

MINERVA



A JOURNAL OF RESEARCH AND CREATIVE ACTIVITY



THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO

Premier Issue
Centers & Institutes



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Welcome to The University of North Carolina at Greensboro's first issue of *Minerva*. We have named our research journal after the Roman Goddess of Wisdom, who has been our symbol for over a century. It is truly an appropriate name for a UNCG magazine of discovery.

When we started designing this magazine, we knew we didn't want to produce a typical university research magazine. Too often the format of such publications is dull, and the articles disjointed. We decided that each issue of *Minerva* should possess a central theme, in the same way this premier issue focuses on centers and institutes. We will select themes that explore a specific geographic area, use certain methods or techniques, generate a given theory, or study a phenomenon in an interdisciplinary fashion.

With the modern pursuit of knowledge having become so diverse and team-oriented, we want to portray the realistic manner in which our diverse faculty investigate a problem or derive solutions. We plan to use a smaller portion of each issue for cutting-edge research news or other special information, such as the annual report of sponsored programs for the 1996 fiscal year included in this issue. We look forward to establishing an electronic version of *Minerva* on the World Wide Web.

The University of North Carolina at Greensboro

Established as the State Normal and Industrial School in 1891, and subsequently renamed the State Normal and Industrial College (1896), the North Carolina College for Women (1919), The Woman's College of The University of North Carolina (1931), and finally The University of North Carolina at Greensboro (1963), in 1971 it became one of the sixteen campuses of The University of North Carolina. The University of North Carolina at Greensboro's mission is distinctive; it is the only Doctoral I University

within North Carolina. We are decidedly different from the research universities, comprehensives, or liberal arts universities within the same state system. Our research strengths are distinctive within the state, with a diverse mix of strong social, behavioral, life and health sciences programs, along with unique humanities and creative and performing arts programs. The mix makes for an exciting campus.

The evolution and division of the academic units into a traditional College of Arts and Sciences and six professional schools has historically made for the creation of unrelated disciplines within academic units, each with a different mission. For example, social science faculty are found within five of our professional schools and the College of Arts and Sciences. We assemble interdisciplinary teams of scientists from various fields to participate in our Center for the Study of Social Issues. Within this historical context of related departments in different academic units, the advantages of establishing all-university centers and institutes is immediately obvious: They allow the University to coalesce its research and resource support strengths within a single entity. A new intellectual synergy is created, stimulating faculty from related disciplines, along with graduate students, to meet new challenges in creative ways. These centers and institutes have as an integral part of their mission a commitment to solving the "real world" problems of our growing Triad community. We have found the four centers featured in this premiere issue — the Southeastern Regional Vision for Education, the Center for the Study of Social Issues, the Parliamentary Documents Center for Central Europe, and the Information Technologies Education Center — to be growing and important parts of our university community.

We hope you enjoy *Minerva*.



Dr. Brad Bartel
Associate Provost for Research
Dean of the Graduate School

MINERVA



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The University of North Carolina at Greensboro

Volume 1, Number 1

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DOCUMENTING DEMOCRACY



Dr. David M. Olson
Professor of
Political Science

"Communism was in no way a kindergarten for democracy," says Dr. David Olson, a UNCG professor of political science and internationally renowned parliamentary scholar. "Fledgling legislators in post-Communist Central Europe are having to feel their way through the process. There are no maps."

If a sketch were to be drawn of Europe's emerging democratic frontier, however, its initial strokes might well begin in Greensboro, North Carolina.

As director of The University of North Carolina Greensboro's newly created Parliamentary Documents Center for Central Europe, Olson oversees the collection, translation, and analysis of documents generated by twelve of the new democracies formed in the wake of Communism's 1989-90 collapse. Once collected and archived, these often elusive parliamentary records afford scholars, researchers, professionals, students, and members of Central Europe's newest legislatures extraordinary insight into the region's revolutionary democratization.

"Starting this center was essential in allowing us to go back to the beginning of democratization in 1989-90 and capture the early documents before they were lost forever," Olson says. "It's a tremendous opportunity. We are the only people in the world who have such a facility."

