS 604 (3 hr.)

Classes are offered via web-based instruction, teleconferencing, and face-to-face instruction. This hybrid of various delivery methods for courses has been well received by the students and has been particularly beneficial to the program here at UNCA, where teleconference classroom size and evening availability is limited and in high demand. 12 of the 14 students in the cohort are following guidelines suggesting a 6 hour course load per term. This will allow students to complete the program in 2 years versus the traditional 3 year cycle.

This program, which is provisionally accredited by the American Library Association through February 2008, includes 14 students enrolled in the Academic, Special, and Public Librarianship tracks. A needs assessment survey was conducted during the fall of 2007, resulting in a decision to discontinue offering the UNCG program in the next academic year but leaving options open for future programming.

Western Carolina University

Western Carolina University continued to provide a large majority of the instructional programs at the Asheville Graduate Center during Academic Year 2007-2008. Western's average enrollment of 468 students, 2,179 student credit hours, and 287 FTE each semester constituted the majority of the Asheville Graduate Center enrollment for the year.

Western's overall graduate enrollment continued to decline in Asheville because of the popularity of courses offered online. Graduate enrollment for the Western classes held on the UNC-A campus decreased by approximately 12% (62 headcount) and 161 student credit hours from 2006-2007. A number of education classes, once taught in Asheville, were offered online. For many years enrollment figures for graduate students in Asheville were tabulated at census and included all graduate students enrolled at all locations in Asheville. Since Western has used the Banner system, we are able to extract from the total enrollment, only those students who take classes on the UNC-A campus. Western students enrolled in classes at MAHEC, Enka, AB-Tech, or at the Asheville Municipal Building, are no longer calculated in these numbers.

In order to increase enrollment, the Western office in Asheville coordinated a number of promotional activities, including two (2) open houses to promote all graduate programs, and six (6) individual information sessions/career days/career fairs to promote specific programs in the business, college student personnel, and the doctoral degree in education. Visits were made to all public school systems in ten school systems on teacher workdays and two colleges. The "Invest in Teachers Scholarship" program was continued and saw an 86% increase in the numbers of scholarships given to teachers from fall 2006 to fall 2007. Many of the 54 teachers who took advantage of the scholarship (first course is free for new degree or licensure students) took a class in Asheville. Databases were purchased and updated. Numerous mailings were sent to alumni, teachers, businesses, agencies, and industries in the area and more than ten (10) on-site visits were scheduled to businesses, etc. to make employees aware of the professional and financial benefits of completing a graduate degree. To attract new students who might like to "sample" a graduate course, several special topics courses in business and a couple in education were added to the schedules. The Asheville website was revised and updated (Asheville.wcu.edu).

WCU offered two courses in Mathematics through distance learning at the teleconference center. The instructors rotated their teaching schedules from Cullowhee to Asheville. Several classes were offered using a combination of in-class and web-based instruction, weekend formats, split-term formats, and variable summer formats.

Increases in enrollment occurred in the following programs: elementary education, college student personnel, health sciences (located at MAHEC), nursing (located at Enka), public affairs, and special education (concentration in severe and profound). Decreases in enrollment occurred in the following programs: business administration, entrepreneurship (program was changed to an online format), and special education (MAT – concentration in learning disabilities- the program specific classes were not taught in Asheville).

University/Community partnerships continued to be strong. Graduate classes in Public Affairs were offered in the Asheville City Municipal Building, Health Science courses were offered at MAHEC, Nursing classes were offered on the Enka campus of Asheville Buncombe Technical Community College, and technology courses were offered on the main campus of Asheville Buncombe Technical Community College. The Director represented Western Carolina University at numerous community events.

Surveys addressing support services offered by the WCU-Asheville office were given to students and faculty during Fall Semester. Students showed a 100% satisfaction rate with faculty showing a 96% satisfaction rate.

Dr. Scott Higgins serves as Dean of Graduate School and Research. Dr. Brian Gastle was appointed this year as Associate Dean of Graduate School and Research and Mr. Phil Cauley continues to serve as Director of Enrollment Management for Graduate School and Educational Outreach. Considerable efforts were made to continue to enhance WCU's visibility and participation in the Asheville community. A new organizational structure at Western will be implemented in the 2008-2009 academic year.

NC State University (Engineering)

The NC State College of Engineering offers its masters degrees via the internet. Thus there are no graduate classes in engineering at the Asheville Graduate Center. The engineering director and assistant director work with NC State by serving as support for students enrolled in internet masters degree programs.

Appalachian State University

Two new graduate programs from ASU were added during the 2007-2008 academic year. Four classes were offered fall, spring, and summer semesters in The Masters of Library Science, School Media and in the Masters Certification of Land Planning. Beginning in the 2008-2009 academic year, the full MA in Geography with concentration in Land Planning will be offered through the Asheville Graduate Center. It is anticipated that two cohorts will be enrolled in the Geography/land planning masters program fall 2008. A third graduate program, The Masters of Media and Instructional Technology was moved to an online format rather than being offered through the Asheville Graduate Center. Courses offered in this academic year include the following:

Fall 2007 Building Library and Media Center Collections, LIB 5010 (3hr)
Information and Management Technology for Libraries, LIB 5050 (3hr)
Planning Theory and Process, PLN 5400 (3hr)
Planning Methods and Techniques, PLN 5431 (3 hr)

Spring 2008 Human Settlements and Planning History, PLN 5429 (3hr)
Land Use Controls, Planning, Law, and Ethics, PLN 5730 (3 hr)
Electronic Research, LIB 5140 (3 hr)

Critical Evaluation of Literature and Media for Children, LIB5190 (3 hr)
Summer 2008 Information Sources & Services, LIB 5020 (3hr)
Management of the School Media Center, LIB 5040 (3hr)
GIS Management, GHY 5312 (3hr)
Environmental Policy and Planning, PLN 5460 (3hr)

New Asheville Graduate Center Programs in Development

Following a Best Practices Symposium in Climate Education July 31 and August 1, 2007, the Asheville Graduate Center, with support from Chancellor Ponder, applied for and received a planning grant from the UNC Office of the President for a Masters degree program in Climate Change and Society (CCS). The Asheville Graduate Center is supervising the multi-university Task Force and Working Groups planning the CCS. Dr. Leonard Bernstein, Nobel Laureate and climate expert, was hired as project manager. This innovative, interdisciplinary graduate program will bridge the gap between the science of climate change and its effects on local, state, country and global levels. The CCS program is designed to be attractive to both full-time and part-time students. It will include either a research project as a capstone at the end of the degree or an internship with an identified industry or government / non-profit organization. Half of the courses are scientific in nature and explore the various aspects of the climate system such as variability, projections, observations and information. The other half of the courses will deal with a variety of societal impacts such as decision-making, human impacts, policy and politics. A consortium of institutions involved in the planning include NCSU, ASU, UNCW, UNC Asheville, the National Climatic Data Center, and ORNL. For additional information, a link to the 6 month status report can be found on the Asheville Graduate Center website (www.unca.edu/agc).

A market study, conducted by a UNCA Department of Management professor summer/fall 2007, provided some useful data for future planning. The growth of the UNC-CH MSW program and the Masters in land planning and the development of a program in climate change appear to meet economic needs. Many respondents indicated an interest in accessing hybrid programs, with some face-to-face meeting times and some online modules. The hybrid model was clearly preferred by survey completers over traditional classes and totally online classes. Evening classes were preferred over day classes by the majority of survey completers. Data indicate that The Asheville Graduate Center needs to build its identify in WNC, as most respondents were unfamiliar with the AGC and the graduate programming offered on the UNC Asheville campus.

