

February 8, 2018, 1:00pm – 2:30pm  
University of North Carolina School of the Arts  
Hanes Student Commons, Room 301  
Winston-Salem, North Carolina

**COMMITTEE MEMBERS:**

Greer Cawood (Chair)\*, Anna Folwell\*, Mark Land\*, Hassiem Muhammad\*, Michael Tiemann\*  
(ex officio), Sandi MacDonald

\* denotes voting members

**COMMITTEE STAFF:**

David English, Provost, Karen Beres, Vice Provost and Dean of Academic Affairs, Ward W. Caldwell, Vice Provost and Dean of Student Affairs, David L. Harrison, General Counsel, Virginia Riccio, Staff, Leslie Kamtman, Faculty Council, Laurel Banks, Staff Council

**AGENDA**

**OPEN SESSION**

1. Call to Order and Confirm Quorum.....Chairman Cawood
2. Approval of Minutes from the December 7, 2017 Meeting.....Chairman Cawood
3. Provost’s Report.....David English
  - a. Grant Application Updates
4. Student Affairs and Enrollment Management Report.....Ward W. Caldwell
5. Student Body President Report.....Hassiem Muhammad
6. Academic Affairs Report.....Karen Beres
  - a. Student Success Update – Fall 2017
7. School of Music Strategic Initiative Update.....Brian Cole
8. Motion to Move to Closed Session.....Chairman Cawood

**CLOSED SESSION**

9. Approval of Minutes from the December 7, 2017 Meeting.....Chairman Cawood

- 10. Student Judicial Appeal.....Andrea Sell/Ward  
Caldwell
- 11. Consideration of Emeritus Status.....David English
- 12. Motion to Return to Open Session.....Chairman Cawood

**OPEN SESSION**

- 1. Other Business.....Chairman Cawood
- 2. Adjourn.....Chairman Cawood

DRAFT

**Academic & Student Affairs**  
**The University of North Carolina School of the Arts**  
**Thursday, December 7, 2017**  
**1:00 p.m. – 2:30 p.m.**  
**Fishbowl Room 301- Hanes Student Commons**

**Open Session Minutes**

**Committee on Academic and Student Affairs**

**Committee Members Attending**

- \* Greer Cawood (Chair)
- \* Anna Folwell
- \* Mark Land
- \* Hassiem Muhammad
- \* Michael Tiemann (ex-officio)

**Others Attending**

David English, Provost  
Karen Beres, Vice Provost and Dean of Academic Affairs  
Ward W. Caldwell, Vice Provost and Dean of Student Affairs  
David L. Harrison, General Counsel  
Virginia Riccio, Staff  
Leslie Kamtman, Faculty Council  
Laurel Banks, Staff Council  
Gary Davis, Campus Police  
Andrea Sell, Associate Director of Student Conduct  
Charles Lefler, Interim Vice Chancellor for Finance and Administration  
Jim DeCristo, Chief of Staff  
Delores Harris, Title IX Coordinator, Human Resources  
Jackie Riffle, Director of Budget  
Amanda Balwah, Secretary to the University Board  
Claire Machamer, Chief Technology Officer  
Al Crawford, Board of Trustees  
Marty Kotis, Board of Governor's Representative

\*Denotes voting members

**Convene Meeting, Welcome and Confirm Quorum**

*Greer Cawood*

Chair Cawood convened the meeting at approximately 1:03 p.m. She welcomed those attending and confirmed there was a quorum.

**Approval of September 21, 2017 Open Session Minutes**

*Greer Cawood*

Chair Cawood asked for the approval of the September 21, 2017 Open Session Minutes. Michael Tiemann made a motion to approve the minutes as written. The motion was seconded by Hassiem Muhammad and unanimously approved.

**CLERY, Title IX, and Student Conduct Reports**

The Committee was provided an overview of CLERY (campus crime statistics), Title IX (Sex Discrimination, Harassment, Assault) and Student Conduct numbers for the previous reporting year.

**Provost's Report**

*David English*

1. Tuition and Fees

## **DRAFT**

Provost English provided an update on the Tuition and Fees for 2018-19. There will be tuition increases for non-resident students in high school, undergraduate and graduate program as well as an increase for graduate resident students. There will be no increase for undergraduate resident students. The committee is proposing three fee requests; a 1% increase in housing fees to fund anticipated repair and renovation needs, a \$20 Dance special fee to cover support in the Dance Costume Shop and a 2.9% increase to the Education and Technology fee to provide for the acquisition of the Adobe Creative Cloud suite of tools for all of our students.

### **2. Wake Forest University Partnership**

UNCSA is working on a partnership with Wake Forest for their Master in Management Program. UNCSA students would be able to graduate from UNCSA with a Bachelors in Arts and a Masters in Management from Wake Forest within five years.

### **3. SACS Update**

The SACS Board notified the school that they have fully accepted the last monitoring report and that no further information is requested.

### **4. UNC Baccalaureate Degree Credit Requirements**

General Administration is putting a proposal forward to move to a 120 hour standard for a BA degree. UNCSA will examine our requirements and degree standards and compare them to other institutions.

## **Student Affairs and Enrollment Management Report**

*Ward W. Caldwell*

Vice Provost Ward Caldwell provided an update on community engagement projects related to Americorps/Artistcorps and the Vivaldi Project that have resulted in over 3500 hours of service since September. He reported on initiatives that are ramping up to foster and encourage dialogue on campus about diversity, gender dynamics and other topics focused on inclusion. Ward then gave an overview on current enrollment and our application status for fall 2018. While the school is currently under-enrolled this year and has an aggressive recruitment season ahead, Ward outlined how application numbers are currently up 50% over last year at this time. Extra staff have been added to the Admission's team to handle the increase in activity.

## **Student Body President Report**

*Hassiem Muhammad*

Hassiem Muhammad reviewed the SGA activities for the semester; a safety walk on campus, several fundraising events and community outreach for the Happy Hill community. The Artists of Color student group is working closely with Student Affairs to create all-school forums to discuss diversity and gender dynamics.

## **Academic Affairs Report**

*Karen Beres*

### **1. Student Success**

Karen Beres gave an overview of student success initiatives. She presented statistics from the academic early warning report that 68 students have been identified and connected with campus resources. The students from the summer 2017 Student Advantage Week program are doing well in their first semester and plans to expand and revamp the program are underway.

### **2. Contract Reappointment/Rank Promotion Update**

Karen Beres reviewed the number of faculty going through contract reappointment and rank promotion for the 2017-18 academic year.

## **Motion to Move to Closed Session**

**DRAFT**

Michael Tiemann motioned to move to closed session. The motion was seconded by Anna Folwell.

**Other Business**

*Greer Cawood*

With no further business, Chair Cawood moved to adjourn the meeting. The motion was seconded by Michael Tiemann and unanimously approved. The meeting was adjourned at 2:30 p.m.

Respectfully submitted by:

Virginia Riccio

Executive Assistant to the Provost

## **AGENDA ITEM**

### Grant Application Update

**Summary:** Information will be provided on the status of two competitive grant applications that were submitted to the UNC System office in December, 2017. The first grant is a collaborative project between Counseling Services, Residence Life, Wellness and Student Engagement to assess and enhance the behavioral health, substance abuse and suicide prevention policies, systems and programs of the university. UNCSA has been awarded \$29,800 in support of those efforts.

The second is a student success grant developed to support the UNC System Strategic Plan, *Higher Expectations*. The UNCSA grant will improve student success initiatives on campus, including an expansion of case management initiatives, graduate student coaches, and the student advantage week program. UNCSA has been awarded \$61,500 in support of these efforts.

Full copies of the two UNCSA grant proposals are provided in the Board Book as additional information.

**Action:** This item is for information only.

**Constituent Universities**

Appalachian  
State University

East Carolina  
University

Elizabeth City  
State University

Fayetteville State  
University

North Carolina  
Agricultural and  
Technical State  
University

North Carolina  
Central University

North Carolina  
State University  
at Raleigh

University of  
North Carolina  
at Asheville

University of  
North Carolina  
at Chapel Hill

University of  
North Carolina  
at Charlotte

University of  
North Carolina  
at Greensboro

University of  
North Carolina  
at Pembroke

University of  
North Carolina  
at Wilmington

University of  
North Carolina  
School of the Arts

Western Carolina  
University

Winston-Salem  
State University

**Constituent High School**

North Carolina  
School of Science  
and Mathematics

An Equal Opportunity/  
Affirmative Action Employer

**Dr. Karrie G. Dixon**  
**Vice President**  
**Academic and Student Affairs**  
Phone: 919-962-4623  
Email: [kdixon@northcarolina.edu](mailto:kdixon@northcarolina.edu)

**Dr. David English**  
**Executive Vice Chancellor and Provost**  
**University of North Carolina School of the Arts**

Dear Dr. English,

On behalf of the UNC System, I would like to thank you for submitting your grant proposal, entitled *UNCSA Proposal to Support Behavioral Health Initiatives*, in response to the UNC System Behavioral Health and Wellness request for proposals. You are to be commended for your interest in advancing knowledge and support of students experiencing behavioral health needs.

We were pleased to have received 17 complete proposals for consideration. The number of proposals combined with our limited amount of available funds made our decision-making process a very difficult one. **With that being said, we want to congratulate you on being selected for funding. Your proposal will be funded in the amount of \$29,800.00.** Please be sure to check your email frequently over the next couple of weeks, as you will receive instructions outlining how funding will be distributed per the requirements of our Department for Sponsored Research.

Again, congratulations, and we look forward to learning about the outcome of your project. If you have any questions, please contact me at [kdixon@northcarolina.edu](mailto:kdixon@northcarolina.edu).

