

**The University of North Carolina at Greensboro  
Board of Trustees  
Academic Affairs Committee  
February 20, 2018**

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**Information Item**

AAC – 4      Update on Research and Engagement

The Office of Research and Engagement provides support and strategic direction to faculty, staff, and students for research and creative endeavors resulting in scholarship, innovation, community, and economic engagement leading to knowledge, student, and regional transformation.

**External Funding**

**Award dollars are up by \$5,154,075** compared to this time last year. It continues to be an uncertain and extremely competitive funding environment. Nevertheless, campus investments in internal funding and seed grants as well as the competitive hires of highly talented faculty have been key to maintaining our Carnegie classification as an R2, higher research activity university. Funding submissions are up \$10,570,881, as we aggressively position ourselves for future funding. Federal funding continues to be ahead of last year's awards as is funding from nonprofit organizations.

**Awards and Submissions**

	7/1/2017 to 12/31/17		7/1/16 to 12/31/16	
<b>SUBMISSIONS</b>	<b>Number</b>	<b>Amount</b>	<b>Number</b>	<b>Amount</b>
	188	\$68,391,619	215	\$57,820,738
<b>AWARDS</b>	<b>Number</b>	<b>Amount</b>	<b>Number</b>	<b>Amount</b>
	136	\$24,400,930	121	\$19,246,855

**Selected Highlights**

UNC Greensboro has a longstanding history of ground breaking research resulting in knowledge discovery that enhances student outcomes. Not only are we applying this expertise on our own campus to enhance student retention and success, we also are impacting student outcomes in our county, the state, and across the nation.

**Dr. Jennifer Coffman (Human Development and Family Studies)** received \$352,238 from the US Department of Education for the project “Student Learning as a Function of Exposure to Teachers’ Use of Cognitive Processing Language During Instruction.” Cognitive

Processing Language (CPL) is important for the development of memory strategies, study skills, and the acquisition of knowledge in specific content areas such as mathematics. This study will enhance our understanding of 1) the characteristics of teachers who use high levels of CPL or who exhibit greater readiness to incorporate higher levels of CPL; 2) the contribution of student basic skills and the home environment on the impact of CPL on students' learning outcomes; and 3) how exposure to CPL is important for long-lasting student gains in cognitive skills and academic achievement. The results will lead to the development of an intervention intended to impact children's success in school.

**Dr. Diane Ryndak (Specialized Education Services)** is collaborating with the University of Minnesota on a U.S. Department of Education \$315,158 grant entitled "The TIES Center: Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities." While all students, including students with significant cognitive disabilities, should have the opportunity to learn in the least restrictive environment, there is compelling evidence that this often does not occur. The primary objectives of this grant are to: 1) improve the quality of instruction for students with significant cognitive disabilities in inclusive environments; 2) provide professional development models, coaching, and technical assistance to both general education and special education teachers to create more inclusive opportunities; and 3) support changes in inclusive practices and policies within partner state and local education agencies.

**Dr. Ryoko Yamaguchi (Office of Research and Engagement)** received \$1,195,708 from the National Science Foundation for "BRIGHT-CS: Building Student Retention through Individuated Guided coHort Training in Computer Science." BRIGHT-CS creates a comprehensive computer science and empowerment model for girls of color in computing by building a supportive ecosystem (e.g., peer support, schools, universities, non-profit, community organizations). With the long-term goal of gender equity in computing, and informed by culturally responsive pedagogies, BRIGHT-CS will implement and evaluate the success of this approach in Arlington, VA and New York City, identifying the effective ecosystems required for promoting and fostering the sustained success of girls of color in computing.

**Dr. Peter Alexander (College of Visual and Performing Arts)** received funding for the Guilford County Schools Arts Integration Academy. This Professional Development for Arts Educators grant from the U.S. Department of Education will provide UNCG \$525,000 over four years to help public school teachers use the arts more effectively. UNCG will provide arts-integrated coursework and training to 90 teachers across 18 schools in Guilford County and will provide tools to help administrators evaluate the effectiveness of the new coursework. This was the only partnership grant awarded in NC and one of only 20 such grants awarded nationally.



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Dana Dunn  
Provost and Executive Vice Chancellor