During the late spring and summer months of 2007 and continuing throughout 2008-2009, a public relations campaign for the Asheville Graduate Center was/and will continue to be implemented by UNC Asheville's publications department, with the guidance of UNC Asheville's development office. The purpose of this campaign is increase the familiarity of people living in western N.C. with the graduate and continuing education opportunities offered by the Asheville Graduate Center.

Please see Appendix A for a sample of the professional activities of directors of Graduate Programs during 2007-08.

Continuing Education:

- A. Extension and Distance Learning**
- B. Extension and Distance Learning**
- C. Leadership Programs**

A. Extension and Distance Learning, Elaine Fox Director

Strategic Goals: The department of Extension and Distance Education seeks to:

1. Develop distance learning courses that reflect the liberal arts mission of the university and the quality of on-campus teaching and learning;
2. Provide access in response to educational needs of distant learners;
3. Provide opportunities for lateral entry teachers to achieve their teaching certification as well as opportunities for professional development;
4. Identify and develop collaborative learning opportunities with community colleges, educational institutions, correctional facilities, and non-profit entities to expand access for distance learners;
5. Provide opportunities for individuals to further their educational achievements through online courses and “for-credit” community extension activities.

How We Do It:

The strategic goals are achieved through the following initiatives:

Great Smokies Writing Program

Credit-bearing courses in the form of seminars and workshops are offered throughout the community to individuals interested in enhancing and perfecting their writing skills. In the 2007-08 Academic Year, 20 (8 fall '07, 8 spring '08 and 4 planned for the summer '08) courses were offered and an anticipated **total of 216 enrolled students**. *The Writers at Home* series, a monthly reading by gifted local writers, offered 8 free readings at Malaprops Bookstore. Approximately 45-60 individuals attended each reading.

Partnerships with Asheville School, YMI Cultural Center, Covenant Reformed Presbyterian Church, Randolph Learning Center and others have served as the site for the various credit-bearing classes. Over 1500 people have been served by the program since its inception, and numerous books, short stories journal articles and poems have been published as the direct result of participants' involvement in the program. Next year classes will be taught by stellar faculty including Sebastian Matthews, Gary Lilley, Elizabeth Lutyens, Vicki Lane, Laura Hope-Gill, Patti Digh, and Jeffrey Smith. Please see Appendix B for the Great Smokies Writing Program Spring 2008 Alumni News.

The *Writers at Home* series continues to be vital link between the university and the community. Monthly readings by accomplished writers share portions of their works with students and others in the writing community through public presentations at Malaprops bookstore each third Sunday of the month during the fall and spring semesters. Please see Appendix C with notable readers from this year.

Correctional Education Program

Three western facilities have hosted UNCA classes for students in both youth and adult facilities. In AY 2007-08, we have been able to involve an additional facility, Mountain View, a medium custody facility in Spruce Pine. Courses will be offered there for the first time in the summer of 2008.

In 2007-08 there were a total of 18 classes offered with **200 students** participating. Courses in language arts, political science, sociology, computer science, Spanish, Drama and Arts and Ideas were offered throughout the summer, fall and spring semesters.

Both full time and part time faculty who have a unique commitment to education

for this population are employed. Seven full time UNCA faculty and eight adjuncts taught in the program during 2007-08. There were computer courses offered at two of the facilities using teaching basic computer skills and multimedia techniques. These labs have enabled us to offer computer science/multimedia classes to individuals with little or no computer skills.

Notable accomplishments include the addition of a computer lab in the fall at Avery Mitchell Correctional Facility, the inclusion of an additional facility, Mountain View in Spruce Pine, an art project that has the potential of resulting in a gallery display on campus and the publication of a booklet of portraits done by students at Avery Mitchell, and a textbook drive with several boxes of academic books collected from across campus for the correctional libraries in an effort to enhance the research capabilities of students enrolled in UNCA classes.

Lateral Entry Initiative

The Lateral Entry Initiative continued successfully throughout the 2007-08 academic year. Revisions were made to the order in which the classes were offered to enhance the numbers for the AB Tech course originating from the AB Tech campus. UNCA and AB Tech Community College collaborated again with the Regional Alternative Licensing Center and the Department of Public Instruction to continue the *Lateral Entry Initiative* for teachers in the western region of our state. In addition to UNCA and AB Tech, teleconferencing sites include McDowell Tech and Blue Ridge Community College with formal agreements in place to ensure the use of teleconferencing facilities at those locations. A total of **six** courses have been offered during the 2007-08 academic year with an increase in total enrollment. Sixty-six (**66**) **students** were enrolled in the UNCA courses and **18** enrolled in the AB Tech course making a **total of 84 students**.

The following courses were offered:

Summer 2007

EDUC 373: *Teaching Math to Children with Learning Disabilities* (1 student)

PSY 318: *Educational Psychology* (8 students)

Fall 2007

EDUC 373: *Teaching Reading in the Content Area* (18 students)

EDUC 243: *Learning Theory for Lateral Entry Teachers* (18 students)

Spring 2008

PSYC 318: *Educational Psychology for Lateral Entry Teachers* (10 students)

EDUC 373: *Methods and Materials of Teaching* (17 students)

Notable accomplishments were the addition of two additional courses, the development of two online courses, and collaboration with the North Carolina Model Teacher Education Consortium in an effort to offer the online courses to teachers employed in disadvantaged schools and address teachers' financial need.

This department assisted in the preparation of a grant to UNC General Administration for online course development in an effort to redesign the lateral entry course offerings so that they would be available to students throughout the state. The proposal was not funded but will be revised and resubmitted for the next RFP opportunity in 2008-09.

Teacher Cadet

Enka High School was once again the site for a Teacher Cadet program with eight students enrolling in the course. UNCA's Dept of Education and the office of Extension and Distance Education partnered to ensure that the program was offered in the spring of 2008. UNCA collaborated with the Buncombe County Board of Education Foundation to provide the funding for the students' tuition and fees. This was a new

initiative this year as UNCA was unable to waive tuition and fees as it had in the past. There is every hope of this collaboration continuing in the 2008-09 academic year as well.

City of Asheville Professional Development

The collaboration with the City of Asheville resulted in **one** professional development course offered to city employees. Ten Students were enrolled in Dram 171: *The Art of Public Presentation*. This course was developed for City employees in an effort to enhance their presentation skills before City Council. The collaborative partnership with the City of Asheville will continue throughout the 2008-09 academic year.

Other Initiatives:

The office is working with the registrar, the bursar and Dean for University Programs to put in place a procedure for registration and admission of students enrolling in the Bridge Program at AB Technical community college. **Humanities 324** will once again be offered in the 2008-09 academic year and this office will play a greater role in making sure students are registered and billed properly. Collaboration with the Registrar's office as well as the Bursar's office will play a vital role in developing policies and procedures to sustain this initiative.

This office is also working with Cherokee High Schools and the *New School Initiatives* in Cherokee to begin offering UNCA courses to high school juniors and seniors with the goal in mind that their graduating seniors will have 12 credit hours of college credit to transfer to a university or community college of their choice. UNCA has proposed two courses for the fall and two for the spring of the 2008-90 academic year. Each semester a face-to-face course will be offered as well as a synchronous online course. The following courses are proposed:

Online – synchronous

STAT 185: *Introductory Statistics* (4 credits) –To be taught by Dr. Eunmee Koh in Fall 2008

PHYS 102: *The Physics of Sound and Music* (3 credits) –To be taught Dr. Mike Ruiz in Spring 2009

On site at Cherokee High

HWP 153: *Health Promotion and Wellness* (3) credits – to be taught by Dr. Melissa Baker in Fall 2008

HWP 179 LSIC: *21st Century Health Careers* (3) credits – to be taught by Dr. Melissa Baker in Spring 2009

The following arrangements will govern:

- Credit hours earned with a grade of C or better would apply to the 120 hours required to graduate from UNCA (fulfilling a requirement or as an elective)
- Costs would be shared by UNCA and Cherokee Central Schools. UNCA would pay for faculty salaries/stipends and Cherokee would cover tuition and faculty travel.
- Initially, two courses will be offered each semester, one face to face and one online with a teacher assistant hired by Cherokee Schools present “on site” while students are engaged in the classes.