The UNCG-based Center is an outgrowth of a 1995 international research conference Olson organized and chaired in Prague, Czech Republic, with partial funding from both the National Science Foundation and IREX, the International Research and Exchanges Board. Now funded with a grant from NSF, the Center is primarily interested in obtaining two sets of documents from each new parliament — membership directories and sessional reports. These records are the essential starting points for virtually all research on the new parliaments. The Center is also collecting statistical election reports and other publications relating to legislative activities, both of which

promise to yield further information to researchers in the decades to come.

Dr. Maurice Simon, former UNCG faculty member and current professor of political science at East Carolina University, is working with Olson and Dr. William Crowther, of UNCG's political science department, as part of the UNCG-ECU joint project.

Spanning the Globe: Document Collection & Dissemination

The Center has established a formal documents-collection system by enlisting the services of at least two Document Center Network associates in each country — a parliamentary staff member and a university researcher.

This material, in turn, is made globally available to anyone interested in parliamentary affairs. The Center's Internet computer connections provide direct access to the documents themselves and will also be linked to each legislature's home pages as they go on-line. Domestic and foreign users, in addition to accessing on-line resources, may request photocopies of selected documents and tables or receive more exhaustive texts via e-mail or fax. On-site examination of the documents is also possible.

The Center is active in its dissemination of materials and research findings, and its UNCG home base will rapidly become a major site for prominent speakers, international researchers, and visiting members of foreign parliaments.

"Our progress is reported in a variety of international publications, such as the bulletin of the International Political Science Association," Olson says, noting that conferences, professional organizations, and disciplinary newsletters are also part of the Center's communication network. "The European Union has a parliamentary body, and we will be in active collaboration with a

number of their international affiliates as well."

From Scholarship to Political Reform

As an international focal point for parliamentary research, the Parliamentary Documents Center serves to educate both graduate and undergraduate students in document collection and analysis, as well as to encourage advanced political science studies and research. Complementing the Center's unique focus on international affairs, visiting lecturers at UNCG and public figures from around the globe discuss how parliamentary actions relate to democratization in the wider political system.

The Center also cooperates with research and documents offices in the Central European parliaments, and with a wide array of American and western European technical assistance programs. This pooled effort permits a sharing of effort and resources in a coordinated fashion.

"Parliamentary members often ask us for our assistance in obtaining information from other countries," Olson says, pointing out that the Center currently provides the only available mechanism to support such inquiry. In fact, he says establishing this mechanism was one of the primary goals of the Center. These open lines of communication, in addition to helping individual scholars and researchers to better understand Central Europe's transformative democratization, also assist the legislatures themselves in recognizing how they are affecting both the region and each other.

Through the Center, parliamentary members and staff are able to closely monitor the documents produced by their counterparts in other parliaments. Such exchanges result in the modeling of some documents upon already existing ones, combining a more thorough and efficient drafting process with greater inter-legislature compatibility. Olson and his colleagues are also collaborating with



Polish exchange student Mariusz Ziemecki (left) and graduate assistant Chris Leslie (right) discuss legislative issues over a map of Central Europe with Professor Olson.

several foreign libraries interested in translating and adapting their country's parliamentary vocabulary to the European Parliament's "Eurovoc" system, a universal dictionary of legislative terms. Indeed, in working to more fully inform both international scholars and legislators, UNCG's Parliamentary Documents Center may well provide one of the earliest maps toward understanding the region's emerging democratic frontier.

"In this 'Decade of Democratization,' social and political scientists are watching the progress of the new parliaments because they are essential components of the completely new systems of government that are still developing," Olson says. "Our intention is for this center to become the major collection of documents for research and study of the new parliaments. It's truly an exciting opportunity."

— Lewis Hammet



OLD PROBLEMS, NEW SOLUTIONS



Dr. Carol MacKinnon-Lewis, Director, The Center for the Study of Social Issues

What happens when solving a region's economic, developmental, and social problems becomes the focus of an interdisciplinary group of highly trained, PhD professionals working in concert with area business, community, and civic leaders? One has only to look at UNCG's Center for the Study of Social Issues (CSSI) to find out. Consistent with UNCG's threefold mission of research, training, and service, CSSI was created in 1996 to address social issues relevant to the region while building on its research strengths, teaching expertise, and desire to be responsive to community needs. CSSI is a somewhat different kind of Center than is sometimes found on university campuses. While committed to a strong research program, it is also committed to working closely with the community in addressing the needs of the Piedmont Triad region. Indeed, work emerging from the Center will be informed by faculty and individuals from the community. The Center will provide a mechanism for reinforcing the University's connection with the Community, building on the strengths of the University and community to address important issues

and work together in truly cooperative ways. "Guilford County and the surrounding counties are rich in resources, but there is a need for more effective coordination," says the Center's director, Dr. Carol MacKinnon-Lewis.

