

EUNOMIA

Goddess of good order

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INSIDE:

Celebrating the Legacy of Graduate Education2
Fellowship recipients honored, thank donors

Expressing Experience: The Foster Care Chronicles2
Social Work student directs play for kids in foster care

Internet Access: Understanding Blind Web Users3
Information systems student works to improve understanding of blind users' web experiences

Health Literacy for Everyone4
Nursing student advocates better health education for all populations

One Month in Zambia: Firsthand Experience in Global Health5
DrPH student serves in international healthcare

Writing Beyond the Classroom6
English student facilitates service-learning opportunities for undergraduates

Saving the Soul Through Music6
Choral conducting student researches devotional music of the Middle Ages

An Assessment of Global Proportions7
Specialized Education Services student assesses early childhood education around the world



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Editor's Note

As I think of the stories in this issue of *Eunomia*, I picture an image burned in my mind from a seventh grade science video about the solar system. We start with an aerial view of a scene on one street, say, students hurrying to class on College Avenue at UNCG. As the camera zooms out, the campus becomes a dot within the city of Greensboro, then the state of North Carolina, and then the United States. Rushing through the clouds, we see North America and, finally, a spinning globe.

The students I interviewed this semester are all involved in reaching beyond the university—making their education matter outside the ivory tower. Some students work on a local level in the Greensboro community, like social work student Amy Jackson, who helped direct a play for high school students in foster care. English student David Rogers designed his freshman composition class around service-learning, and music student Jim Bates will educate both academic and community audiences with a lecture and recital this spring. Nursing student Racquel Ingram is advocating better education about healthcare for everyone, starting with low-income communities in the Greensboro area.

Other students have projects beyond the local community, such as Rakesh Babu from information systems, whose research on blind internet users will help make the web more accessible for the visually impaired. Doctor of Public Health Education student Holly Sienkiewicz traveled to Zambia to volunteer in a community affected by HIV/AIDS, and Hsuan-Fang Hung helped assess global early childhood education programs.

When you read their stories, imagine a camera zooming out, situating their work at UNCG in the context of the Greensboro community, the United States, and the world.

Lauren Wallis
Managing Editor

Celebrating the Legacy of Graduate Education

by Jodie Gisser

On November 10, 2009, more than 90 faculty members, students, and supporters of graduate education gathered in the Virginia Dare Room of the Alumni House to celebrate graduate education, congratulate fellowship recipients from programs across the university, and to thank the generous donors who established the funds.

This year's reception showcased the School of Music as one of UNCG's premiere programs, with doctoral student Richard Auvil, a recipient of the Hayes Graduate Fellowship, performing on the piano.

Bill Carroll, Associate Dean and Director of Graduate Study of the School of Music, shared some heartfelt comments about his quarter century of service to UNCG. He joined the School of Music faculty in 1984 and has remained here because of the faculty, staff, students, parents, and alumni that have enriched his life. Mostly Carroll remains because the School "equips budding professionals to face the challenges of the music classroom and studio, to face the competition of the stage, and hopefully

to leave us with the understanding that we musicians have responsibilities to our communities that go way beyond the notes and rhythms."

This passion for music and graduate education inspired Carroll to create two scholarship funds: the William P. Carroll Graduate Travel Fund and the Joel Adams and William Carroll Scholarship for Graduate Study in Music. These funds will live on in perpetuity, providing support for graduate students for decades to come.

Graduate School Dean James Petersen and Provost David Perrin both addressed growth in graduate education, sharing one of Chancellor Linda Brady's initiatives for the coming year of increasing enrollment in UNCG graduate programs.

Students had the opportunity to meet their donors and thank them for their support. Three students addressed the audience about what fellowship support means to them. The students are from disparate backgrounds, enrolled in different programs, and have diverse goals, yet they all shared one commonality—graduate fellowship support is making their aspirations to earn graduate degrees a reality.



Bill Carroll, Associate Dean of the School of Music, shares alumni success stories; students have gone on to starring roles in the Metropolitan Opera, conducting the musicals "Wicked" and "Hairspray," and being music department chairs at universities across the country.