Quality Assurance:

Several steps are taken to assure each distance course offering reflects a high

level of quality teaching and learning. Only UNCA full and part-time faculty are employed to teach in the distance learning program. Procedures are in place to ensure that each distance course is approved for offering by the department chair and the discipline-appropriate Associate Vice-Chancellor. Administrative support for those teaching extension courses is available through the Extension director. Upon completion, each course is evaluated using the UNCA Institutional Research's evaluation forms. Once reviewed, these evaluations are the basis of decisions about future course offerings and instructors.

Distance learners are given access to Campus pipeline, a personalized web interface that is integrated with UNC Asheville's web services and products. Library Services are available for distance learners providing a "personal librarian", "ask-a-librarian" reference service, the library catalog and remote access to online resources.

B. Professional Education Programs, Nancy Williams Director

Strategic Goals: The Office of Professional Education seeks to:

1. Continue to research professional education programs offered in western N.C. by MAHEC, AB-Tech, WCU and other regional universities and colleges, as well as Center for Creative Retirement and other UNC system programs; study trends in professional education and how other universities around the nation organize and offer professional education;
2. Become familiar with accreditation and credentialing processes for professional education programs and procedures associated with implementation of professional education programs;
3. Revise web page for ease of access and use and alignment with AGC website;
4. Meet with professionals throughout western NC for informal needs assessment of professional education needs and continue to initiate and implement professional education programs on campus that provide professional education credits in areas of need;
5. Coordinate test preparation classes and begin serving as test center for GMAT in 2008;
6. Continue offering test proctoring service;
7. Coordinate and assist with Asheville Graduate Center events that extend collaborations between UNC Asheville and the broader community, including Leadership Asheville 25 Celebration, visiting scholars, and others; and
8. Direct the effective teacher training program.

Responsibilities Shifted Within the Department

The coordination of all UNCA test preparation classes has been placed with the professional education programs. Additionally, this office will process all requests for Continuing Education Units (CEUs) granted through UNCA. These two functions are directly related to professional education and fit well with the developing focus of the office. This shift also provides relief to the Director of Extension and Distance Learning as she develops more on-line education for the university.

The strategic goals are achieved through the following initiatives:

Effective Teacher Training

Since July 1, 2007, 31 students have completed ETT. There are 2 more sessions scheduled for this calendar year. Our instructors continue to be rated very highly by the students in the class and some of the students have decided to pursue teacher licensure. The director wrote a well-received column for the local newspaper about the importance of substitute teachers in the school system. That column was followed by a full-length feature article on substitute teaching, written and researched by a professional reporter.

Standardized Test Preparation Program

Since July 1, 2007, the SAT Prep program served 45 students planning to attend college. There were 105 people, intending to go to graduate school who took the GRE Prep Class. The LSAT Prep class had 18 students enroll. Because of community requests for a GMAT Test Prep Program, we are currently exploring the possibility of offering that program beginning in fall 2008.

Professional Education

- UNCA hosted a large professional education event for attorneys and other local professionals on the topic of: Foreclosure. Over 90 professionals attended the event and many earned credit for their respective profession.
- Two ½ day workshops were offered in the fall for accountants. 26 certificates for continuing education were given. Two additional workshops are planned for fall 2008.
- UNCA hosted a four-day cyber crime workshop, for about 20 law enforcement professionals. This class was the first of its nature in this area and was coordinated by the University of Tennessee Law Enforcement Innovation Center.
- A workshop for dentists will be held on campus in the fall of 2008 and a ½ day seminar for leadership skills for non-profit agencies will be hosted on campus as well.
- The director participated in a summer 2007 Climate Symposium and coordinated the logistics for that event.
- A six session management and leadership class was designed and developed for the front-line managers of Goodwill Industries of WNC. Approximately 14 students attended pre-class individual interviews and the classes. Part of the class was an individual coaching session, which was optional for the students, but most participated in.
- Classes for the paralegal profession are currently being explored. A workshop for sustainability is being considered in partnership with local experts. A 1-2 day seminar for attorneys and HR professionals was in the planning process when the local expert for the academic portion of the program relocated to Charlotte, NC. He is still interested in co-sponsoring the workshop, but has postponed his participation until his relocation is complete.

Testing Proctoring

45 tests have been administered for a wide variety of classes and certifications since the test proctoring service was developed. Students have been exceptionally pleased by service provided. Many report it saves them a long trip to Raleigh, New Orleans, or other location. Each school has completely different test requirements and protocol. UNCA has satisfied the requirements for each test and had no irregularities. The office is the university contact for the standardized tests offered on campus: LSAT and GRE (subject only). This year, one national nursing test was also administered.

Collaboration with University and Broader Community

An anniversary celebration for Leadership Asheville, Leadership Asheville Seniors and Leadership Asheville Forum was held in April at the Crest Center. Over 180 people attended to honor the contribution these programs have made to the Asheville Community over the past 25 years. A student volunteer from the Accounting Department assisted with the event planning and bookkeeping of the event.

The Office of Professional Education Programs brought a program of the Asheville Police

Department to campus on Gang Activity in the Asheville area. Over 60 people attended the program, which was followed by a feature-length news story in the paper. The program was open to the campus and local communities and co-sponsored by the Education Department and the Office of Student Affairs.

The office coordinated a meeting with Mission hospital to explore options for assisting with professional development. After the meeting, several topics were proposed, but Mission has an extensive professional development program already and has not yet decided to pursue the topics we offered.

The office of professional development worked closely with the UNCA campus judicial system to employ over 150 hours of student community service.

The Director of Professional Education will serve as the Student Life Director for the UNCA Bug Camp. In its 8th year of operation, this is the first year the camp will be residential. The camp is funded by a Burroughs Welcome Fund grant and will have two one week sessions for a total of 40 students of predominantly lower income and minority populations. The professional education office will provide all activities and supervision from 4pm until 9am each day. The evening activities will include speakers who will introduce the campers to a variety of careers in science.

A class about the SAT will be taught this summer by the director of professional education. This two-hour class will be for the GEAR UP program on the UNCA campus. The class will give test-taking tips, in addition to explaining the role of the SAT and other standardized tests, in college admissions.

Professional and Community Service Activities

Director of Professional Education serves as a member of the UNC Staff Assembly, a General Administration-sponsored, state-wide organization of the seventeen UNC campuses. The director is also an active member of Leadership Asheville Forum, a community organization which sponsors eight critical issues luncheons each year, and numerous other events. UNCA has a much larger participation and visibility in these events as the professional education director coordinates the monthly mailings of the luncheons and receives up to 100 reservations each month. The director continues to serve on the Asheville Citizen Times advisory board and this fall was recruited to be a local columnist, writing columns for the paper every other week.

C. Community Leadership Program, Gerry Goertz Director; Laura Shiver Program Coordinator

Leadership Asheville Overview

Leadership Asheville made significant progress in many areas over the past 12 months. The program has moved closer to becoming financially sustainable. To that end, many of the important pieces are in place to increase the number of strategic partners. A significant goal for next year is to garner the requisite financial support which will allow us to increase our community impact.