"We're attempting to identify needs of the region and match those needs with our faculty's expertise," according to MacKinnon-Lewis, "but those needs are not being addressed exclusively by scholars or researchers." Working in close collaboration with the University, CSSI's community-based Advisory and Executive Boards have assisted the Center in forming partnerships with more than a dozen external agencies. These include Guilford County Area Mental Health, Developmental Disabilities, and Substance Abuse Services; Guilford County Schools; Department of Social Services; Guilford County Health Department; the Administrative Office of the Courts Juvenile Justice Counseling Services of Guilford County; the Mental Health Association of Greensboro; and the United Way of Greater Greensboro.

The Art of Coordination

In fact, the North Carolina Department of Human Resources has recently funded the Center's first half-million dollar program geared toward addressing problems among emotionally disturbed children and their families. The Guilford Initiative for Treatment Services (GIFTS) project was chosen as an expansion site of the PEN-PAL Project, which is located in the eastern part of the state. It is the first of, what MacKinnon-Lewis hopes to be, many programs matching UNCG's teaching and research resources with the "real-life" concerns of the twelve-county Piedmont Triad region. "In the GIFTS project, we intend to provide a well-coordinated portal of entry for troubled children and families to help them meet their needs," says MacKinnon-Lewis. "The objective is to keep these children both in school and a part of the family." GIFTS, involving eight departments on the UNCG campus and a number of professional agencies in the community, will provide pre-service and in-service training opportunities for UNCG students and local agency workers interested in learning more about family-centered care. This training will produce professionals who recognize the family unit as the integral part of the child's development. The GIFTS program is also expected to provide a rich database for researchers interested in developmental issues.

GIFTS is not the only initiative of the Center. Other issues such as school violence, domestic violence, juvenile crime, and community revitalization are being addressed through the Center's partnerships. Issues such as these will continue to challenge scholars, families, and community leaders. Now, through the Center's newly established interdisciplinary and organizational partnerships, these issues can be addressed collaboratively.

Breadth of Center Projects

The Center has also partnered with the City of High Point in taking a holistic approach to the redevelopment of an inner city area. "High Point has an outstanding record of economic development; however, a plan was needed to attack a community problem area that is characterized by vacant, under-utilized buildings and suspicious environmental conditions," says High Point Mayor Rebecca Smothers. A companion element was needed to stabilize and re-energize an adjacent residential area whose population is in need of job and educational opportunities. A grant application jointly submitted to the Environmental Protection Agency by the City of High Point and CSSI included a comprehensive approach to environmental and community revitalization that combine the essential elements of public-private partnerships, creative economic development approaches, and a willingness to be proactive in structuring programs that provide job training and human service infrastructure in anticipation of welfare reform.

A Running Start

The response to the creation of the Center has been overwhelming. The best evidence of this can be seen in the enthusiasm of the leaders who form the Advisory and Executive Boards, in the involvement of faculty from within the University and surrounding institutions, in partnerships formed with agencies and organizations within the region, in the funding and implementation of the GIFTS Project, and the range of projects that are being considered for the future. The clear message being sent by the Center and its director is that social problems of the region and state are an integral part of the mission of UNCG. This message is being endorsed as people throughout the region see the possibilities of university-community partnerships.

— Lewis Hammett and Minerva staff

CSSI's PROGRAMS MATCH UNCG's TEACHING AND RESEARCH RESOURCES WITH THE "REAL-LIFE" CONCERNS OF THE TRIAD.



Dr. MacKinnon-Lewis with Edith Martin, Principal of Rankin Elementary School. Rankin is the first school to participate in the GIFTS project.



DRIVING INSTRUCTORS ON A TECHNOLOGICAL HIGHWAY

ITEC'S GOAL IS
TO PROMOTE THE
DEVELOPMENT
AND USE OF
INSTRUCTIONAL
TECHNOLOGY
TOOLS BY ALL OF
UNCG'S
FACULTY.