Sincerely,



**Karrie Dixon**



December 8, 2017

**David J. English, Ph.D.**  
Executive Vice Chancellor  
and Provost

To: Dr. Bethany Meighan, Assistant Vice President for ASA  
From: Dr. David English, Executive Vice Chancellor and Provost  
Re: Behavioral Health Grant RFP

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1533 S. Main St.  
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Dr. Meighan:

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I am incredibly pleased to submit on behalf of the University of North Carolina School of the Arts (UNCSA) the attached application for the University of North Carolina (UNC) Behavioral Health Initiatives grant. UNCSA, as the unique public arts conservatory of the UNC system, has had a long commitment to serving the behavioral health needs of our student body. Our grant application was collaboratively developed with input from Counseling Services, Residence Life, Student Wellness, Student Engagement, and Academic Affairs. If UNCSA is awarded a Behavioral Health Initiatives grant, we will be able to immediately expand the scale and scope of services offered to our students. As a small university, these funds would have a palpable impact on our student support initiatives.

This grant proposal is submitted with the full endorsement of our Chancellor, myself, our Chief Student Affairs Officer, and the many faculty and staff that work across academic and student affairs at UNCSA. Thank you again for the opportunity to submit this grant proposal. Should you require any additional information, please do not hesitate to let me know.

Sincerely

A handwritten signature in black ink, appearing to read "David English".

David J. English, Ph.D.  
Executive Vice Chancellor and Provost

Cc:  
Ward Caldwell, Vice Provost and Dean of Student Affairs  
Annamarie Gallagher, Counseling Clinical Supervisor  
Laurel Banks, Clinical Case Manager

UNIVERSITY OF NORTH CAROLINA

# SCHOOL OF THE ARTS

Proposal to Support Behavioral Health

Initiatives

December 8, 2017

David J. English, Ph.D.  
Ward W. Caldwell, MA  
Annmarie Gallagher, LPC-S  
Laurel Banks, MS

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Vice Provost and Dean of Students  
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## Introduction

UNC School of the Arts Counseling Services in conjunction with Academic Affairs, Residence Life, Wellness and Student Engagement proposes the implementation of the JED Campus program to *assess* and *enhance* the *behavioral health, substance abuse* and suicide prevention policies, systems and programs of the campus through a process of campus-wide *training* and *professional development* with specific attention to *special populations*.

The 4 year JED Campus program is uniquely designed to assess the needs of the campus, providing strategic planning to address the identified growth areas and partnership with a JED Campus Advisor to implement, evaluate and sustain the initiatives identified through campus community participation and ongoing annual assessment including two administrations of the Health Minds Study student survey.

The following narrative will clearly outline the project goals and significance, target groups, metrics of success, evaluation, additional deliverables, and plans for program growth and sustainability.

## Goals and significance

### **Benefit to students, faculty and/or staff**

The concerning state of college mental health is no secret and our small but brilliant jewel of a campus is not immune, especially with a student loss to suicide in 2015 and continued rise in service utilization, behavioral health hospitalizations and crisis responses. Retention is a national concern on college campuses and this proposal seeks to positively impact that particular measure along with many more. In the absence of specialized student support such as a diversity center, women's center, sexual assault victim's advocate, international student center, LGBTQ+ center

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and/or career center, the UNCSA Counseling Center and Student Affairs staff (residence life/student engagement, etc.) absorb and attempt to meet the needs of special populations through the services described below. UNCSA as an arts conservatory in the UNC system is a mecca for diverse populations. Thus campus mental health efforts are expected to improve the experience of each population noted above and more.

### **Overview of current behavioral health structure and impact**

UNCSA CC (University of North Carolina School of the Arts Counseling Center) currently employs two full time counselors, a clinical supervisor and a clinical case manager in a fully integrated Wellness Center to serve approximately 1258 high school, college and graduate arts students.

UNCSA currently employs 140 faculty and 84 EHRA staff. One of the two full time counselors is the campus Substance Use Specialist and, in her new role (hired Aug '17), she seeks expert consult navigating the substance use education and programming needs of the campus.

The UNCSA CC is located in the Wellness Center along with medical, athletic training, nutrition and psychiatry, facilitating holistic care and efficient communication among all providers students might encounter in their pursuit of health. The Director of Wellness oversees counseling as well as the other departments listed.

The UNCSA CC has worked hard to develop effective collaboration with the entire campus, working closely with residence life, student engagement, health education, and medical to provide trainings, psycho-education and programming to facilitate a community approach to mental health on campus. In addition, UNCSA CC partners with faculty and academics to provide classroom instruction and workshops addressing anxiety, stress, relationships, supporting peers in crisis, healthy relationships,

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self-care and other requested topics. The center's high utilization rate can be linked, in part, to the awareness, accessibility and de-stigmatization that has occurred through these efforts.

While the national average utilization rate of campus counseling centers hovers at 10% of the campus population, UNCOSA CC has seen 19% of the campus (nearly double the national average) for at least one appointment YTD and typically sees 25-29% of the campus throughout the academic year. The sole case manager has seen 172 clients YTD (14% of the campus body).

JED Campus is equipped to address the issues identified and the project itself is certainly scalable to include other UNC schools or UNC system-wide efforts. UNCOSA offers a unique opportunity for Healthy Minds to expand their research into the adolescent high school population, further informing the JED Campus fit for UNCOSA.

The UNCOSA CC staff has limited resources to prepare and plan for on-going campus programming and prevention due to the significant amount of time spent on direct client care. Through implementation of this grant we would like to offer two paid internship opportunities for graduate students to assist with program coordination, planning and support; utilizing ACHUO-I and partnerships with other local UNC Schools.

UNCOSA CC will partner with Residence Life to recruit a special projects intern from the Association of College and University Housing Officer International (ACUHO-I) to assist the Clinical Case Manager and the Student Support Team (SST) to help prepare the campus for the strategic initiatives that begin fall 2018. With grant funding, we would recruit a qualified masters level student studying higher education, student affairs administration, or equivalent. We would provide the intern with a stipend, and our partners in Residence Life would match this stipend by providing summer housing for the intern.

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We would also recruit a qualified graduate student assistant from a UNC school nearby, such as WSSU, UNCG, or NC A&T, from a program such as adult education, higher education, public health counseling, or social work to assist the Clinical Supervisor and Clinical Case Manager with program coordination as UNCSA prepares and implements the strategic initiatives outlined by JED Campus.

We would provide the graduate assistant with a stipend.

## Program Details

Over the course of their participation in the program, JED Campus schools receive:

- A 4-year partnership with JED, providing in-depth technical assistance from a dedicated campus advisor throughout the institution's participation in the program
- Assistance in building a multi-disciplinary, cross-campus team to work on this initiative with support and involvement from senior leadership on campus
- The JED Campus Baseline Assessment - a 130-item assessment measuring 540 variables of campus systems, policies and programs based on JED's comprehensive framework followed by a Post-Assessment evaluating systems change in the institution over the course of the program
- Two administrations of the Healthy Minds Study – an in-depth assessment of students' attitudes, behaviors and awareness of mental health issues both at the beginning and toward the end of the program
- A detailed feedback report highlighting strengths and areas for enhancement in the institution's systems, policies, and programs based on the JED Campus Baseline Assessment responses as well as the students' reported experience obtained from The Healthy Minds Study
- An on-campus meeting between the institution's JED Campus team and one of JED's Subject Matter Experts to review the feedback report and begin to generate a strategic plan
- The development and finalization of a strategic plan organized according to the JED framework, complete with objectives and detailed action steps aimed at meeting those objectives
- Ongoing technical assistance from the campus advisor offering guidance, access to resources, consultation, etc., tracking progress on action steps and objectives

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- A detailed feedback report with pre-post data analysis for both the JED Campus Assessment and The Healthy Minds Study
- A data summary highlighting the impact on student outcomes/changes in students' attitudes, behaviors and awareness as a result of systems change accomplished through JED Campus
- A final year devoted to issues of sustainability to help institutions maintain the gains they made via JED Campus once participation comes to a close
- Membership in the JED Campus Learning Community, which consists of at least eight webinars per year on specific topics of interest to JED Campus schools.
- ULifeline - an online resource center for college students with information about emotional wellness, a confidential online screener as well as information about how to access mental health services available on their JED Campus
- The JED Campus Playbook - a comprehensive online resource library consisting of resources, sample policies, programs, educational campaigns and research/professional journal articles related to the JED Campus framework
- Access to the JED Campus Discussion Board where participating schools can share resources and promising practices with each other
- Discounts and free access to numerous programs and services that enhance the supports available to students and staff
- The JED Campus membership seal signifying the institution's commitment to working with JED to improve the emotional health and well-being of its students and working to prevent suicide and serious substance abuse

Over 160 schools representing more than 1.8 million students are engaged in in JED Campus. Appalachian State University is one to note.

For more information, visit <http://www.jedcampus.org> or contact [info@thecampusprogram.org](mailto:info@thecampusprogram.org).

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## Implementation, Timeline and Evaluation

### **2018 Year 1**

*February* - build interdisciplinary team

*March/April* - JED Campus Assessment and Healthy Minds Study Administered

*May/June* - analysis done by JED Campus

*June/July* – ACHO- I Intern works with Clinical Case Manager to develop and coordinate programs for RA training and orientation for Fall 2018, which would focus on behavioral health

*July* - initial feedback received

*August/September* - Campus visit from JED staff member and strategic planning

*August 17* – Interim Report to GA

*August-May* – Graduate Assistant works to assist with Clinical Supervisor and Clinical Case Manager to assist with program planning and support of the JED strategic plan

*October* - Strategic Plan refinement

*November* - begin strategic plan implementation

### **2019-2020 Years 2-3**

*February 22* – Final Report to GA

\*Implementation would then continue through February 2021. During this period, UNCSA would have consistent quarterly progress calls with the JED Campus Advisor while the implementation team is doing the work. Ongoing work would include access to JED webinar series, online resource center, and discussion board to share resources with other schools in the JED Campus program.