Dale S. Phipps (left) established the Kathy Walker Phipps Graduate Award to honor his late wife, a UNCG alumna. Jeffrey Martin, an MFA student in creative writing, is the first recipient of her scholarship.

Expressing Experience: The Foster Care Chronicles



When Amy Jackson, left, was 15, she spent a year living in Romania, where her dad was working with orphans to facilitate their adoptions by United States citizens. Inspired by her father's career, Jackson is now pursuing her Master of Social Work degree with similar focus on children, refugees, and international populations. Last spring, her interest in child welfare led her to seek an internship facilitating the Foster Care Chronicles, a theater-based program for high school students living in foster care.

Jackson describes the pro-

Internet Access: Understanding Blind Web Users

As a Ph.D. student in the information systems program, Rakesh Babu uses computers everyday. Unlike most of his classmates, though, Babu cannot see his work on the computer. While growing up in India, his vision began to deteriorate inexplicably, and he has been legally blind for about ten years. Babu's experience has inspired his current dissertation project, which will help increase understanding of the mental experience of blind internet users, especially students. "Something needs to be done to make computers better for blind people," he says. For the visually impaired, "it's a listening activity rather than visual, but most people who make websites don't understand that."

Babu's choice to enter the information systems field was originally a pragmatic one, since he knew he could do his job from home using a screen reader, software that makes the computer talk. He moved to the United States in 2003 to pursue a master's degree in management information systems at Central Michigan University. By the end of his master's program, he had developed an interest in creating an accessible web environment based on his own experience as a blind student.

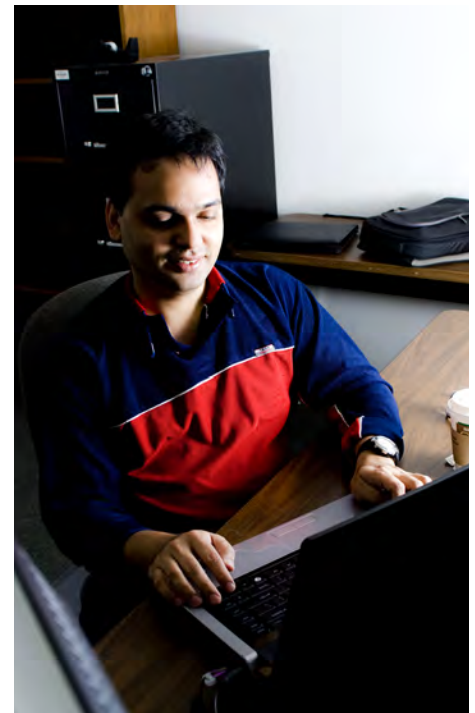
In the Ph.D. program at UNCG, "I realized it was the best discipline for me," he says. "It's a confluence of many disciplines, including psychology, sociology, computer science, human-computer interaction, and management. You can see the problem from different perspectives and approach it in different ways." He also attributes much of his success in the program to his faculty mentor, Dr. Rahul Singh, who helped him shape his ideas about web accessibility into a research

project. "If it wasn't for him I don't know if I could have come this far," he says. "I owe a lot to him."

In the past, the approach to helping blind people use the internet has been to create websites specifically for them or to use a screen reader. At this stage of his project Babu is not interested in developing artifacts like websites and software, although he hopes his research will lead others to make these improvements. Instead, he wants to create "mental models" of blind internet users, borrowing a term from cognitive psychology. "We always use websites for a purpose, and this research will help us understand how blind people conceptualize performing online tasks," Babu says. By understanding individual users' experiences, he can help identify which aspects of websites are problematic and need to be changed.

He started his research by working with ten blind students from UNCG, asking them to do online tasks like shopping and completing classwork. While they used the internet, the students verbalized their thoughts, perceptions, and experiences. After his initial research, he began to work with students from North Carolina Division of Services for the Blind and with high school students at the School for the Blind in Raleigh.