"We're trying to find out which instructional technologies can be used effectively by faculty in various disciplines," says Dr. Jerry Meisner, co-director with Dr. Harol Hoffman of ITEC, the Information Technologies Education Center. He explains, "ITEC is essentially a Research and Development operation." The Provost picked Meisner, of the Physics Department, and Hoffman, of the School of Education, to run ITEC because of their work with Technology Tools for Science and Mathematics Learning, an ongoing project to establish professional development sites statewide for public school teachers to learn how to use technology tools in the classroom. ITEC's goal is to promote research and development in the use of instructional technology tools by UNCG's faculty. The center encourages the use of data-gathering tools such as probeware and the World Wide Web, and data analysis tools such as image-processing techniques and graphical analysis. ITEC also shows faculty how multimedia and the Web can be used in student learning. Meisner explains that ITEC "is not a service organization. If a computer is broken, we don't fix it. If someone is dissatisfied with the way the network is running, we can't help." But, he says, "If a faculty member has ideas about how they might want to use multimedia machines or the Internet or collaborative video-conferencing, then we want to talk to them about collaborations."

A Model of Collaboration

ITEC aims to unite faculty in collaborative efforts to use technological tools. The center also is designed to help faculty develop joint projects in the research, development, and application of instructional technologies. Meisner and Hoffman provide a model for faculty who wish to find collaborators at ITEC. ITEC is a successful center because the professors capitalize on both the similarities and the differences in how they think and work. "You need an

architect and an engineer to make a building appear," says Meisner. "We bring in different skills. Harol's background is cultural anthropology and education and mine is experimental science, physics. Physicists love to play with gadgets and nice toys."

Hoffman agrees. "He tends to focus on the specific technologies, and I focus more on the people part of it," she says.

Also, says Meisner, "Harol is better at seeing the overall picture, and I'm better at finding out what details have to go in to make the picture work."

Hoffman says that the two have complementary approaches to problem solving. She believes her strength lies in identifying and determining the source of problems. "I might think the problem is insurmountable, but Jerry is very good at listening to my analysis of the problem and figuring out how to go about fixing the problem."

They find that their shared qualities also have helped them form a strong partnership and probably led to their appointment as joint heads of ITEC. Meisner says, "Critical elements needed to make projects like this work are energy, enthusiasm, the ability to see the big picture, and an awareness of what is happening on the national scene."

The professors see ITEC as an opportunity to promote collaborations like theirs throughout UNCG. "Faculty collaboration has been one of the most rewarding parts of working with ITEC. We have interesting faculty, from all disciplines, working with us," says Hoffman. However, she warns, "It takes time. You don't just start to work together one day and have a project the next. In a successful collaboration everybody gets what they want;" however, "You have to see where your agendas match. It takes time, effort, and energy."

A Vehicle for the Future

Centers like ITEC have the potential to radically alter education. Hoffman says that



perhaps the biggest contribution ITEC has made is in bringing ideas to UNCG. "Not only technical ideas," adds Meisner, "but structural ones. The traditional university is built on a certain structure that has been around for a long time. All organizations have to change and we have pointed out some directions where there needs to be improvement."

Faculty have to commit time and effort to learning new technologies and take risks in their teaching methods, says Meisner. "A professor can take his yellowed notes from seventeenth-century English literature and bring them to class year after year or that same professor can look at what sort of technical resources are available and say 'I can totally change not only what I present but how I present the material, the way I involve students.'"

And, Hoffman interjects, "dramatically change the whole student experience."

Students are instrumental in determining whether ITEC and the opportunities it provides will flourish, Meisner adds. "Students decide what is important. They should put pressure on faculty who, in turn, can put pressure on the administration."

Hoffman says, "I think the potential is there for the influence of ITEC to help faculty dramatically change the way classrooms operate."

"And, as word gets out," says Meisner, "as people in English, Art, and other departments find out about ITEC, they will tell their colleagues and, as they become interested, we can show them what can be done."