### **2021 Year 4**

*Spring Semester* - JED Campus Post assessment and HMS second administration

*Summer* - analysis and data summary report

*Fall* - planning for sustainability and future work

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## Principal Investigator/Project Coordinators

Dr. David English, Executive Vice Chancellor and Provost will serve as the primary investigator for this grant proposal. Ward Caldwell, Vice Provost and Dean of Students, Annamarie Gallagher, Clinical Supervisor, and Laurel Banks, Clinical Case Manager, will serve as the project coordinators. Matching funds for salary will come from the Counseling Center budget, as two of their personnel will be contributing about 8% of their time to this project over the next eighteen months if awarded.

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## Budget

	<b>2018-2019</b>	<b>Total</b>
<b>JED Campus Program</b>		
Program	\$ 22,000	\$ 22,000
Sub-total	\$ 22,000	\$ 22,000
<b>Summer Intern ACCHO-I June/July 2018</b>		
Personnel	\$1,600	\$1,600
Housing	\$1,500 (match)	\$1,500
Sub-total	\$3,100	\$3,100
<b>Counseling Center Staff</b>		
Personnel	\$10,000 (match)	\$10,000
Sub-total	\$10,000	\$10,000
<b>Graduate Student Intern</b>		
Personnel	\$5,000	\$5,000
Operating	\$500	\$500
Sub-total	\$5,500	\$5,500
<b>Travel</b>		
Chapel Hill for 3 meetings	\$700	\$700
Sub-total	\$700	\$700
<b>Project Total</b>	<b>\$ 41,300</b>	<b>\$ 41,300</b>
UNCSA Funds	\$11,500 (30%)	\$ 11,500
UNC Grant Funds	\$ 29,800	\$ 29,800

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## Appendices

### Biographies of Project Participants

**Dr. David English** joined UNC School of the Arts in April 2010, and currently serves as Executive Vice Chancellor and Provost. The Executive Vice Chancellor and Provost (EVCP) reports directly to the Chancellor, and serves as the senior executive responsible for the day-to-day campus activities. The EVCP is also the chief academic officer of the University, and is responsible for providing academic and administrative leadership in all areas related to teaching and student learning. The EVCP oversees the Deans, Academic Affairs, Student Affairs and the work of many other departments and centers. In doing so, the Office of the Provost is committed to ensuring the success of faculty, students and staff and fostering a climate of excellence, collaboration, and opportunity.

**Ward W. Caldwell** joined UNC School of the Arts in July 2011, and serves as Vice Provost and Dean of Student Affairs. He provides leadership and management to the Division of Student Affairs and Enrollment Management, which strives to enhance each student's experience at UNCSA. As student advocate, the Dean and his staff continually evaluate student needs and interests through counseling services, new student orientation, residence life, student success, and student health services. Additional services include student activities, transportation services, and student outreach services.

**Annamarie Gallagher** joined UNC School of the Arts in August 2013, and serves as the Clinical Supervisor of the Counseling Center after four years as a counselor at UNCSA. Annamarie is completing her CEDS (Certified Eating Disorder Specialist) through IADEP (International Association of Eating Disorder Specialists). As Clinical Supervisor, she oversees the daily functions of the UNCSA CC, supervising staff and interns, providing direct care, managing crisis response, after-hours care, community outreach and collaborations across campus.

David J. English, Ph.D.  
Ward W. Caldwell, MA  
Annamarie Gallagher, LPC-S  
Laurel Banks, MS

Executive Vice Chancellor and Provost  
Vice Provost and Dean of Students  
Counseling Clinical Supervisor  
Clinical Case Manager

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[banks1@uncsa.edu](mailto:banks1@uncsa.edu)

**Laurel Banks** joined UNC School of the Arts in August 2013, and serves as the Clinical Case Manager. As the Clinical Case Manager, she oversees Case Management for UNC School of the Arts students and Student Support Team (SST) for both high school and college. Ms. Banks served on the Mental Health Task Force lead by UNC General Administration and contributed to the White Paper *Impact of Mental Health Issues on UNC System Campuses*, which was submitted to GA in January 2017. Ms. Banks has a certification in College Suicide Prevention from the National Association for Suicidology and serves on the Ethics Committee of the Higher Education Case Management Association (HECMA).

David J. English, Ph.D.  
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Annamarie Gallagher, LPC-S  
Laurel Banks, MS

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[banks1@unca.edu](mailto:banks1@unca.edu)

## CV's for Project Leads

### David J. English

4028 Huntscroft Ln  
Winston-Salem, NC 27106  
(828) 252-8060 | [englishd@unca.edu](mailto:englishd@unca.edu)

#### EDUCATION

##### North Carolina State University

2012 PhD Educational Research and Policy Analysis

##### Appalachian State University

2018 GC Sociology (Graduate Certificate, 18 hours, Anticipated 2018)  
2006 MA Higher Education Administration  
2004 BSBA Management and Computer Information Systems, *Cum Laude*  
2004 BS Industrial Technology, Furniture Industry Studies Concentration, *Cum Laude*

#### PROFESSIONAL APPOINTMENTS

##### University of North Carolina School of the Arts

2016 – Present Executive Vice Chancellor and Provost  
2013 – 2016 Vice Provost and Dean of Academic Affairs  
2010 – 2013 Associate Provost

##### North Carolina State University

2014 – Present Adjunct Faculty

##### The University of North Carolina – General Administration

2008 – 2010 Director, CFNC Technology and Internet Services  
2006 – 2008 Business Analyst, CFNC Technology and Internet Services

##### Appalachian State University

2004 – 2006 Assistant Director of Admissions

#### FELLOWSHIPS, AWARDS, AND LEADERSHIP DEVELOPMENT

2016 North Carolina State University: College of Education Alumni Spotlight  
2013 Leadership North Carolina Class XXI  
2012 Outstanding Dissertation, North Carolina State University Higher Education Program  
2011 Fellow, NSF/NCES Association for Institutional Research National Data Policy Institute

#### TEACHING

##### Courses Taught

North Carolina State University: Dept. of Educational Leadership, Policy, and Human Development  
EAC 795 Higher Education Policy Spring 2016, Spring 2018  
EAC 749 Finance of Higher Education Fall 2014

University of North Carolina School of the Arts: Division of Liberal Arts

HIS 2200 Education & Democratic Ideals Fall 2016  
HUM 1198 Economics of Higher Education Fall 2013  
HUM 1198 Who Goes to College? Fall 2012, Spring 2015

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## David J. English

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### Guest Lecturer

Appalachian State University	HE 5840 Higher Education Finance	Summer 2014
North Carolina State University	EAC 541 Stu. Affairs Admin. & Finance	Spring 2016
University of Georgia	ECHD 9450 Administration in Stu. Affairs	Spring 2017
Wake Forest University	POL 286 University & Community	Spring 2017

### PUBLICATIONS

#### Refereed Journal Articles

- Trivette, M. J. & English, D. (2017). Finding freedom: Facilitating postsecondary pathways for undocumented students. *Education Policy*, (31)6, 858-894.
- English, D. & Umbach, P. D. (2016). Graduate school choice: An examination of individual and institutional effects. *The Review of Higher Education*, (39)2, 173-211.
- English, D. & Broadhurst, C. (2013). Evolution in college admissions requirements from 1885 – 1905. *College and University*, (89)2, 2-11.

#### Public Scholarship and Policy Reports

- Kramer, R. & English, D. (2017, May 30). Can deans fix higher-ed dysfunction? *The Chronicle of Higher Education*.
- Tillery, C. Y. English, D. (2009) *An evaluation of North Carolina's college planning web portal, CFNC.org*. The University of North Carolina: Chapel Hill, NC.

### SELECTED PRESENTATIONS

#### Refereed Conference Proceedings

- Clayton, A. B., & English, D. (2017). *Access to legal education: Examining enrollment trends and experiences of underrepresented students in law school*. Roundtable presentation at the 42<sup>nd</sup> Annual Meeting of the Association for the Study of Higher Education. Houston, TX.
- Trivette, M. J. & English, D. (2016). *Finding freedom: Facilitating postsecondary pathways for undocumented students*. Paper presented at the 41<sup>st</sup> Annual Meeting of the Association for the Study of Higher Education. Columbus, OH.
- English, D. (2016). *Strategies for successfully planning for an on-site committee visit*. Annual Meeting of the Southern Association of Colleges and Schools Commission on Colleges. Atlanta, GA.
- Romney, J, English, D., Robinson, C., & Frederick, J. (2016). *Telling your story: A case study of building consensus on QEP assessment*. Annual Meeting of the Southern Association of Colleges and Schools Commission on Colleges. Atlanta, GA.
- English, D. & Umbach, P. D. (2012). *Graduate school choice: An examination of individual and institutional effects*. Paper presented at the 37<sup>th</sup> Annual Meeting of the Association for the Study of Higher Education. Las Vegas, NV.