During the course of the year, Leadership Asheville has obtained commitments from many Leadership Asheville Fellows and friends who are serving in a variety of capacities, including a Board of Trustees, two different Advisory Councils and several operating committees. The Board evaluated two strategic alternatives: mission expansion or contraction. It was decided to expand Leadership Asheville's mission by focusing more on the ends (community building impact) and not just the means (community leadership development). This decision led to a new draft of Leadership Asheville's vision and

mission statements.

Objectives

For a status report of annual objectives, please see the chart below.

<u>Goal</u>	<u>Description</u>	<u>Status</u>
1	10 firms to join Leadership Asheville's Strategic Partner Program by January 1, 2008	Three partners identified; Several meetings scheduled for summer, 2008 with potential partners
2	Obtain \$25,000 in grant funding by June 30, 2008	Grant funding proposals presented to Board on June 5 th
3	Support LA 26 LLT	Ongoing (See project report below)
4	Enroll participants in LA 27 Finalize plan for LA 27 LLT projects Enrollment automation will have to wait until next year due to security issues Develop LA 27 graduation event	Ongoing
5	Create LA Board of Trustees, LA Fellows Advisory Council and LA Program Advisory Council	Completed.
6	Create LA Fellows database and website interface	Completed-working on PowerPoint tutorial
7	Develop new LA leadership model and curricular framework	Working with PAC
8	Develop website's <i>eForum</i> section	Completed following: <ul style="list-style-type: none"> • Discussion boards • My blog • Survey Monkey Researching online meeting software
9	Develop logic model for core program	Working with PAC
10	Develop quarterly pieces for the Asheville Citizen-Times	PR/Advertising status: <ul style="list-style-type: none"> • Brite Agency has developed four ads • Article has run in the Urban News • LA 27 press release run in AC-T • Ads for Junior League and WNC Communities • LA 26 graduation page in AC-T on May 16th • Work with Brite on tag line and logo
11	Link undergraduate research into strategic initiatives	Working with PAC and UNC Asheville
12	Publish two issues of <i>The Difference</i>	Discussing project management with Leadership Asheville Fellow

Leadership Asheville Vision

A vibrant, thriving and healthy community possessing widespread citizen leadership that serves the broader interest of the region and translates that interest into collaborative action.

Leadership Asheville Mission

To develop and support effective citizen leaders who work to build a stronger region.

Leadership Asheville Commitment

The primary means by which our mission is accomplished is through the synergy that occurs by bringing together public, private, and nonprofit sector leaders from many disciplines and neighborhoods.

Leadership Asheville Values

- **Credibility:** Insists upon honesty, trustworthiness and ethical decision making.
- **Inclusion:** Nurtures and promotes broad and diverse community leadership.
- **Cross-cultural Perspectives:** Respects cultural contexts and facilitates learning and networking across boundaries.
- **Intent:** Encourages initiatives that advance community leadership and contribute to the greater good in the Asheville region.
- **Knowledge:** Believes effective community leadership requires ongoing learning about the region to be effective servant leaders and community stewards.
- **Accountability:** Expects Fellows to accept personal responsibility for addressing community challenges and opportunities.
- **Results:** Builds upon the shared interest and complementary talents of Fellows to meet individual and collective goals.

Leadership Asheville Constituents

Leadership Asheville embraces the diversity in our communities and encourages everyone, without exception, to contribute to its success.

Leadership Asheville 26

Leadership Asheville 26 began in September and had 47 participants. This is the largest class in Leadership Asheville's history. The LA 26 class chose to work on some ambitious team projects. Listed below are those ten Leadership Learning Team projects:

- **Citizen's Access to Development Information** - created a website that links community members to relevant growth and development regulations, policies, and projects in the city of Asheville.
 - **Impact:** Created a clearinghouse of growth and development information and resources that citizen's can easily access and navigate to learn more about current city policies and projects. By linking the user to relevant websites and reports, they have helped to open access to information that was already available but at times difficult to find.
 - **Status:** Moving from test site to hosting on Leadership Asheville website.
- **NICE** - developed a Neighborhood Initiative for a Clean Environment (NICE) in the South French Broad community which focused on encouraging community ownership and responsibility for sustained beautification of private and public areas.
 - **Impact:** Helped unite the French Broad Neighborhood Association with neighborhood businesses, Asheville City Police Department, Quality Forward, and other organizations in order to work together to better their community. They additionally convened a joint meeting of residents, City representatives, nonprofit organizations, and businesses to share important community related information and launch a community website hosted through the Asheville Citizen-Times (<http://niceasheville.ning.com/group/sfbnice>)
 - **Status:** Explore opportunities to share website resource with other neighborhoods.
- **Youth Serving Organizations Momentum Project** - interviewed five organizations that serve youth populations and conducted research to identify effective practices for keeping youth engaged and involved in programming.

- *Impact:* Drafted a 23 page white paper and compiled a 23 page bibliography on youth engagement best practices to share with the organizations they interviewed as well as the wider community. Summarized their report to 10 points of effective design and youth involvement.
 - *Status:* Developing a distribution plan to share with other youth serving organizations in the community. Will also be available as a PDF on the Leadership Asheville website.

- Asheville's Economic Development Project - produced a user-friendly piece that describes the people and organizations vital to economic development in our community as well as plans currently in place. The booklet is an informative and accessible piece for all members of the community and has a specific focus on reaching out to all the diverse members of our community.
 - *Impact:* This team created a guide to area economic development programs and organizations that can serve as an introduction to economic development initiatives and resources in our community.
 - *Status:* Developing distribution plan.

- \$taying in \$chool - engaged a group of 9th graders at Asheville High School in exercises on budgeting and connecting education to career paths. Training materials and session outlines were prepared as a resource for teachers and schools to use as a compliment to existing drop-out prevention programs.
 - *Impact:* This team led financial literacy programs for 9th grades students in the AVID program at Asheville High School. They partnered with On Track to deliver the budgeting exercise, Mad City Money. The team then designed a follow-up session called \$chool Makes \$ense that connects career paths to levels of education. The session outline and materials have been packaged as a follow-up to the Mad City Money exercise that On Track can now share with other teachers and community volunteers.
 - *Status:* Resources shared with On Track to help them expand training.

- No Little Left Behind - collaborated with Big Brothers Big Sisters of Buncombe County to design and implement a volunteer recruitment event and marketing resources that addressed their current volunteer shortage and can be used as a sustainable resource for the organization.
 - *Impact:* This team helped host a music event, Bands for Kids' Sake, at The Grey Eagle in Asheville and created valuable marketing materials for Big Brothers Big Sisters of Buncombe County. At the event, they helped to recruit 18 new mentors.
 - *Status:* Event management and marketing materials given to Big Brothers Big Sisters for their continued application.

- WNC Cultural Showcase: Scenes from Black Asheville - worked with the YMI Cultural Center, Asheville Art Museum, Pack Memorial Library, and Asheville Housing Authority on a community history project that would highlight the lives and stories of Black Asheville before the Urban Renewal Project during the 1960's and 70's.
 - *Impact:* This team has collaborated with the four community organizations to research the history of an often overlooked community, assist in raising funds to sponsor the exhibit, and publicize the event to the broader community. The work of four photographers will be exhibited at the YMI Cultural Center from July 1, 2008 – March 1, 2009 along with a series of workshops and discussion to draw attention to the history of this community.
 - *Status:* Team continuing with project as they prepare for the July opening.

- Canstruction - engaged high school students in developing a life-long commitment to philanthropy through a creative canned food drive project.
 - *Impact:* This team engaged 35 area young people in a youth philanthropy event that collected more than 10,000 pounds of canned food for Manna Food Bank and has helped prepare the Asheville Young Architects Forum to manage future annual events. The students engaged in the project were exposed to the role of philanthropy in our community's civic culture, the issue of hunger for families in western North Carolina, and were exposed to careers in the design profession, designing and building canstructures.
 - *Status:* Transitioning coordination of the annual event to the Asheville Young Architects Forum.