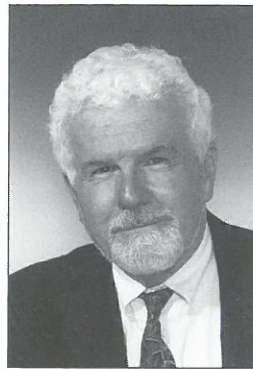
Find out more about ITEC by visiting their Web site at <http://curie.uncg.edu/itec/>. The site includes information about the goals and resources of ITEC and links to several faculty projects completed with the help of the center.

— Lisa Harbin

Web authoring tools are explored by ITEC developers, Harol Hoffman and Jerry Meisner.



LAB LEADS REFORM IN SOUTHERN SCHOOLS



Dr. Roy Forbes
Director of SERVE

“Change in education includes and impacts so many individuals and groups that consistency and commitment to goals is imperative,” says Dr. Roy H. Forbes, Executive Director of the SouthEastern Regional Vision for Education (SERVE). “As America’s schools approach the twenty-first century, advances in technology, policy, professional development, and parental involvement are changing the way we look at education.”

SERVE is a consortium of educational organizations working to ensure that these advances improve the educational opportunities for all learners in the Southeast. The consortium’s core is a Regional Educational Laboratory headquartered at The University of North Carolina at Greensboro, one of ten such laboratories funded by the US Department of Education. This network of laboratories is the federal government’s largest research and development investment to help educators, policymakers, and communities improve

schools and help all students attain their full potential. In the Southeastern region alone, the US Department of Education has invested \$33 million in SERVE operations and programs to date.

A Shared Vision

Committed to creating a shared vision of the future of education in the Southeast, SERVE’s board of directors includes governors, legislators, and chief state school officers from Alabama, Florida, Georgia, Mississippi, South Carolina, and North Carolina. In addition to addressing critical educational issues, SERVE acts as a catalyst for positive change and serves as a resource to groups and individuals striving for comprehensive school improvement.

Forbes, a UNCG professor of education with a national reputation in educational assessment, accountability, and rural education, is pleased about the success of SERVE, which is in its seventh year of operation and was the first of the regional



SERVEing Young Children provides elementary students with improved access to technologies through the technology implementation components of its program in early childhood education.

labs to be operated by and headquartered at a university. “I feel good about what we have been able to accomplish so far,” says Dr. Forbes, “and basically it is because we have been able to reach the classroom teachers.”

He notes that so far 350,000 copies of reports, publications, and policy briefs have been distributed throughout the Southeast. Now with its site on the World Wide Web and SERVE-line, an on-line information system that teachers use to access and exchange information, SERVE is able to repond even more effectively to regional educational needs. “As we go about developing our products and services, we have always had the teachers in mind. I am constantly trying to enlarge upon that effort. Classroom teachers are the key to improving educational outcomes.”

UNCG Chancellor Patricia A. Sullivan says that much remains to be done to improve our schools in the Southeast. “I look forward to the contributions that our School of Education and SERVE will continue to make in this important work,” she says. “I am pleased that UNCG is taking a leadership role in the Southeast in this effort. Such educational improvements are crucial to continued progress in the region as well as for economic prosperity and future growth.”

Network of Services

A major facet of SERVE’s effort is the implementation of its laboratory programs, a network of services that include SERVEing Young Children (Early Childhood Education), Research and Development Projects, Field Services, Policy Services, and Database Information Services Clearinghouse (DISC). These programs exemplify SERVE’s commitment to being responsive to its clients by providing them with direct services and assistance.

SERVE also operates other institutes and consortiums including the Eisenhower Consortium for Mathematics and Science in Education, the SouthEast and Islands Regional

Technology in Education Consortium, the Region IV Comprehensive Assistance Center, SERVE’s Evaluation and Assessment Services, the SouthEastern Professional Development Institute, and the SouthEastern Regional Safe School Institute. These entities provide education stakeholders extended site-based access to high quality professional development programs, evaluation and assessment services, training and policy development to improve school safety, and subject area or project-specific planning and implementation assistance to support clients’ school improvement goals.

A. Edward Uprichard, UNCG Provost and former dean of UNCG’s School of Education, says the South faces a major challenge in improving its schools. “The information society is placing great demands on schools in this region and other regions across the country,” he says. “SERVE is helping our schools do a better job of meeting those demands, and it is doing it in a first-class manner.”