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## Ward W. Caldwell

1215 Brookstown Avenue  
Winston-Salem, North Carolina 27101  
Cell: 336.757.2272  
[caldwellww@gmail.com](mailto:caldwellww@gmail.com)

### HIGHER EDUCATION ADMINISTRATION

- |           |  |                            |
|-----------|--|----------------------------|
| 2011-2017 | UNC School of the Arts   | Winston-Salem, NC          |
|           | <b><i>Vice Provost and Dean of Student Affairs</i></b>   |                            |
|           | <ul style="list-style-type: none"><li>• Plan, implement, administer, coordinate, monitor, and evaluate all of the specific programs, services and functions of Student Affairs and Enrollment Management, including operating policies, procedures and systems. Develop and modify programs/services/systems in accordance with institutional goals, objectives, and student needs.</li><li>• Directly supervise assistant dean and director of residence life, director of wellness center, director of student engagement, director of admissions, director of financial aid, the university registrar and student conduct.</li><li>• Manage multi-million dollar budget. Develop budget proposals and oversee the development and administration of budgets for all assigned functional areas. Plan divisional staffing needs and structures.</li><li>• Coordinate evaluation and plan and conduct professional development for all divisional reports.</li><li>• Perform a variety of key research, planning and evaluation tasks related to student development and student services, including overall long range/strategic planning of a comprehensive student affairs program; evaluation of past and current operations, and development and implementation of specific new programs, services, policies, and operating systems.</li><li>• Confer regularly with staff to plan, coordinate and evaluate programs and activities, assign and review work, resolve problems, assist with difficult or unusual tasks. Develop learning and performance outcomes for program areas and insure that assessment occurs, is used for improvement, and is documented.</li><li>• Monitor all student affairs operations regularly, and deal with a variety of unusual situations that arise on a daily basis, responding accordingly. Review and approve major transactions, reports, policy interpretations, and exceptions.</li><li>• Administer the student judicial system, student disciplinary procedures, and appropriate aspects of the student code of conduct. Responsible for student conduct code and university policy-creation, ongoing review, editing, and approvals. Liaison to College attorney for all student matters.</li></ul> |                            |
| 2005-2011 | Pennsylvania College of Technology   | Williamsport, Pennsylvania |
|           | <b><i>Chief Student Affairs Officer</i></b>  | 2007-2011                  |
|           | <b><i>Director of Residence Life</i></b>   | 2005-2007                  |
| 1997-2005 | Susquehanna University   | Selinsgrove, Pennsylvania  |
|           | <b><i>Associate Dean of Student Life</i></b>   | 2002-2005                  |
|           | <b><i>Assistant Dean-Director of Residence Life</i></b>  | 1998-2002                  |
|           | <b><i>Assistant Director of Residence Life</i></b>   | 1997-1998                  |
| 1993-1995 | Hiram College  | Hiram, Ohio                |
|           | <b><i>Area Coordinator/Residence Life Specialist</i></b>   |                            |

## Ward W. Caldwell

Page 2

1992-1993 Sheldon Jackson College Sitka, Alaska  
*Director of Student Activities*

### UNDERGRADUATE TEACHING EXPERIENCE

#### *Adjunct Faculty*

- Communication 180: *Conflict Resolution*, The nature of conflict, the relationship between conflict and communication, conflict and power, and conflict and group structure.
- Communication:393 *Leaders of Tomorrow*, Examines leadership theory and styles and the need for strong values and ethics within leadership. Investigates how leadership skills create a more productive and responsible environment especially within a rapidly changing world.
- Personal Development: 101 *College 101*, A series of lectures, presentations and activities designed to ease students' adjustment to university life and assist them in the development of personal habits that encourage physical, emotional and intellectual well-being.
- Psychology 270: *Interpersonal Relationships and Community Living*, Student development theory, leadership, and effective community building.

### PROFESSIONAL MEMBERSHIPS

**American College Personnel Association (ACPA)**, 1992-2011  
**National Association of Student Personnel Administrators (NASPA)**, 2004 – Present  
Institute for Aspiring Senior Student Affairs Officers, Participant: 2004  
**Association of College and University Housing Officers – International (ACUHO-I)**, 1993-2008  
**Small College Network**, 1997-2011  
**Forum for the Future**, Appointed Board Member: 2000-2004/ Secretary: 2001-2004  
**ELCA College and University Study Grant Recipient**, 2001-2002  
**National Housing Training Institute (NHTI)**, Participant: Summer 1998  
**Northeast Ohio Housing Officers (NEOHO)**, 1993-1996  
**Alpha Kappa Delta, International Sociology Honor Society**, 1990

### EDUCATION

Present	The Pennsylvania State University <b>Doctoral Candidate (ABD)</b> Higher Education Administration	University Park, Pennsylvania
1992	University of Toledo <b>Master of Arts</b> Sociology	Toledo, Ohio
1988	Miami University <b>Bachelor of Science</b> Marketing	Oxford, Ohio

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## *Annamarie Gallagher, MA, LPC-S*

1533 S. Main St ~ Winston Salem, NC 27127

336.734.2909~gallaghera@unca.edu

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### **EDUCATION:**

#### **Master of Arts in Counseling**

Wake Forest University, Winston Salem, NC. May 2010.

GPA: 4.0. President - Chi Sigma Iota International Counseling Honor Society, Phi Alpha Chapter

#### **Bachelor of Arts in Organizational Communication**

George Fox University, Newberg, OR. , April 2005

### **COUNSELING EXPERIENCE:**

#### **Clinical Supervisor**

UNC School of the Arts, Winston-Salem, NC. July 2017 - present.

- ◆ Provide clinical supervision and consult for all staff and interns.
- ◆ Oversee daily functions of the counseling center including scheduling, leadership of staff meetings, direction of staff continuing education, campus collaborations and committee service.
- ◆ Maintain adherence and compliance with all legal, ethical and professional standards in service delivery.
- ◆ Manage all service provision and outreach activities in accordance with the department/university goals and maximize efficiency as well as best-practice services.
- ◆ Provide direct care for students (high school, college and graduate) including but not limited to treatment for mood disorders, loss and trauma, disordered eating, anger management, life transitions, gender and sexuality issues, and crisis evaluation.

#### **Staff Counselor**

UNC School of the Arts, Winston-Salem, NC. August 2013 – July 2017.

- ◆ Provide mental health care for students (high school, college and graduate) including but not limited to treatment for mood disorders, loss and trauma, disordered eating, anger management, life transitions, gender and sexuality issues, and crisis evaluation.
- ◆ Serve as consultation and education resource for staff, faculty and students, especially in the area of disordered eating as a CEDS (certified eating disorder specialist) in training.
- ◆ Coordinate outreach efforts to address subjects such as suicide prevention, body image dissatisfaction, stress management, self-acceptance and optimizing academic and/or artistic performance.
- ◆ Complete clinical assessments determining diagnosis and recommended treatment.

#### **ACT Team Lead/ Counselor**

RHA Health Services, Inc., Winston-Salem, NC. August 2010 to August 2013.

- ◆ Provide community-based services to chronic mentally ill individuals and their families through group and individual therapy, psycho-education, skill-building, and crisis response.
- ◆ Manage interdisciplinary team of 14 while directing service provision for over 100 clients and their supports.
- ◆ Complete clinical assessments determining diagnosis, recommended treatment, and service eligibility.
- ◆ Address client needs with vocational/ educational rehabilitation and successful community re-entry strategies.

#### **Counselor (Intern)**

David J. English, Ph.D.  
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[banks1@unca.edu](mailto:banks1@unca.edu)

University of North Carolina School of the Arts, Winston-Salem, NC. August 2009 to May 2010.

- ◆ Counseled high school and university students with behavioral, social, and emotional challenges.
- ◆ Developed campus outreach programs and administered Type B assessments.
- ◆ Lead training seminars for student leaders teaching basic helping skills, stress management, and other skills.

### **Counselor (Practicum Student)**

Walkertown Elementary School, Walkertown, NC. January to April 2009.

- ◆ Counseled students in grades K-5 using art, play, developmental, reality and solution-focused techniques.
- ◆ Created lessons and taught large group guidance for all grades. Developed group therapy sessions.

## **HIGHER EDUCATION EXPERIENCE:**

### **Resident Hall Director**

Southeastern University, Lakeland, FL. July 2006 to September 2007.

- ◆ Oversaw counseling, discipline, and community development for 260 female residents.
- ◆ Trained and mentored teams of 15 student leaders.
- ◆ Partnered with team of 7 resident directors to support students and create community.
- ◆ Managed facilities and administration of three campus living areas.

### **Admissions Counselor**

Southeastern University, Lakeland, FL. July 2005 to July 2006.

- ◆ Recruited potential students and families through presentations, seminars, college fairs and other outreach modalities.
- ◆ Oversaw four student workers and managed three recruiting regions.
- ◆ Processed and reviewed student files.

## **TEACHING EXPERIENCE:**

### **Graduate Online Practitioner Instructor**

Wake Forest University, Winston Salem, NC. October 2012 – July 2017.

- ◆ Assist professor in teaching basic helping skills to online graduate students through written and verbal evaluation of skills practice sessions.
- ◆ Facilitate learning opportunities through online discussions, office hours, assignment evaluation and individual coaching sessions.
- ◆ Provide instruction for online students completing counseling graduate courses including 748 and 737 Basic Counseling Skills.

## **CERTIFICATIONS AND MEMBERSHIPS:**

Licensed Professional Counselor Supervisor, North Carolina #S8143

Certified Eating Disorder Specialist in training

Member: American Counseling Association, American College Counseling Association, International Association of Eating Disorder Specialists

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[banks1@unca.edu](mailto:banks1@unca.edu)

## *Laurel N. Donley Banks, MS*

1533 S. Main St ~ Winston Salem, NC 27127

336.631.1223~banks1@unca.edu

---

### **EDUCATION:**

#### **Master of Science in Higher Education**

Drexel University, Philadelphia, PA. September 2013.  
GPA: 4.0.

#### **Bachelor of Arts in Human Services with Concentration in Social Work**

High Point University, High Point, NC. May 1999.

### **HIGHER EDUCATION CASE MANAGEMENT EXPERIENCE:**

#### **Clinical Case Manager**

UNC School of the Arts, Winston-Salem, NC. August 2013 - present.

- ◆ Serves as the primary point of contact for faculty and staff to express concerns about a student and consult with families, faculty, administrator, and Wellness Center providers
- ◆ Manages a database for managing all student concerns.
- ◆ Chairs the high school and college student support teams.
- ◆ Interface with counseling providers, university administrators, families and off campus service providers for disposition planning and management of students with mental health treatment needs.
- ◆ Oversee daily functions of the counseling center including scheduling, leadership of staff meetings, direction of staff continuing education, campus collaborations and committee service.

#### **Director, Campus Support Services**

Wake Forest University, Winston-Salem, NC. June 2010 – March 2013.

- ◆ Coordinated the University's process for addressing the needs of individuals who have challenges with academic, health, conduct, and social issues by providing a myriad of interventions, referrals and follow up services.
- ◆ Served as primary liaison to academic deans and designees, health care and mental health providers for individuals requiring interventions and/or in need of additional resources to be successful at Wake Forest.
- ◆ Coordinated and managed risk cases that came before the CARE (Campus Assessment Response and Evaluation) Team.
- ◆ Managed and coordinated a campus-wide advocacy program to address sexual violence aimed at reducing sexual violence, dating/relationship violence and stalking), addressing both prevention and response.