- Leadership Asheville Spotlights - collaborated with URTV to create and pilot a TV show that sheds light and increases general awareness on major issues in our community. Initial topic is the National Climatic Data Center.
 - *Impact:* This team launched a new programming series, *Leadership Asheville Spotlights*, for our local cable access channel and created a template for future Leadership Asheville volunteers to follow.
 - *Status:* Exploring how to incorporate this project into the Leadership Asheville 27 experience in order to continue the program.

- Cyberbusters - developed a cross community collaborative effort to examine the need for internet safety training to keep the children and youth of our community safe and organized a community Internet Safety Symposium.
 - *Impact:* This team initiated a collaborative effort that connected school systems, government, non-profit, for-profit, parents and community volunteers to address the need for internet safety education in our community. They engaged 175 community members at their Internet Safety Symposium and helped to lay the foundation for Asheville City and Buncombe County Schools to implement an internet safety curriculum.
 - *Status:* Buncombe County School officials will be meeting with iSafe, the leading organization in internet safety education, in June to explore the implementation of curriculum.

Leadership Asheville Financial Support

One of the University's requirements at the end of last year was to make Leadership Asheville self-sustaining. While we made a few steps in that direction, we were unable to achieve that result. After further deliberations, the University agreed to be a financial safety net for one more year. The University also agreed to loosen some of the fund-raising restrictions under which we have been operating. We are continuing to solicit firms to join our *Strategic Partner Program*. This Program is designed to cover our fixed expenses. Grant funding will be utilized to support projects, programs and initiatives.

UNC Asheville Service and Community Service

Director :

- designed and facilitated strategic leadership retreat
- taught management class for Rob Wood
- served on a career panel for the Student Accounting & Management Association
- chaired Business Working Group for Climate Change and Society graduate program
- serves on the Board of Junior Achievement of WNC (Chair of the Diversity and Inclusion Committee)
- serves on the Advisory Board of WNS's AIDS Project

Director and Program Coordinator

- participated in offering 25th Anniversary celebration at the Crest Center

- collaborated with the Academic Conferences and Institutes office to design a leadership workshop for the GEAR UP students that will be visiting campus this summer
- collaborated with the Asheville-Buncombe Youth Council on a 3-day leadership development summer camp offered through Buncombe County Early College.

Program Coordinator

- spoke with a group of approximately 40 members of Abernathy United Methodist Church on the relationship of leadership to community building and participated in a focus group for a servant leadership conference offered through the Institute for Servant Leadership.
- met with a group of faculty and staff at Warren Wilson College that are embarking on a new undergraduate mentoring program

UNC System Initiatives

Grants

In response to two initiatives by the UNC General Administration, the office of Extension and Distance Education facilitated the development and submission of **five** grants for online course development. The grants are designed to address the needs for teacher education, science education, faculty development, and foreign language instruction. Conversations involving department chairs, faculty interested in online course development and the Center for Teaching and Learning were held in early spring 2008. Coordination has been ongoing with the office of Sponsored Programs as well as the university administration. Two proposals are pending, two were rejected, and one is funded.

An additional grant submitted for science instruction in collaboration with Dr. Mike Ruiz, UNCA Physics professor, for science education for teachers in the summer and spring of 2008-09 was funded by the North Carolina Space Grant program. Courses will be offered in late summer and late spring to teacher in Asheville City and Buncombe County schools through face to face and online delivery methods. In brief, the following grants were described above:

1. Faculty Development and Course Re-Design for Three Upper Level Foreign Language Courses for Online Delivery, \$97,621.00 funded
2. Faculty Development for Effective Blended and Online Learning and Teaching (eBolt), \$51,500 requested; portion of grant still pending
3. Online Large-Scale Independent-Study Physics of Sound and Music Science Course and Lab Course for the General Student, \$32,096; portion of grant still pending
4. Education-Introduction to Education Second Life Proposal, not funded
5. Education- Lateral Entry Proposal, not funded
6. NC Space Grant K-12 Professional Development Program, \$20,022 funded

Course Redesign:

The purpose of the UNC system Course Redesign initiative is to redesign at least one class on all campuses to increase active student engagement, to increase the use of technology to improve student learning, to increase enrollment and retention, and to use resources more efficiently. UNC student enrollment growth in the next 8-10 years will be between 50,000-60,000. No more classrooms are slated to be built, which necessitates more efficient use of technology and space. UNCA courses that were redesigned for the

2007-2008 academic year included:

- Arts 310: Integral Arts, Simon Senzon, Adjunct, Assistant Professor, Arts and Ideas (fall 2007), \$1500;
- Physics 174: Physics, Astronomy, and Technology for K-8 Teachers, Mike Ruiz, Professor of Physics (Spring 2008), \$4500;
- German 373: City at the Crossroads: Berlin Then and Now, Elizabeth Snyder, Associate Professor of German (Spring, 2008), \$8,000 (\$6,000 fac/\$2500 Student researcher).
- An additional course, North Carolina History, will be proposed in the fall 2008 cycle for redesign.

UNC Online

UNC Asheville is participating in the UNC system-wide NC Online initiative. This online program will bring the UNC system to a national and international leadership position in online education.

Ten online courses were offered during the 2007-08 academic year. Enrollment in the courses varied widely, but a total of 42 students were enrolled. The courses offered were: Arts 310: *Integral Arts*; EDUC 373: *Number Systems*; EDUC 320: *Middle School Principles and Practices*; MATH 365: *Linear Algebra*; PHYS 174: *K-8 Physical Sciences*; EDUC 373: *Math Methods*; GERM 484: *20th Century Berlin*; STAT 185: *Introduction to Statistics*; MATH 273: *Number Systems*; EDUC 373: *Teaching Math to Children with Disabilities*.

University and Community Collaborations

The Graduate and Continuing Education division of UNCA collaborated with university programs and the broader community to bring the following scholars, events, and initiatives to campus during the 2007-2008 academic year:

- Ralph Fletcher Workshop, September
- UNCA-AB Tech Lateral Entry Initiative
- UNCA-AB Tech Advising for future UNCA teacher education candidates
- UNCA-AB Tech Bridge Program (Humanities and LSIC 379)
- Teacher Cadet
- Writers at Home Series
- Best Practices in Climate Education Symposium, July 31 and August 1, 2007
- Seminar on Gang Activity in the Asheville Area, April, 2008

Interactive Video Conferencing

Interactive Video Conferencing

The UNC Asheville Distance Learning Services unit provides vital support to the Asheville Graduate Center programming and for some continuing education courses. Many of the programs that are available to the Asheville Metropolitan area and Western North Carolina as a whole, would not be possible without the technology and personnel support services that originate and receive programs broadcast from other locations through out North Carolina and the Nation to UNC Asheville. The interactive television arrangement is very helpful in controlling costs for programs at the Graduate Center. In every case, these courses simultaneously serve at least one other class on the home campus and, in some cases, another class at a third location. This problem will become more critical as UNCA begins using the studio more frequently for its own distance learning mission. In addition, the use of interactive video programming within blended technology courses will increase due to UNC GA coordinated On-line Courses, Asynchronous Course offering and NC Community College matriculation programs. The

Robinson & Rhoades Hall facilities are scheduled for space re-programming after the completion of the Zeiss Science and Multi-media building. This re-programming will offer UNC Asheville an opportunity to increase DLS facility resources to support both traditional interactive video and non-traditional blended technology courses and programs. DLS personnel support deployment and integration of the "Elluminate" Learning Management System at UNC Asheville and assist Center for Teaching and Learning Staff in WebCT and Moodle support.