In the next several years, Forbes says SERVE’s principle tasks will center around

- Research and development services
- Field services throughout the Southeast
- Participation in the formation of a nationwide system of educational information and assistance

- Working with the other nine Regional Laboratories in the US on joint efforts
- Providing leadership in research and development in early childhood education

SERVE is currently in its second five-year contract, which differs from the first. “There is now more emphasis placed on research and development and less emphasis on the direct services that we were providing during the first contract,” says Forbes. “We are trying, and so far have been successful, to find ways to continue providing all of the service aspects of our programs to the schools. I’m optimistic that we will be able to accomplish our goals.”

— Minerva staff

WE HAVE
BEEN ABLE
TO REACH
THE
CLASSROOM
TEACHERS.



AWARD LISTINGS

Selected Awards in Education

| <i>Principal Investigator & Department</i> | <i>Sponsor</i> | <i>Amount</i> | <i>Project Title</i> |
|--|--|---------------|--|
| George Bright & Nancy Vacc <i>Curriculum & Instruction</i> | National Science Foundation | \$254,708 | Cognitively Guided Instruction: Dissemination for North Carolina |
| James Clotfelter <i>Administration and Planning</i> Deborah Cassidy <i>Human Development & Family Studies</i> | AmeriCorps | \$429,127 | North Carolina Child Care Corps |
| Roy Forbes <i>Southeastern Regional Vision for Education (SERVE)</i> | US Department of Education | \$4,510,011 | Regional Educational Laboratory |
| Roy Forbes <i>Southeastern Regional Vision for Education (SERVE)</i> | US Department of Education | \$1,470,007 | Eisenhower Regional Math/Science Consortium |
| Richard Jaeger <i>Center for Educational Research & Evaluation</i> | National Board for Professional Teaching Standards | \$2,386,281 | Technical Analysis Group to the National Board for Professional Teaching Standards |
| Virginia Karb <i>Nursing</i> | Health Resources & Services Administration | \$78,992 | Professional Nurse Traineeships |
| Laurie Kennedy-Malone <i>Nursing</i> | Health Resources & Services Administration | \$232,736 | Gerontological Nurse Practitioner Program |
| Gerald Meisner & Harol Hoffman <i>Information Technologies Education Center</i> | National Science Foundation | \$1,290,060 | Technology Tools for Science and Mathematics Learning |
| Edgar Shroyer & Mary V. Compton <i>Communication</i> | US Department of Education | \$99,063 | Personnel Preparation for the Low Incidence of Children with Hearing Impairments in Public Schools in Rural North Carolina |
| Garry Walz & Jeanne Bleuer <i>Counseling & Educational Development</i> | US Department of Education | \$386,469 | ERIC Clearinghouse on Counseling and Student Services |

Selected Awards in The Arts & Humanities

| | | | |
|---|---------------------------------|-----------|------------------------------|
| Ruth Beesch <i>Weatherspoon Art Gallery</i> Susan Larson <i>Corporate & Foundation Relations</i> | National Endowment for the Arts | \$100,000 | NEA Challenge Matching Grant |
|---|---------------------------------|-----------|------------------------------|

| <i>Principal Investigator & Department</i> | <i>Sponsor</i> | <i>Amount</i> | <i>Project Title</i> |
|--|--|---------------|--|
| Ruth Beesch <i>Weatherspoon Art Gallery</i> | NC Arts Council | \$5,000 | Roger Shimomura Retrospective |
| Tom Behm <i>Broadcasting/Cinema and Theater</i> | Liberace Foundation | \$4,500 | Liberace Scholarship for Theater for Youth |
| William Blair <i>History</i> | Virginia Historical Society | \$750 | Cities of the Dead, Politics of the Living: Commemoration of the Civil War |
| Patricia Chamings <i>Nursing</i> | DOD/Uniformed Services University of the Health Sciences | \$75,401 | Flight Nursing and the U.S. Air Force Nursing Corps |
| Eric Charry <i>Music</i> | George A. & Eliza Gardner Howard Foundation | \$1,000 | Aesthetics and Dialectics of Composition, Improvisation, and Musical Freedom from Ornette Coleman to John Coltrane |
| Emily Edwards <i>Broadcasting/Cinema and Theater</i> | Parapsychology Foundation | \$3,000 | Wondrous Healing |
| Charles Lyons <i>International Programs</i> | NC Governor's Office | \$25,000 | Governor's Global Forum Initiative |
| Sandra Rawls & Giselle Young <i>Housing & Interior Design</i> | Armstrong World Industries, Inc. | \$1,000 | Environmental Press Approach to Five Plus Senses in the Healing Process and the Role of the Designed Environment in a Rehab Unit |
| Loren Schweninger <i>History</i> | National Historical Publications & Records Commission | \$23,887 | Race and Slavery Petitions Project |
| Susan Shelmerdine <i>Classical Studies</i> | National Endowment for the Humanities | \$30,000 | Modern Commentary on the Homeric Hymn to Hermes |
| Jeffrey Soles <i>Classical Studies</i> | Institute for Aegean Prehistory | \$60,000 | Mochlos Excavation Project: Study and Publication |
| Jeffrey Soles <i>Classical Studies</i> | Samuel Kress Foundation | \$12,000 | The Mochlos Project Study and Publication |