#### **Campus Assessment Response and Evaluation (CARE) Coordinator**

Wake Forest University, Winston-Salem, NC. August 2006 to June 2010.

- ◆ Coordinated the University Threat Assessment Team – CARE (Campus Assessment Response and Evaluation) Team.
- ◆ Served as the campus case manager to assist individuals with troubling or concerning behavior.
- ◆ Provided educational programming to students about sexual violence and the resources available both on and off campus.

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[banks1@unca.edu](mailto:banks1@unca.edu)

## **CASE MANAGEMENT EXPERIENCE:**

### **Program Coordinator**

OASIS, Inc. Boone, NC. August 2000 to July 2001.

- ◆ Conducted volunteer training to ensure all volunteers who worked for the agency were properly training on proper handling of domestic violence and sexual assault calls.
- ◆ Coordinated volunteers to staff crisis line for domestic violence and sexual assault.
- ◆ Developed brochures and other print materials to educate the community about violence against women and services offered by OASIS.
- ◆ Served as a liaison to Appalachian State University (ASU) for education and crisis response for violence against women.

### **Medical Social Worker**

High Point Regional Health System, High Point, NC. November 1998 to August 2000; June 2004-August 2006.

- ◆ Provided psycho-social assessments for patients and linked them to appropriate resources, such as support groups and home health agencies once needs were identified.
- ◆ Developed plans and implemented age appropriate continuing care placement to proper setting based on assessment of patient and family needs based on recommendations from the health care team.
- ◆ Communicated effectively with patients, families, health care team members and community providers.

## **PROFESSIONAL PRESENTATION AND TEACHING EXPERIENCE:**

### **Women and Gender Studies**

Wake Forest University, Winston Salem, NC. August 2006 – June 2010.

- ◆ Assisted professor in leading course discussions for the academic portion of WGS 100 course (Rape Aggression Defense) for approximately 320 female students each academic year.

### **Diversity Educator**

Wake Forest University, Winston-Salem, NC August 2009-March 2013

### **Higher Education Case Management (HECMA) Conference Presenter**

HECMA Annual Conference, Iowa State University, Ames, IA June 2012

- ◆ Presented on Strategies and Implementation of Title IX on Colleges Campuses following the Dear Colleague Letter 2011

### **NC Governor's Crime Commission Conference Presenter**

NC Governor's Crime Commission Annual Conference, Wilmington, NC December 2006

- ◆ Co-presented with UNC Wilmington Chief of Police on Prevention and Response Strategies to College Stalking.

## **CERTIFICATIONS AND MEMBERSHIPS:**

College and University Suicide Prevention Specialist

Member: Higher Education Case Managers Association, Higher Education Case Managers Association – Ethics

Committee Member and Regional Representative, American Association of Suicidology

David J. English, Ph.D.  
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## Letters of Support

UNIVERSITY OF NORTH CAROLINA

# SCHOOL OF THE ARTS

Date: December 8, 2017

University of North Carolina General Administration  
Division of Academic Affairs  
Bethany Meighen, [bdmeighen@northcarolina.edu](mailto:bdmeighen@northcarolina.edu)

The University of North Carolina School of the Arts (UNCSA) Division of Student Affairs, in collaboration with Academic Affairs, is pursuing a grant of \$30,000 to support behavioral health initiatives on our campus.

The Division of Student Affairs strives to create and foster a supportive living and learning environment for the 1258 high school, college and graduate students pursuing conservatory training in Music, Dance, Drama, Film, and Design & Production. The Division is comprised of seventy professional staff that work within the departments of Residence Life, Career Development & Community Engagement, Student Conduct, Student Engagement, and Health & Counseling Services which incorporates both our Wellness Center and the campus Fitness Center. The Director of the Wellness Center has management oversight over Counseling Services which is comprised of a licensed clinical supervisor, two counselors and a case manager.

The University's Strategic Action Plan 2015-2020 has "Enhancing the Living & Learning Environment" as its first initiative. Over the past two years the University has been evaluating student and faculty work load, assessing the campus infrastructure, and focusing on student success through early intervention programs that address both academic and personal areas of concern. Health and Wellness is inextricably linked to an enhanced living and learning environment. Academic and Student Affairs both have a direct reporting line through the Provost of the University. This structural organization is reflective of the strong collaborative work being done between and among art schools and departments across campus on strategic initiatives addressing student success.

With the support of the UNC behavior health initiative grant, UNCSA will utilize the funding to bring the JED Campus program to our living & learning environment. JED Campus is a uniquely designed 4-year program structured to help schools effectively assess and strengthen how they address the many health and wellness issues that impact students. The JED

David J. English, Ph.D.  
Ward W. Caldwell, MA  
Annamarie Gallagher, LPC-S  
Laurel Banks, MS

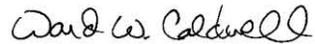
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Campus focus on creating a continuous process of assessment, strategic planning, implementation, and sustainability perfectly dovetails with our own strategic planning goals and the goals the University has adopted as part of the UNC System Strategic Plan addressing student success.

Thank you in advance for your consideration of our request. The support and encouragement of the UNC System in addressing these important issues is much appreciated.

Sincerely,



Ward W. Caldwell  
Vice Provost and Dean of Student Affairs  
University of North Carolina School of the Arts

David J. English, Ph.D.  
Ward W. Caldwell, MA  
Annamarie Gallagher, LPC-S  
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**Dr. Karen Beres**  
Vice Provost and Dean of Academic  
Affairs  
Professor, School of Music

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[www.unca.edu](http://www.unca.edu)

December 4, 2017

To Whom It May Concern:

I am writing to express my strongest support for my Student Affairs colleagues' grant application, which requests funding for implementation of the JED Campus Program at UNCSA. During my time as Vice Provost and Dean of Academic Affairs, I have had the great pleasure of partnering with Laurel Banks, Case Manager, and Annamarie Gallagher, Clinical Supervisor in Counseling Services, among various other Student Affairs staff, in several projects aimed at supporting the overall well-being of our UNCSA students.

During the late spring 2017, Laurel and I dreamt of a Student Advantage Week at UNCSA, aimed at cohort building and student success preparation for a targeted audience of incoming freshmen with a high school GPA below 3.0. From the initial moments of brainstorming, through days and weeks of constructing a schedule from scratch, to implementation of the program, Laurel has been an unparalleled partner. She has brought her expertise in understanding our students to every aspect of this project, and continues to contribute energy and excitement in helping to plan the second, expanded iteration of the program for August 2018. Annamarie Gallagher led a session for our participants on Resiliency; this session was identified by participating students as one of the most effective in their preparation for work at UNCSA. Various members of the Residence Life staff served on my planning committee for Student Advantage Week and offered campus support throughout the five days of the program. I am confident that much of the success of this program, in its first, can be traced directly to the meaningful partnership between Academic and Student Affairs.

This year is also the first for our Graduate Student Coach program. Again, I found partnership with Steve Gallagher, Director of Student Engagement, in interviewing our candidates for the positions. His viewpoint was instrumental in hiring the best candidates for these jobs. Laurel aided in the design of training for the Coaches, connecting me to the concept of Motivational Interviewing and professionals in our community who lead training in the approach. She continues to engage with our coaches, ensuring that they have the information that they need in order to most effectively work with our at-risk students in imagining a better path forward in their academic careers.

A third project that demonstrates the deep partnership between Academic and Student Affairs is the relatively new Academic

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Early Warning Report system that we began this fall. Using the Maxient reporting system, Laurel and I designed an online form that allows faculty members to send an early alert for students that are showing signs of struggle (excessive absences, tardiness, low grades, or lack of engagement). The student's Associate Dean, advisory, and both Laurel and I are notified about each report, allowing for appropriate response and support for each student. A number of the students identified through the Academic Early Warning Report are working with a Graduate Student Coach, while many others have been coached to success through resources in their Art School. The Maxient system has been used on our campus for identification of students with personal concerns; the repurposing of this system to identify students with academic concerns is a new, and very effective, way to make clear paths of communication in student success support.

I cannot articulate too strongly the power of the partnership that I have found with my Student Affairs colleagues. In a short time, we have been able to work together to greatly increase the support mechanisms for our students, linking case management and counseling support with our academic administrators and faculty members in the Arts Schools and Division of Liberal Arts in clearer, more intentional ways. I have no doubt that with access to a dedicated Campus Advisor through the JED Campus Program, UNCSA will be able to continue this positive path toward creating an even more positive, healthy, and successful environment for our students.

Sincerely,



Karen Beres  
Vice Provost and Dean of Academic Affairs, UNCSA

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UNIVERSITY OF NORTH CAROLINA

# SCHOOL OF THE ARTS

Date: December 8, 2017

University of North Carolina General Administration  
Division of Academic Affairs  
Bethany Meighen, [bdmeighen@northcarolina.edu](mailto:bdmeighen@northcarolina.edu)

The University of North Carolina School of the Arts (UNCSA) Wellness Center, in collaboration with Academic Affairs, Residence Life, and Student Engagement, respectfully requests a grant of \$30,000 to support Behavioral Health Initiatives on our campus. We are a fully integrated Wellness Center comprised of Counseling and Health Services, serving approximately 1,258 high school, college and graduate arts students annually.

UNCSA Counseling Services will utilize grant funding to implement the JED Campus program at UNCSA. JED Campus is a uniquely designed 4-year program structured to help schools effectively assess and strengthen mental health, substance abuse, and suicide prevention initiatives. UNCSA is conscious of the rising utilization of Counseling Services utilized on our campus. 19% of students have utilized Counseling Services for at least one appointment year to date, and typically, 25-29% of our student population seek Counseling Services throughout the academic year.

UNCSA's counselors and clinical case manager strive to develop effective relationships and collaborate with our entire campus to facilitate a community approach towards mental health. Implementation of a campus program such as JED will further enhance the emotional health and well-being of our students, with a goal of preventing suicide and serious substance abuse.