Summer 2007

WCU – (1) [EDU 6305] – students

Fall 2007

ENGR Courses: Eight (8)

ECE 109 - 27 ECE 200 - 17 ECE 206 - 19 MAE 310 - 7 MAE 315 - 8 MAE 301 - 15

MAE 206 - 19 MSE 201 - 17

[MSE 201 Originated from UNCA to three (3) remote locations - class used DLS resources four (4) times each week]

[EGM 109 Originated from UNCA to four (4) remote locations - class used DLS resources three (3) times each week]

ENGR Instructor Office Hours & Problem Sessions scheduled: Two (2) per week

AGC Courses

UNCG – Two (2) MLIS [LIS 612] – 14 students [LIS 626] – 2 students

UNCA - One (1) EDUC Lateral Entry –

Originated from UNCA to three (3) remote locations

WCU – One (1) [MATH 672] – 3

UNCA Undergraduate Courses - none

Sessions supporting UNCA Undergraduate courses

EDUC 310 - Three (3) UNCA, WSSU and Warren Wilson College

UNC CH School of Social Work faculty videoconferences – Three (3)

Continuing Education / Certificate Programs

NCSU – [ECI 509N] – 1 student

Parks, recreation and Tourism – Four (4) Sessions

4 H Youth Development – Six (6) Sessions

University of Vermont Study Abroad Program – Two (2) Sessions -

Spring 2008

ENGR Courses: Twelve (12)

ECE 109 - 22 ECE 209 - 16 ECE 211 - 9 ECE 212 - 9 ECE 220 - 9 ECE 455 - 5

MAE 206 - 20 MAE 208 - 12 MAE 314 - 15 MAE 316 - 5 ECE 406 – 7 MAE 435 - 10

ENGR Instructor Office Hours & Problem Sessions scheduled: Five (5) per week

AGC Courses

UNCA – Two (2) EDUC Lateral Entry –

Originated from UNCA to two (2) remote locations

UNC CH School of Social Work faculty videoconferences – Six (6) sessions

WCU – Two (2) [PA 572] – 10 [MATH 530] – 2

AGC Planning Sessions

Climate Change Masters Degree program – Two (2) sessions
MLA – One (1) session

UNCA Undergraduate Courses
UNCG – One (1) German Language – 1

Sessions supporting UNCA Undergraduate courses
ATMS 103 - Four (4)
EDUC 310 - Five (5) UNCA, WSSU, NCA&TSU and Warren Wilson College

Continuing Education / Certificate Programs
NCSU – Parks, recreation and Tourism – Four (4) sessions participants

State Government:
Alcohol & Drug Addiction Therapy - Four (4) sessions participants

Masters Thesis Defense
MLA – One (1)
UNC CH SOWO – One (1)

Appendix A

Research and Professional Activities of Graduate Program Directors

The Graduate Center is fortunate to have program directors on site who are teachers and scholars in addition to being strong academic administrators. The Director of the Graduate Center serves as Assistant Provost for Graduate and Continuing Education. Listed below is a sample of the professional activities of directors of graduate programs offered by the Asheville Graduate Center during 2006-07.

Sandra P. Byrd, Director, Assistant Provost for Graduate and Continuing Education

Instructional Load

Fall Semester: Social Studies Methods, K-6, Education 344

Spring Semester: Education 344 and Masters of Liberal Arts Thesis, MLA 690

Publications and Editorial Assignments

Tina L. Heafner, Amy J. Good, Jeff Passe, Sandra P. Byrd, Sandra B. Oldendorf, and Eric Groce, "Fact or Fiction: Is Social Studies 'History' in North Carolina's Elementary Schools?" *Social Studies Research and Practice* 2, 3 (2007): 502-509.

Tina L. Heafner, Katherine A. O'Connor, Eric Groce, Sandra P. Byrd, Amy J. Good, Tracy Rock, Jeff Passe, and Sandra B. Oldendorf, A Case for Social Studies Advocacy: AGENTS for Change, *Social Studies and the Young Learner*, 20,1 (2007), 26-29.

Tracy Rock, Tina L. Heafner, Katherine A. O'Connor, Jeff Passe, Sandra Oldendorf, Amy J. Good, and Sandra Byrd, "One State Closer to a National Crisis: A Report on Elementary Social Studies Education in North Carolina Schools." *Theory and Research in Social Education* 34, no. 4 (2006): 455-483.

Sandra P. Byrd, Tina L. Heafner, Katherine A. O'Connor, Amy J. Good, Tracy Rock, Jeff Passe, and Sandra Oldendorf, Where are the Social Studies?, *National Association of State Boards of Education Commentary* (May, 2007); also available on the web, www.nasbe.org .

Book reviewer, *Elementary Social Studies*, (Lee, 2006-2007), Wiley.

Selected Presentations

Drown, K. and Byrd, S.P. Building Bridges through Integration of Curriculum: Environmental Studies and United States History, joint presentation, North Carolina Council for the Social Studies, February 21, 2008, Greensboro, NC.

Heafner, T., O'Conner, K , Goode, A., Passe, J., Oldendorf, S., Byrd, S., & Rock, T. Public Engagement: Empowering Educators to Advocate for the Social Studies, panel presentation, National Council for the Social Studies,

December 1, 2006, Washington, DC.

Heafner, T. and Byrd, S. Elementary Social Studies Education in NC: A Status Report., poster presentation, American Education Research Association, April 8, 2006, San Francisco, CA.

Grants

Grants

2008 Wellness Initiative Starter (WIS) Grant, Is it up to me? Parents' sense of agency in promoting child health and children's beliefs and values regarding healthy behaviors; \$13, 150 (Evelyn Chiang and Sandra Byrd)

2007-2009 UNC Office of the President Planning Grant for Masters Program in Climate Change and Society, \$80,000

Professional Service

N.C. Department of Public Instruction Accreditation Team, Catawba College, November, 2007.

Member, Phi Delta Kappa, Association of Supervision and Curriculum Development, N.C. Association of Supervision and Curriculum Development, North Carolina Council for the Social Studies, North Carolina Professors of Social Studies, National Council for the Social Studies, College and University Faculty Assembly, American Education Research Association, and North Carolina Association of College Teacher Educators.

Member, Western NC Regional Initiative for Future Ready Students

Service to Public Agencies

Board Member, Community Foundation of Western North Carolina; Chair, Scholarship Committee

Board Member, Asheville Buncombe Education Coalition; Chair, Evaluation Committee

Member, University School Teacher Education Partnership; Professional Development Committee

Service to UNCA

Member, Education Department Education and Assessment Committee

Member, MLA Graduate Council

Member, UNC Graduate Council

Member, UNC Council on Online Quality

Member, Leadership Asheville Forum; Leadership Asheville Board

Member, National Environmental Modeling and Analysis Center, Quad Committee

Member, Hub Technology Committee

Patsy L. Miller, Director, WCU Programs in Asheville:

Professional and Community Service Activities:

Member, Academic Calendar Committee, WCU
Member, Administrative Systems Advisory Committee, WCU
Member, Counseling Advisory Committee, WCU
Member, Quality Enhancement Plan Committee (SACS), WCU
Member, Asheville Area Chamber of Commerce, Partners in Education Board
Participated in the Asheville Chamber of Commerce Inter-City visit to Pittsburgh, PA
Winner, Paul A. Reid Distinguished Service Award for Administrative Staff 2007, WCU

**Kelly B. Reath, MSW, PhD, Director, Asheville Distance Education MSW Program
UNC School of Social Work**

Professional and Community Service Activities:

Board Membership: Celo Health Center (Yancey Co.)
Task Force: Land-of-Sky Aging Plan (Buncombe Co.)
School of Social Work Committees: Admissions, Field Education, Distance Education
Coordinator for 2008 summer school at UNC-Asheville
Visited various human services agencies and colleges/universities for recruitment
Presentations on the program included an open house and an informational session

Instructional Load

SoWo 530: Foundations of Social Welfare and Social (Fall 2007)
SoWo 501: Discrimination and Inequality (Spring 2008)
Field Advisor Asheville for students in concentration field

Presentations

Two papers - Council on Social Work Education Annual Program Meeting, San Francisco, CA
(October, 2007)

Utilizing Distance Education for Enhancing Diversity in MSW Student Populations (Reath, K.)