Selected Awards in Social and Behavioral Sciences

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|---|--|-----------|--|
| Lee Bernick <i>Political Science</i> David Pratto <i>Sociology</i> | Court Watch of North Carolina | \$17,865 | Evaluation of Professional Behavior of State Judges |
| Susan Buck <i>Political Science</i> | Council for the International Exchange of Scholars (Fulbright) | \$6,951 | Lecturing in Environmental Law and Policy; Research in Comparative Wildlife Management |
| Susan Calkins <i>Psychology</i> | NIH/National Institute of Mental Health | \$33,711 | Emotionality, Emotion Regulation, and Toddler Conflict and Aggression |
| Peggye Dilworth-Anderson <i>Human Development & Family Studies</i> | NIH/National Institute on Aging | \$292,664 | Structure and Outcomes of Caregiving to Elderly Blacks |
| Jamie Herring <i>University Police</i> | US Department of Justice | \$71,369 | Community Policing Program |

**Principal Investigator
& Department**

Sponsor

Amount

Project Title

| | | | |
|--|--|-----------|---|
| John Humphrey <i>Sociology</i> | NC Governor's Crime Commission (subcontract from UNC Chapel Hill) | \$5,515 | Development of Impact Assessment of Community Policing in North Carolina |
| Carol MacKinnon-Lewis <i>Human Development & Family Studies</i> | William T. Grant Foundation | \$405,301 | Early Adolescent Transitions in Multiple Contexts |
| David Olson & William Crowther <i>Political Science</i> | National Science Foundation | \$145,000 | The Democratic Parliaments of Central Europe: Collection & Dissemination of Documents |
| Richard Shull <i>Psychology</i> | National Science Foundation | \$24,988 | Rate and Persistence of Responding |
| Paige Hall Smith <i>Public Health Education</i> | NIH/National Institute for Alcohol Abuse & Alcoholism (subcontract from Research Triangle Institute) | \$13,865 | HIV Risk and Family Factors among Homeless/Runaway Youth |

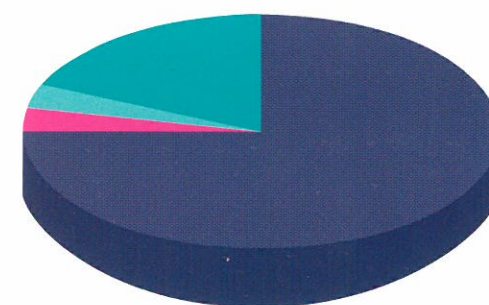
Selected Awards in Science & Mathematics