Thank-you for your consideration of our request. We are excited about this project and the opportunity to strengthen our current behavioral health initiatives.

Sincerely,



Sharon Summer, Director  
Wellness Center  
University of North Carolina School of the Arts

David J. English, Ph.D.  
Ward W. Caldwell, MA  
Annamarie Gallagher, LPC-S  
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December 5, 2017

Dear Dr. Dixon,

We are writing to express support, on behalf of the UNCSA Police Department, in the implementation of the JED Campus Program here at UNCSA, which would be made possible through funding by The University of North Carolina General Administration.

Campus Police currently serves on the Student Support Team (SST). This team is composed of members from Campus Police, Residence Life, Student Conduct, Case Manager, Learning Resources (disability), Student Health Services and High School Academics. The charge of the SST is to promote the health, safety and well-being of our campus community by cultivating best practices centered around prevention, intervention and education. The Student Support Team provides a confidential, collaborative and coordinated approach focused on prevention and early intervention in situations involving student concerns. This may include but is not limited to students experiencing distress, disruptive actions, and/or engaging in harmful behavior.

As an invested campus partner, we have been directly impacted by our students' demand for behavioral health services and trust this program will assist in the establishment of a broader structure and modified support to promote the emotional welfare of our students, both in college and high school. Our SST goals can be enhanced to further address and reduce student thoughts and acts of suicide along with serious substance abuse for our students.

We have partnered with our Counseling Center along with the different cohorts in Student Affairs in effort to facilitate a safe, secure and service-oriented environment for all students. Often, our officers are the first to encounter students in distress and know our campus partners are instrumental in providing the best care to our students. With additional resources, our team can continue to intervene and focus greater attention on prevention with a goal of reaching more students before their mental health begins to affect their academic performance.

Sincerely,

A handwritten signature in blue ink, appearing to read "F. Brinkley".

Frank Brinkley  
Chief of Police

A handwritten signature in blue ink, appearing to read "Gary Davis".

Gary Davis  
Administrative Captain

**Campus Police**

2010 Kenan Drive  
Winston-Salem, NC 27127

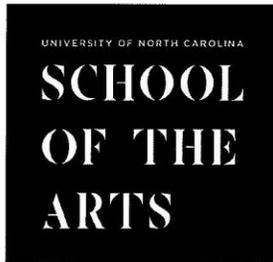
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Steve Gallagher, M.S.L.  
Director of Student Engagement

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December 3, 2017

To Whom It May Concern:

I am writing in support of my team members' grant application, which requests funds for UNCSEA's implementation of the JED Campus Program. As Director of Student Engagement, I consider myself extremely fortunate to not only have the opportunity to advise the brightest and talented students of UNCSEA, but also the opportunity of collaborating with my campus partners Laurel Banks and Annamarie Gallagher.

Over the past four years our three areas have collaborated on the improvement of student leadership initiatives and the formation of new student engagement and wellness initiatives. These initiatives have become highly sought out by various offices and leaders around the circle of UNCSEA's five art schools: dance, drama, design & production, filmmaking, and music. Initiatives that we continue collaborative partnerships with include leadership and personal development in UNCSEA's:

- **Peer Mentor programs** (approximately 200+ students)
- **Educational programs in new student orientation** (300+ new students)
- **High School Student Government, the Student Government Association, & the Graduate Student Council** (60+ student leaders)
- **Student clubs and organizations** (80+ students)
- **Wellness & Stress Relief programs** (entire campus)
- **Resiliency & the Creative Process** (undergraduate & graduate student populations)

Most exciting for us has been the results of the recent restructuring of segments within the Division of Student Affairs which has removed long-standing organizational silos, allowing our teams to more easily communicate and collaborate on delivering more targeted and effective training and programs specifically designed for UNCSEA's unique artist-scholar culture.

Examples include the ease by which our team can communicate and partner with Laurel, Annamarie, UNCA's Wellness Coordinator, Associate Director of Student Conduct, and Residence Life. When I am concerned about the health or wellbeing of one of our 100+ student leaders, I am now invited to connect with Laurel, Annamarie, etc. to brainstorm best methods and resources for supporting that student as an individual. Also, when I recognize the need for their highly specialized skillsets and expertise, I have the freedom to

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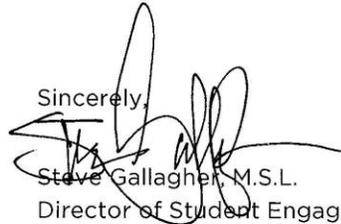
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schedule Lauren and/or Annamarie in meetings with those teams.

While elements may sound rhetorical or elementary, our teams understand the importance of our roles in the development and training of student artists as they prepare for life "out there". Today's performing artists are living under a great deal of pressure and observation so if they are to survive and thrive, the burden of preparing and equipping them resides with the teams I've mentioned here.

Given their share of this burden and the collaborative culture which they've fostered, the addition of a dedicated Campus Advisor to this team, led by Laurel and Annamarie, would only propel their collaborative efforts in fostering a healthy and successful environment for our student artists.

Sincerely,

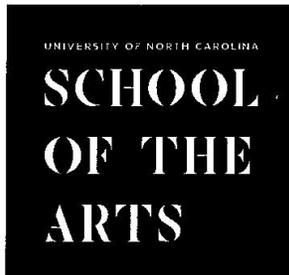
A handwritten signature in black ink, appearing to read "Steve Gallagher", with a large, stylized flourish extending to the right.

Steve Gallagher, M.S.L.  
Director of Student Engagement

David J. English, Ph.D.  
Ward W. Caldwell, MA  
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December 7, 2017

To whom it may concern,

On behalf of the Department of Residence Life Programs, we would like to express our support for the grant application that would implement the JED Campus Program at the University of North Carolina School of the Arts. As a department serving within the Student Affairs Division, Residence Life frequently collaborates with Laurel Banks and the UNCSA Counseling Center to provide the best care for our students while they pursue their degree in the arts. Being a smaller campus, we get the opportunity to be heavily involved with our students while they transition through the arts conservatory training. We are there during the anxiety of orientation, the stress of casting, the times of disappointment, and the overall development of them as artists in training. The JED Campus Program would further evolve UNCSA's campus culture and provide the opportunity to improve our quality of support that addresses our students' emotional health.

More than 750 students live in the residence halls and student apartments each academic year. It is our philosophy that the halls and apartments provide an invaluable living and learning experience for students. We believe community living provides the individual with vital interdisciplinary contact. Also, because of the large number of hours students spend practicing or rehearsing their art, we feel the residence halls and apartments are a great housing option for our students to immerse themselves in a community of artists.

As part of the living and learning experience, the Residence Life team has developed a residential curriculum that engages emerging artist-scholars on a transitional journey of self-discovery, of holistic wellness, and citizenship. We build lesson plans that are focused on the learning outcomes of the residential curriculum and assess how the students have grown in these areas while living on campus. The JED Campus Program directly supports the goals and objectives of the residential curriculum through assessments and providing guidance on how we can better serve the student population mental health while providing additional opportunities for self-reflection and growth.

Members of the Residence Life team work proactively with campus partners by serving on the student support team, providing trainings for students and campus colleagues, and through collaborative policy development. The JED Campus Program will create a platform for effective communication and additional collaboration between Student

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Affairs, Academic Affairs, and the Art Schools. UNCSA will be able to improve its intentional service specific to the needs of our student population while developing additional resources for the campus community.

The Department of Residence Life Programs offers full support for this grant and the work that Laurel Banks and Anna Marie Gallagher put into serving the campus population. Their drive to address important issues on our campus is inspiring and motivating. We appreciate your consideration to approve this grant and assist us in fostering a healthy and supportive environment at UNCSA.

Sincerely,



Joe Rick  
Assistant Dean of Student Affairs



Melony Texidor  
Associate Director for Residential Education

**Constituent Universities**

Appalachian  
State University

East Carolina  
University

Elizabeth City  
State University

Fayetteville State  
University

North Carolina  
Agricultural and  
Technical State  
University

North Carolina  
Central University

North Carolina  
State University  
at Raleigh

University of  
North Carolina  
at Asheville

University of  
North Carolina  
at Chapel Hill

University of  
North Carolina  
at Charlotte

University of  
North Carolina  
at Greensboro

University of  
North Carolina  
at Pembroke

University of  
North Carolina  
at Wilmington

University of  
North Carolina  
School of the Arts

Western Carolina  
University

Winston-Salem  
State University

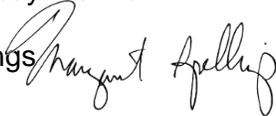
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School of Science  
and Mathematics

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**Margaret Spellings  
President**

Phone: 919-962-4622  
Email: [president@northcarolina.edu](mailto:president@northcarolina.edu)

**TO:** Chancellor Lindsay Bierman  
**FROM:** Margaret Spellings   
President  
**DATE:** January 16, 2018  
**SUBJECT:** UNC School of the Arts Student-Success Grant  
**CC:** Andrew Kelly, Junius Gonzales, Kimberly van Noort, Cameron  
Howell, Nathan Knuffman

Dear Lindsay,

Congratulations to you and your colleagues at UNC School of the Arts for submitting an excellent proposal in response to the University of North Carolina's Student-Success Grant Program. Based on reviews by outside experts and the leadership team at the System office, I am pleased to announce that an award of \$61,500 will be made to UNCSEA to support the activities outlined in your proposal.

Andrew Kelly and Cameron Howell will follow up with your leadership team regarding the specifics of this award.

I am excited for the entire UNCSEA community and thank you for your dedication to the students of North Carolina.

Again, congratulations and Happy New Year!