Marketing Distance Education: Hybrid Strategies for Today's Applicant (Sounders, T. & Reath, K.)

Appendix B

GSWP Student/Alumni News: Spring 2008.

Margaret Abruzzi has a memoir piece "How I Became an Evacuee" in *Birthed from a Scorched Heart*, an anthology edited by MariJo Moore and due out December 2008

Lis Anna's films have screened at Cannes Film Festival 2006\2007, Tupelo Film Festival, RiverRun International Film Festival, the Action on Film Festival, and The Atlanta Underground, Route 66 Film Festival, Appalachian Film Festival, Great Lake Film Fest and a winner at the Keokuk International Film Festival and the Twin Rivers Media Festival, the Almost Famous Film Festival and the prestigious International Film Festival of England and the International Film Festival of Egypt 2008. She is the Second Place Winner of the Thomas Wolfe Fiction Award 2006, the Fourth Place New Century Writers Short Fiction Winner, Second Place Winner Best Dramatic Short Tupelo Film Festival, First Place Winner of the 11th Annual Poet Hunt Award, a four time Accolade Film Competition winner, 2007 Screenplay Festival winner and a 2007 Bronze Remi winner at Worldfest, the 2008 nominated Best Short Film at the International Film Festival of England, the 2008 Twin Rivers Media Festival winner for "Prometheus", a 2007 finalist in the Nicholl Fellowships in Screenwriting and a finalist in the Doris Betts Fiction Award. Her fiction has been published in *Word Riot*, *The Blotter*, *Petigru Review*, *Hot Metal Press* and *The MacGuffin Literary Review*. You can learn more about Lis Anna at www.lisannafilms.com or www.lisanna.net

Janet Benway, who has taken many Great Smokies classes over the years, says the classes prepared her for teaching in the Creekside Program at Brevard College, where she has taught a Writer's Roundtable for several years. She says Pat Riviere-Seel's course "The Poet as Witness" prompted her to self-publish a chapbook last fall entitled "To Sustain the Weary with a Word: One Poet's Witness." Sebastian Matthews' class last summer on chapbook design helped her make that chapbook an attractive reality.

Danny Bernstein, an outdoor writer and hike leader for the Carolina Mountain Club, recently published a guidebook, *Hiking the Carolina Mountains* (Milestone Press). Danny attended over 30 book events and book fairs and is still marketing the book. As a result of the book's success, Danny is now writing a second guidebook for Milestone Press. Its tentative title is *Hiking the Western North Carolina Heritage*, which should come out in 2009.

Danny has a regular hiking column in *Mountain Xpress*. She's also had pieces in *Appalachia*, *The Charlotte Observer*, *Blue Ridge Country*, *Blue Ridge Outdoors*, *Southern Hiker*, *Smoky Mountain Living*, *Smoky Mountain News*, *Western North Carolina Woman* and *North Carolina Writers Network*.

Danny's website is www.hikertohiker.com.

Bob Brooks has had two short stories accepted. "Soul Snatch" is currently posted in the April-May issue of *AlienSkinMag.com*. "Xenolith" will appear in Vol 293 of *Bewildering Stories*. Work on his fantasy novel continues.

Billie Buie has published short stories and poetry in *CALYX Journal* and *WNC Woman*. Her story "Shining Rock Wilderness" won the 2007 Thomas Wolfe Fiction

Jeanette Cabaniss-Brewin has published poetry in *The Nomad*, the *Atlanta Review*, and *Appalachian Heritage*, in the anthologies *Tree Magic* (SunShine Press, 2004), *The Gift of Experience* (Atlanta Review, 2005), *Immigration, Emigration, Diversity* (Chapel Hill Press, 2005), and *The Moveable Nest* (Helicon Nine Press, 2007). An award-winning chapbook, *Patriate*, was published by Methodist University's Longleaf Press last fall.

Prize awarded by the North Carolina Writer's Network and was published in *The Thomas Wolfe Review*.

Cheryl Dietrich published a short personal essay "A Place for Us" in *Wyndham Faces & Places* (a resort travel magazine); a nonfiction article "Candy's Circle" in *WNC Woman*; a memoir piece "Flugtag 1988" in *Shenandoah*, Spring/Summer 2008; and a personal essay "Better a Good Warrior", in MariJo Moore's anthology, *Birthered from a Scorched Heart*, due out December 2008

Patti Digh's third book, *LIFE IS A VERB: 37 Days to Wake Up, Be Mindful, and Live Intentionally*, is forthcoming in October 2008 from Globe Pequot Press. It is based on her award-winning blog, *37days* and illustrated by readers of *37days* from around the world. She has also had several articles published in *Skirt! Magazine* and the *Christian Science Monitor* in the last few months.

Carol Dixon has had three short stories and an essay published in *Western North Carolina Woman*. Four of her short stories won first place in Annual NC County Silver Arts contests and three won first place in Annual NC State Silver Arts contests.

Jennifer Fawkes will be attending Hollins University MFA Program in Creative Writing this fall, where she received a full tuition scholarship as well as a stipend for both years. She was also accepted at the University of Arizona Creative Writing MFA Program.

Allie Goolrick was accepted to journalism programs at NYU and Northwestern University but will attend the University of Georgia's journalism school, where she received a full fellowship and a teaching assistantship.

Tom Hooker has had short stories published in *Nuthouse* and *The McGuffin*. Tom has also had two stories accepted for publication with *Calliope* and *Bellowing Ark*. Tom is putting finishing touches on a YA novel and will be shopping for an agent.

Danni Iosello published her story "Red Owls" in *Santi: Lives of Modern Saints*, an anthology of short stories edited by Luca Dipierro and N. Frank Daniels, and the first release from Black Arrow Studio & Press. *Santi* brings together new voices in contemporary fiction from the U. S. and Italy, including **Danni Iosello** of the band "sin ropas," which is featured on the CD included in the book. Danni's book *The Maiden Name* will be out with the same publisher in October.

Ann Karson has published several poems—"Hearing You Sleep" in *Coe Review*, "Phobic on London's Tube" in *Phoebe*, "We Are Not Sheep" in *Old Red Kimono*, "Mirror" in *Soundings East*, "Sex in the Air" in *Crucible* and "Haunted Self" in *SLAB*. She has poems coming out in *The Owen Wister Review* and *The Pig Iron*.

Susan Lefler's poems have appeared in many journals including *Icarus*, *Appalachian Heritage*, *Asheville Poetry Review*, *Wind*, *Passager*, *Lights in the Mountains*, *Main Street Rag*, and *Mourning Katrina*, a poetry anthology of the Furious Flower Poetry Center at James Madison University. Five poems will appear in the upcoming issue of *Pembroke Magazine*. Her chapbook *Rendering the Bones* was a finalist in the 2007 Longleaf Press Chapbook Contest. Arcadia Press published her photographic history *Brevard* in their *Images of America* series in 2004. She is a contributing writer and editor-at-large for *Smoky Mountain Living* magazine.

Jessica Nelson was accepted to five different MFA programs, including the University of Pittsburgh's where she was offered an assistantship but will attend Sarah Lawrence College's MFA Program, which offered her nearly a full fellowship.