| | | | |
|---|--|-----------|---|
| Alice Haddy <i>Chemistry</i> | Research Corporation | \$39,600 | Energetics of O ₂ Evolving Complex Oxidation State Changes as Revealed by the S ₂ EPR Signals |
| Cheryl Lovelady <i>Food, Nutrition & Food Service Management</i> | NIH/National Institute of Child Health & Human Development | \$97,808 | Effect of Weight Loss During Lactation on Infant Growth |
| Don Morgan <i>Exercise & Sport Science</i> | NIH/National Institute of Child Health & Human Development | \$79,745 | Physical Growth and the Aerobic Demand of Locomotion |
| Jeffrey Patton & Roy Stine <i>Geography</i> | National Science Foundation | \$30,000 | Development of a Digital Cartography/Remote Sensing Laboratory |
| Promod Pratap <i>Physics & Astronomy</i> | NIH/National Institute of General Medical Sciences | \$164,119 | Kinetic Analysis of Na ⁺ /K ⁺ ATPase Reaction Mechanism |
| Fereidoon Sadri <i>Mathematical Sciences</i> | National Science Foundation | \$65,707 | Modeling Uncertainty in Database and Knowledge-Base Systems |
| Mary K. Sandford <i>Anthropology</i> | US Virgin Islands Department of Planning & Natural Resources | \$1,500 | Laboratory Analyses of Human Skeletal Remains from the Tutu Site |
| Krishna Sivalingam <i>Mathematical Sciences</i> | Xerox Corporation | \$15,000 | Network Interoperability in a Heterogeneous Environment with Isotropic Resources |
| Ann Somers <i>Biology</i> | NC Department of Environment, Health, & Natural Resources | \$9,780 | Forsyth County Natural Areas Inventory |
| Neal Stewart <i>Biology</i> | US Department of Agriculture | \$134,772 | <i>Bt Canola</i> under Selection: Genotype and Natural Plant Community Shifts |



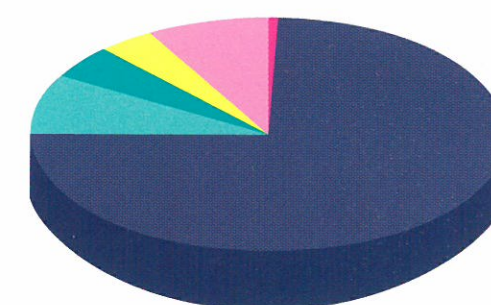
AWARDS & EXPENDITURES

By Source (fiscal year 1996)

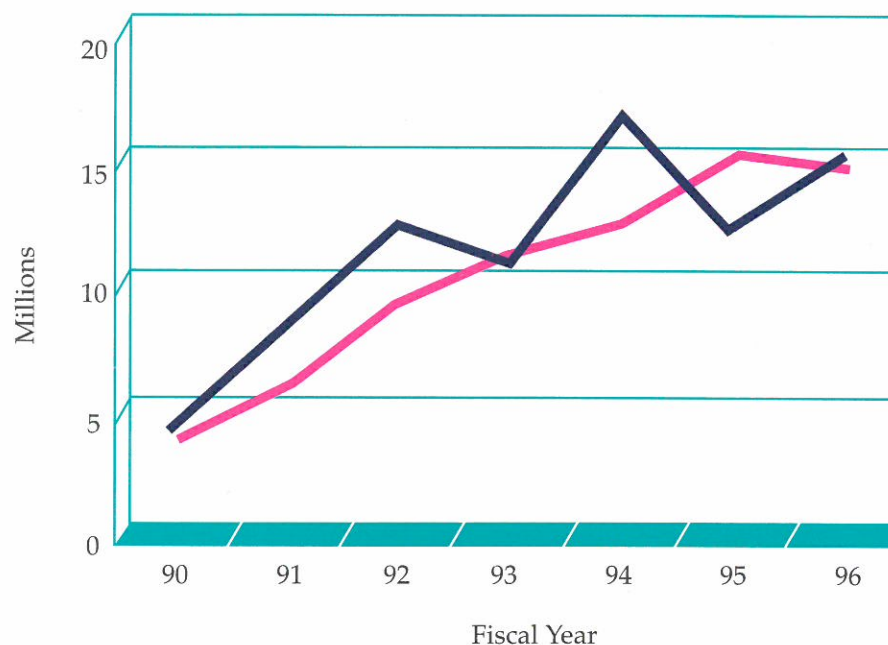


- Federal 70.2%
- Other 21.5%
- State 4.4%
- Foundation 3.8%

By Academic Unit (fiscal year 1996)



- Education 73.6%
- Arts & Sciences 10.6%
- Human Environmental Sciences 7.8%
- Administration 3.9%
- Nursing 3.5%
- Health and Human Performance ... 0.6%



- Awards
- Expenditures

~~Representative Alex Warner~~
~~1740 Legislative Building~~
~~Raleigh, NC 27601-1096~~

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