UNIVERSITY OF NORTH CAROLINA

**SCHOOL  
OF THE  
ARTS**

**UNC Student-Success Grant Proposal  
November 20, 2017**

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## **UNCSA Undergraduate Degree Completion Improvement Plan (UDCIP)**

Every new undergraduate student at the UNC School of the Arts has undergone an application process including an audition and/or interview, resulting in admission directly into one of five majors: Dance, Design and Production, Drama, Filmmaking, and Music. Upon matriculation, students move through their degree program in a cohort approach. This system differs from a typical approach to undergraduate study, where a student begins the majority of his or her work in general education studies and may not be immersed in specific major coursework until their second or third year.

The cohort nature of the program impacts graduation rates beyond Year 4, as the majority of students graduate in four years, with students who do not graduate on time with their cohort struggling to finish their degree at all, even in a fifth or sixth year. Thus, UNCSA correspondingly focused on four-year graduation rates for our UDCIP, as opposed to the more traditional five-year or six-year rates. The four-year graduation rate for first-time, full-time freshman has increased consistently over the past fifteen years, and now sits at 68%. Although four-year graduation rates have continued to increase in recent years, persistent gaps remain between the different schools. For example, the four-year graduation rate in the schools of Dance and Music have averaged 56% and 52%, respectively, over the past five years. During that same time frame the School of Drama has averaged an 81% four-year graduation rate.

### **Campus Goals for 2022**

UNCSA is committed to continually improving student success, and we have established the following goals for First-Time Full-Time Students: Six-year graduation rate for 2016 FTFT Cohort: 72%; Five-year graduation rate for 2017 FTFT Cohort: 71%; Four-year graduation rate for 2018 FTFT Cohort: 70%. In order to meet these goals, we will target our two schools with the lowest graduation rates for specific improvement.

*The proposed increase of graduation rates in Dance and Music would raise the campus graduation rate average from 68% to 70%.*

Among a number of student success initiatives that we have implemented, two specific ones were identified in our UDCIP, targeting populations that are most clearly ‘at risk’ due to historical graduation data. These initiatives include:

### **Arts School Student Monitoring**

This is an early warning program embedded in the Arts Schools, through which all students in danger of failing to make acceptable progress in their art or to meet established thresholds in their art school coursework or Liberal Arts requirements are kept informed about their academic status. Communication with the student includes the identification of available resources to aid in addressing any deficiencies. First-year Dance students and first and second-year music students are of particular concern as ‘at risk’ populations in academic success and are targeted in this initiative.

### **Student Support Team**

This is an early intervention program through which students at risk due to personal issues are identified and assisted. Maxient system software, which serves as an electronic repository for confidential information, is utilized to house an online reporting system of concern. Reports entered into the system, whether under an individual's name or anonymously, are directed to the Team, prompting a team member to reach out to the 'at risk' individual with an inquiry and appropriate resources. Students experiencing personal issues that impact their academic success are found at all undergraduate levels and are the final population targeted with this initiative.

## UNCSA Student-Success Grant Proposal

### **Project Description**

UNCSA has articulated a strategy through which we will improve student success metrics. For the UDCIP, we have identified increasing the four-year graduation rates to 65% for students in the Schools of Dance and Music. These objectives dovetail with the student success goals adopted in the UNC Strategic Planning process, primarily the measures around five-year graduation rate and undergraduate degree efficiency, and secondarily the measures of rural completions and low-income completions. UNCSA has implemented a number of initiatives in support of our achievement of UNC Strategic Plan targets. These initiatives have been developed in accordance with our unique mission as a public conservatory. Below are a selection of those initiatives that are ready to scale immediately, if funding is made available through the UNC Student Success Grant. Information is provided on initial activities and plans for expansion in 2018-19.

**Case Management Expansion.** The Case Manager in Student Affairs and the Vice Provost and Dean of Academic Affairs are currently conducting all follow-up on students identified through the Early Academic Warning Report. In the first three months of the report's implementation, we have received notification of 68 undergraduate students who are in need of enhanced connection to campus resources, including graduate student coaches, learning resources, case management, and academic support.

There is a demonstrated need to expand our team to include either a higher education graduate student or a part-time temporary staff member to assist on these cases. This individual will report to the Case Manager and work specifically with students from the Schools of Music and Dance, target populations of our UDCIP.

**Graduate Student Coaches.** Five graduate students were hired this year and are currently working individually with 18 undergraduate students who have been invited to engage in the program. Weekly meetings are providing a venue for the undergraduate students to discuss their current concerns, both academic and personal. The Graduate Student Coaches offer counsel, opportunity to imagine a different avenue to success through motivational interviewing techniques, and points of connection to services offered to students across the UNCSA campus.

Initial training in Motivational Interviewing for our Graduate Student Coaches was provided by staff from the University of North Carolina at Greensboro (UNCG) Students First Office. We are seeking to engage with a member of the Motivational Interviewing Network of Trainers (MINT) to provide additional ongoing training and support for our Graduate Student coaches during the 2018-19 academic year.

**Student Advantage Week.** In support of overarching student success on the UNCSA campus, the Provost's Office presented an inaugural Student Advantage Week, held from August 10-14, 2017, immediately preceding New Student Orientation. Invitations were extended to entering first year students whose high school GPA was below 3.0. Twelve students, representing four of the five arts schools, participated in the

first year of the program, which included activities to encourage a sense of belonging to the campus and community, connection to campus resources and personnel, and a review of academic skills necessary for student success.

Strategic planning for the 2018 Student Advantage Week program includes a broadening of the invitation to identify other potential success risk factors, including our stretch goal of rural enrollment through intentional inclusion of students from Tier I and Tier II schools; through robust recruitment from the incoming classes in Dance and Music; and through balancing the cohort with the addition of high-achieving first-time freshman. We are targeting expansion of the program to 30 students for the 2018 program.

### **Evidence Base**

UNCSA is committed to grounding student-success initiatives in established literature and research. Our campus culture and academic systems differ from our sister institutions in the UNC system; as such, we have targeted our research and interventions around areas that are aligned with our unique mission as a public conservatory. It is useful to consider some of the specific differences that define our campus environment for student success:

- Our undergraduate admissions process is akin to graduate enrollment at other institutions. All students are auditioned or interviewed by faculty, and are admitted directly into their major. The primary evaluation criteria for admission are artistic proficiency and current and potential talent.
- Students cannot change majors, and select only a handful of elective courses. Our baccalaureate programs operate essentially in a cohort approach.

Given these unique aspects of our student experience, two of the key areas that drive student success at UNCSA are overall academic preparation and student resiliency. The programs identified for support in this grant application directly address those two issues. First, our Student Advantage Week initiative seeks to serve those students who enroll with a high school GPA less than a 3.0. UNCSA commissioned an external evaluation of student success in 2016 to determine which academic and demographic variables are associated with student success. The analysis revealed that students with a cumulative high school GPA less than a 3.0 have a 51% chance of graduating in four-years, compared with a graduation rate of 66% for their counterparts who have a high school GPA of greater than 3.0 (Zhang, 2017).

The Student Advantage Week and Graduate Student Coach initiatives that help to support these students are grounded in the literature of resiliency. According to research from the University of Michigan, a resilience approach emphasizes assets and resources as the focus for change. Internal assets that may be particularly critical to develop include social skills for relating to peers, self-efficacy for health-promoting behavior, academic skills, and participation in extracurricular and community activities (Fergus & Zimmerman, 2005). One effective way of working with students facing challenges is by helping them to change the perspectives of their difficulties through

examination of paths to overcome the difficulty and through skill building (Brooker, Brooker, & Lawrence, 2017). In research done on encouraging engagement in success programming, students note that connecting with their peers in activities requiring interaction bolstered a sense of belonging, which in turn helped with their learning (Hellmundt & Baker, 2017).

Motivational interviewing is a counseling method that trains coaches how to effectively facilitate conversations with students about identifying behaviors students have that may be contributing to their academic struggles. It is a practical, empathetic, and short-term process that takes into consideration how difficult it is to make life changes. Research shows that this intervention works well with individuals who may be ambivalent about making a change. The process is appropriate for people who may not be ready to commit to change, where motivational interviewing can help them move through the emotional stages of change necessary to find their motivation (Center for Substance Abuse Training, 1999).

These UNCSA initiatives are accomplished through a case management approach. At UNCSA, this consists of the Case Manager working closely with the Vice Provost and Dean of Academic Affairs to oversee the Graduate Student Coaches and the Student Advantage Week initiative. Case management has been identified as a way of improving student success metrics, including retention and graduation (Pierce, 2017; Bombaugh, Hauser, Riegler, & Twachtman, 2017).

### **Targeted Metrics & Impact**

The UNCSA programs of Expanded Case Management, Student Advantage Week, and Graduate Student Coaching seek to directly address the UDCIP objectives of increasing the four-year graduation rates to 65% for students in the Schools of Dance and Music. These objectives dovetail with the student success goals adopted in the UNC Strategic Planning process, primarily the measures of improving the five-year graduation rate and undergraduate degree efficiency, and secondarily the measures of rural completions and low-income completions.

The initiatives directly target three groups of students who have demonstrated lower graduation rates. First, through the UDCIP, we will provide additional case management resources for students from the Schools of Dance and Music. Next, Student Advantage Week will be expanded from 12 students in 2017-18 to 30 students in 2018-19. Thirdly, our Graduate Student Coaches will employ additional training in Motivational Interviewing to drive student success. Expansion of the program to this level is sufficient to accomplish the student success metrics outlined in the UDCIP and UNC Strategic Plan, as outlined above.

### **Timeline for Delivery**

This proposal represents a set of initiatives that have been researched, planned, and in most cases, implemented in pilot form. As such, we are fully prepared to execute upon

the included initiatives in the 2018-19 academic year. Below is a timeline for each proposed initiative:

### **Case Manager Expansion**

January 2018: New position advertised  
March 2018: New position hired and trained

### **Graduate Student Coaches**

February 2018: Application opens for Graduate Student Coaches for 2018-19  
March 2018: Interviews  
July 2018 – March 2019: Motivational Interviewing Training Sessions  
August 2018 - May 2019: Student Counseling and Outreach

### **Student Advantage Week**

April/May 2018: Invitations sent to potential participants  
August 2018: Student Advantage Week

## **Assessment Plan and Continual Improvement**

These initiatives are designed to improve graduation rates for undergraduate students. By doing so we will address our UDCIP objectives of enhancing four-year graduation rates for students in the Schools of Music and Dance and our UNC Strategic Plan objectives of increasing the overall five-year graduation rate and undergraduate degree efficiency. These improvements should have the secondary impact of increasing the number of low-income and rural completions.