Heather Newton's short story "Tupelo Rose" was a finalist for the 2007 Wolfe Fiction Prize given by the North Carolina Writer's Network. Heather also was awarded a 2007/2008 Regional Artist Project Grant funded by the North Carolina Arts Council. The grant will fund the publication of *Irons in the Fire: Stories from the Flat Iron Writers*, a short story collection by Heather, Geneve Bacon and Toby Heaton. Heather has been accepted to the Sewanee Writer's Conference which she will attend this summer.

Marian Plaut has had poetry and prose published in *Passagers* and *Main Street Rag* and her poem "Bell's Palsey" received Honorable Mention in the 2008 Kakalak Poetry Contest and will be published in *Kakalak 2008*, an anthology of Carolina poets.

Liza Sisk—In 2007, Llumina published Liza's first book of poems, *Condominiums, Conch Shells and Consciousness*, and also an illustrated full-color book of poems, *On Being Alive*, which chronicles her efforts to feel emotions blocked since a child. Also in 2007, Llumina published her book for business writers, *The Elements of Structure: The Step Beyond Style*; and her first children's book, *The Clay Birds of Jesus*. *Puerto Del Sol*, *Carquinez Poetry Review*, *Hawaii Review*

and other literary magazines have published twenty of her poems in the last three years. She was a finalist for the North Carolina Poetry Society's 2005 Poet Laureate award and won honorable mention for their 2006 "Poems in Traditional Forms Award" and for their 2007 "Poems up to 100 Lines Award".

Maggie Wynne's poem "Dare" will be published in *Kakalak 2008*, and her poem "Flash" was published in *Kakalak 2006*.

Appendix C

Writers at Home Readers

Billie Harper Buie has published short stories and poetry in CALYX Journal and WNC Woman. She has a story forthcoming in the Thomas Wolfe Review and is the recipient of the 2007 Thomas Wolfe Fiction Prize.

Elizabeth Lutyens is an instructor in the Great Smokies Writing Program. She returned to North Carolina after a distinguished career as a journalist in print and television in the Boston area. She has published profiles and essays in small press publications, and she was a finalist in the Reynolds Price Short Fiction competition of the 2006 National Literary Awards. She received her M.F.A. from Warren Wilson College.

Danny "Danielle" Bernstein is the author of *Hiking the Carolina Mountains*, published by Milestone Press in 2007. She is a columnist for the *Mountain Xpress* and a contributor to the *New Southerner*, *Smoky Mountain Living*, *Blue Ridge Country*, and *Blue Ridge Outdoors*. An Appalachian Trail end-to-ender, she is a hike leader for the Carolina Mountain Club and edits the club's electronic newsletter.

Jeannette Cabanis-Brewin has published poetry in *The Nomad*, the *Atlanta Review*, and *Appalachian Heritage*, in the anthologies *Tree Magic* (SunShine Press, 2004), *The Gift of Experience* (Atlanta Review, 2005), *Immigration, Emigration, Diversity* (Chapel Hill Press, 2005), and *The Moveable Nest* (Helicon Nine Press, 2007). An award-winning chapbook, *Patriate*, is forthcoming from Methodist University's Longleaf Press in September. She is a business writer and editor, having co-edited and co-written several books about business.

Patti Digh's fourth book, *37days*, is forthcoming in early 2008 from Globe Pequot Press and is based on her award-winning blog by the same name. Patti's writing explores social "isms" like racism, sexism, ageism, and homophobia through story, examines what it means to be fully human (and humane) in a complex and diverse world, and urges us to avoid tame solutions to wicked problems. She lives in Asheville and works all over the world exploring these issues in communities, corporations, nonprofits, and educational institutions.

Neela Rao graduated from Barnard College and Sarah Lawrence College with a degree in literature and writing. Under the tutelage of Mary Gordon and Ben Marcus, she became a recipient of the Peter S. Prescott prize in short fiction and the Howard M. Teichmann award for writing.

Roy Andrews has published short stories in *New Orleans Review*, *Mobius: The Journal of Social Change*, *Elysian Fields Quarterly*, *The Larcom Review*, *The Adirondack Review*, and *New Hampshire College Review*. He also read one of his short stories on *New Hampshire Public Radio*.

Gary Lilley is an instructor in the Great Smokies Writing Program. He received the DC Commission on the Arts fellowship for Poetry. He has been a poet in residence at Writers Corps, Young Chicago Authors, and the Poetry Center of Chicago. His publications include four books of poetry: *The Subsequent Blues* from Four Way Books, *The Reprehensible* from Factual Edge Press, *Black Poem* from Hollyridge Press, and *Alpha Zulu*, forthcoming (spring 2008) from Ausable press. He earned his M.F.A. from Warren Wilson College where he currently teaches.

Susan Lefler's poems have appeared in many journals including *Icarus*, *Appalachian Heritage*, *Asheville Poetry Review*, *Wind*, *Passager*, *Lights in the Mountains*, *Main Street Rag*, and *Mourning Katrina*, a poetry anthology of the Furious Flower Poetry Center at James Madison University. Five poems will appear in the upcoming issue of *Pembroke Magazine*. Her chapbook *Rendering the Bones* was a finalist in the 2007 Longleaf Press Chapbook Contest. Arcadia Press published her photographic history *Brevard* in their *Images of America* series in 2004. She is a contributing writer and editor-at-large for *Smoky Mountain Living* magazine.

Marian Plaut has had poems and prose published in *Passager* and *Main Street Rag*. She lives in the quiet woods and fields of Madison County where she writes, plays her violin, gardens and hikes. She worked for many years as a psychotherapist in community mental health.

UNC-Asheville's Writing Scholarship Winners: Joanna Knowles, Kristen Marshall & Jeremy Rice

Joanna Knowles is a senior creative writing major and has published poems and essays in local publications such as *Metabolism*, *Rapid River* and the *Mountain Express*. She currently has two poems featured in the *Nantahala Review*.

Kristen Marshall is a senior mass communications major and creative writing minor from Cary. She has been the news editor for the student newspaper *The Blue Banner* for a year, and now currently works as the managing and layout editor.

Jeremy Rice is a senior creative writing major from Hendersonville and mostly writes short fiction that focuses on the comic and absurd aspects of the human experience.

In February, students from **Asheville School and Asheville High School** read portions of their poetry and fiction as part of the *Writers at Home Series*.

Table 1

Asheville Graduate Center Program Enrollments for 2007-2008

Headcount	Fall	Spring
UNC-Asheville		
Master of Liberal Arts	37	29
UNC-Chapel Hill		
Master of Social Work	17	16
ASU		
Masters in Planning and Masters in Library Science	22	24
UNC-Greensboro		
Master of Library & Information Studies	14	14
Western Carolina University		
Master's degrees in:	468	462
Accountancy		
Business Administration		
Comprehensive Education - Concentrations in:		
Elementary Education		
English Education		
Math Education		
Middle Grades Education		
Social Science Education		
Special Education		
Counseling		
Educational Administration-Two Year College		
Educational Supervision		
Entrepreneurship		
Health Sciences		
Human Resources		
Nursing		
Public Affairs		
School Administration		
Technology		
Two-year College Teaching		
Education Specialist degree in Educational Leadership		
Doctor of Education degree in Educational Leadership		
Total	558	545

UNCA Office of Institutional Research
Asheville Graduate Center Headcount Enrollment: 2007-08

	SEMESTER		AY Total
	Fall	Spring	Duplicated
UNC-CH	17	16	33
UNC-G	14	14	28

ASU	22	24	46
WCU	468	462	930
UNCA-MLA	37	29	66
Semester Total	578	588	1103