While we will not be able to assess the impact of these programs on these completion metrics until 2021 and 2022, we have identified interim measures that will help us ascertain program success. Our analysis of student success revealed that academic performance in Liberal Arts courses in the first-year fall semester is a key driver of student success. Students who failed to achieve a 2.0 GPA in that coursework exhibited a 38% four-year graduation rate, compared to 70% for those student who were above that mark (Zhang, 2017).

As such, we will compare the academic performance in liberal arts courses in the first fall semester from students participating in the program with those who do not participate. In addition to descriptive analyses, we will employ a regression discontinuity approach to evaluate the impact of Student Advantage Week on Liberal Arts GPA. As we utilize the achieved high school GPA of 3.0 as a cut point to assign students to the 'treatment' of Student Advantage Week, we can use a regression discontinuity approach to evaluate their performance compared to those students just above the cut-off (Lee & Lemieux, 2010).

## Budget

	2017-18	2018-19	Total
<b>Case Management Expansion</b>			
Personnel	\$ 8,500	\$ 25,000	\$ 33,500
Operating	\$ 1,000	\$ 5,000	\$ 6,000
Sub-Total	\$ 9,500	\$ 30,000	\$ 39,500
<b>Graduate Student Coaches</b>			
Personnel	\$ 25,000	\$ 25,000	\$ 50,000
Operating	\$ 2,000	\$ 2,000	\$ 4,000
Training	\$ 3,000	\$ 12,000	\$ 15,000
Sub-Total	\$ 30,000	\$ 39,000	\$ 69,000
<b>Student Advantage Week</b>			
Personnel	-	-	-
Operating	\$ 10,000	\$ 20,000	\$ 30,000
Sub-Total	\$ 10,000	\$ 20,000	\$ 50,000
<b>Project Total</b>	<b>\$ 46,500</b>	<b>\$ 92,000</b>	<b>\$ 138,500</b>
UNCSA Funds	\$ 37,000 (80%)	\$ 40,000 (44%)	\$ 77,000 (55%)
UNC Grant Funds	\$ 9,500 (20%)	\$ 52,000 (56%)	\$ 61,500 (45%)

## References

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## **AGENDA ITEM**

### Enrollment Management Update

**Summary:** Spring 2018 enrollment numbers will be presented at the meeting (census date to lock down Spring numbers is January 22) as well as up to date application and deposit numbers for the Fall 2018 recruitment season. In the Board Book you will find the application and acceptance/deposit snap shot as of 1/13/18. As of 1/13/18 we had 2283 applications which represents 520 more than this same time last year for a 29.50% increase year over year. If we look at a three-year average comparison, that increase is 42.36%.

The second attached sheet provides an overview of the three schools that have already started accepting students for Fall 2018 and how many of those students have committed to UNCSCA by making a deposit. As of 1/13/18 we have admitted 80 students, compared to 56 last year. Forty-one (41) of those admitted students have made deposits to UNCSCA compared to 24 the year before, a 53.13% increase year over year.

The University of North Carolina School of The Arts - Office of Admissions  
**CURRENT APPLICATION STATISTICS**  
 Fall 2018  
 As of 01/13/2018

YOY Application	520
YOY %	29.50%
3 YR AVG %	42.36%

	STUDENT TYPE	High School			Undergraduate			Graduate			TOTAL		3 Year Comparison						
		IN	OUT	TOT	IN	OUT	TOT	IN	OUT	TOT	IN	OUT	TOT F'18	F'17	F'16	F'15			
<b>School of Dance</b>	H	82	30	112							82	30	112	88	101	95			
	N				58	243	301				58	243	301	244	164	140			
	R													2	3				
	T				4	15	19				4	15	19	11		6			
Sub-Total		82	30	112	62	258	320				144	288	432	345	268	241			
<b>School of D&amp;P</b>	H	46	4	50							46	4	50	58	36	29			
	N				55	115	170	6	26	32	61	141	202	185	185	144			
	R				0	1	1				0	1	1	4	30	2			
	T				13	15	28				13	15	28	27		20			
Sub-Total		46	4	50	68	131	199	6	26	32	120	161	281	274	251	195			
<b>School of Drama</b>	H	37	10	47							37	10	47	39	40	46			
	N				142	444	586				142	444	586	422	447	450			
	R				0	1	1				0	1	1	1	1	1			
	T				27	82	109				27	82	109	83	80	31			
Sub-Total		37	10	47	169	527	696				206	537	743	545	568	528			
<b>School of Film</b>	N				159	242	401	15	28	43	174	270	444	337	250	231			
	R													2	1	2			
	T				47	30	77				47	30	77	79	58	43			
Sub-Total					206	272	478	15	28	43	221	300	521	418	309	276			
<b>School of Music</b>	H	79	14	93							79	14	93	57	62	60			
	N				77	53	130	16	55	71	93	108	201	117	146	122			
	R														1				
	S														1				
T				6	6	12				6	6	12	7	14	6				
Sub-Total		79	14	93	83	59	142	16	55	71	178	128	306	181	224	188			
<b>TOTAL</b>		<b>244</b>	<b>58</b>	<b>302</b>	<b>0</b>	<b>588</b>	<b>1247</b>	<b>1835</b>	<b>0</b>	<b>37</b>	<b>109</b>	<b>146</b>	<b>0</b>	<b>869</b>	<b>1414</b>	<b>2283</b>	<b>1763</b>	<b>1620</b>	<b>1428</b>

H - High School  
 N - New  
 T - Transfer  
 R - Returning  
 S - Special

YOY - Year Over Year (Number compared with previous year on the same date.)

The University of North Carolina School of The Arts - Office of Admissions  
**ADMITTED APPLICANTS**  
 As of 01/13/2018

AA YOY DEP 17  
 % YOY DEP 53.13%

		FALL 2018											
		High School			Undergraduate			Graduate			TOTAL		
DA	DECISION	IN	OUT	TOT	IN	OUT	TOT	IN	OUT	TOT	IN	OUT	TOT
	Accepted	0	1	1	3	6	9				3	7	10
	Paid												
DP	Deposit				7	9	16	0	1	1	7	10	17
	Accepted				3	7	10	0	1	1	3	8	11
	Paid												
FM	Deposit				16	8	24				16	8	24
	Accepted				5	11	16	0	2	2	5	13	18
<b>TOTAL</b>		<b>0</b>	<b>1</b>	<b>1</b>	<b>34</b>	<b>41</b>	<b>75</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>34</b>	<b>46</b>	<b>80</b>

Accepted 39  
 Paid Deposit 41  
 Total Admits 80

		FALL 2017											
		High School			Undergraduate			Graduate			TOTAL		
DA	DECISION	IN	OUT	TOT	IN	OUT	TOT	IN	OUT	TOT	IN	OUT	TOT
	Paid												
DA	Deposit	1	0	1							1	0	1
	Paid												
DP	Deposit				6	6	12				6	6	12
	Accepted				4	12	16	0	3	3	4	15	19
	Paid												
FM	Deposit				6	5	11				6	5	11
	Accepted				6	7	13				6	7	13
<b>TOTAL</b>		<b>1</b>	<b>0</b>	<b>1</b>	<b>22</b>	<b>30</b>	<b>52</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>23</b>	<b>33</b>	<b>56</b>

Accepted 32  
 Paid Deposit 24  
 Total Admits 56

YOY - Year Over Year (Number compared with previous year on the same date.)

## AGENDA ITEM

Student Conduct Appeal.....Ward Caldwell, Vice Provost and Dean of Students

**Summary:** A major conduct case involving student dismissal has reached the appeal stage. The appeal has been processed by the Chancellor and is now at the BOT level. The Academic and Student Affairs Committee is responsible for hearing the appeal “on the record” and the student will not be present.

The factual and procedural details of the case will be provided in closed session, to comply with privacy and confidentiality requirements.

**Grounds for Appeal:** The UNCSA Student Conduct Procedures limit the grounds for appeal to either:

1. A violation of due process; and/or
2. A material deviation from the substantive or procedural standards adopted by the Board of Governors.

Additionally, the request must cite facts and evidence in the record to support the alleged grounds of appeal noted above.

**BOG Policy 700.4.1** establishes the standards for procedural and substantive due process in student conduct procedures.

**Procedural:** The procedural standards require notice and an opportunity for a hearing. The formality of these provisions will vary depending on the seriousness of the offense.

**Substantive:** Substantive standards require that the decision reached be neither arbitrary nor capricious. Generally, this means that there is some evidence to support the decision reached.

**Action Required:** Affirm or reverse the Chancellor’s decision to uphold dismissal and provide a written decision to the student within 10 calendar days of the decision. If the Board of Trustees’ decision is to uphold a dismissal, the letter shall include instructions informing the former student that they may request that the UNCSA Board of Trustees forward the record to the UNC Board of Governors for one final appeal.

**AGENDA ITEM**

Consideration of Emeritus Status.....David English

**Summary:** Any Instructional Faculty member who retired from UNCASA with a minimum of 15 years of permanent full-time teaching at the institution is eligible for emeritus status. Recommendations for emeritus appointments are initiated in the individual schools or divisions, where a member of the Faculty must nominate the candidate. All recommendations must be voted upon by the Voting Faculty in that school or division, and must carry the vote with at least a 2/3-majority. The approved recommendation is forwarded to the Provost and then the Chancellor for endorsement. The Chancellor then submits the recommendation to the Board of Trustees for their approval; it is the Board of Trustees that ultimately grants the distinction of Emeritus Faculty.

**Action:** Requires Board approval