Babu believes his research will be helpful to web developers and teachers, who can use it to gain an understanding of how blind people experience the internet. He aims to create a training program for web developers, who currently have to follow certain guidelines to make the internet accessible to people with disabilities but still produce sites that are challenging for the blind. For instructors who use online components like



Rakesh Babu hopes his research on blind internet users will make the web more accessible for the visually impaired.

Blackboard for assessment and communication in their courses, Babu's research can help them understand blind students' challenges and adapt their methods.

In the future, Babu hopes to get government agencies to fund his research so that he can develop a training program for blind students in academic environments. He already received a two-year grant from the National Science Foundation for his current research.

With a wealth of directions and applications for his research, the project he started at UNCG will form the basis of his career. "People tell me this is a 20-year project," Babu says. He hopes the research he has started will eventually help blind people to use the internet as effectively as sighted people.

gram as "a positive, proactive way for kids in foster care to be involved." Each week the group began rehearsals with team-building activities that often led students to discuss their common experiences in foster care. "The program helps kids in foster care build relationships with other kids," says Jackson. "It's a social outlet where they can talk about their feelings with people who understand where they're coming from."

The play is told from the perspective of a black girl living in a white foster home. When her foster mother replaces her hair products with products meant for white women, she comes to value her hair as a marker of her identity. As she tells her story, she confronts embarrassment about living in foster care. Jackson found that the students were able to identify with many of the main character's anxieties.

After an entire semester of rehearsing, the students performed the play on May 20, 2009, for an audience that included foster parents, employees from the Department of Social Services (DSS), and UNCG professors and students from the Department of Social Work.

At the last minute, the student in the lead character role dropped out, and Jackson and the students feared they would not be able to

perform the play. When they found a new lead the week before the performance, "I think the team spirit came alive again," Jackson remembers. She interpreted this difficulty as representative of daily problems for kids in foster care, realizing that the kids and the adults who work with them always "need to remain flexible and figure out solutions."

Jackson's involvement with the students extended beyond the weekly meetings. One afternoon when the group was over, she took two students to The Cinderella Project to look for secondhand dresses for the spring dance. Jackson describes this as her favorite moment of the internship. Both girls found dresses, but one of them needed a second dress for a performance at school. She found one she loved, and Jackson surprised her by getting it for her. "She was in heaven—she lit up like a Christmas tree!" she remembers with a smile.

After she graduates in May 2010, Jackson plans to work for DSS in child welfare. She describes her work with the Foster Care Chronicles as a learning experience in helping her better understand the needs of children in foster care. "I got a chance to glimpse how being in foster care affects all factors of a child's life."

Doctoral Research in Health Re

Nursing Student Promotes Health Literacy for Everyone



Racquel Ingram hosts a celebration for Health Literacy Month to raise awareness of inequities in access to healthcare education.

When Racquel Ingram graduated from high school, she knew she wanted to be a teacher but didn't feel ready for college yet. "I was tired!" she admits. Now a student in the nursing Ph.D. program, she certainly hasn't tired of learning yet. Her dissertation project focuses on health literacy, an initiative to help all populations obtain, comprehend, and utilize health services in order to decrease disparities in access to health care. Throughout her nursing career thus far, she has come to realize the importance of education for both patients and health care professionals.

Instead of starting her undergraduate career right away, Ingram took a Certified Nursing Assistant course and started a job she loved at a long-term care facility. After earning her Bachelor of Science in Nursing degree at Winston Salem State University (WSSU), she took a job at a hospital where she worked side by side with nursing students. "They seemed to gravitate to me," Ingram remembers. "If they couldn't find something or needed help coming up with answers, I was there to guide them through."

Inspired by her unofficial role in teaching nursing students, Ingram began to teach CNA courses at Forsyth Technical Community College. She completed her Master of Science in Nursing degree in nursing education at UNCG in 2001 and started teaching nursing classes at WSSU. Throughout her Ph.D. program, she has continued to develop her love for teaching, remembering one particular first day of classes with fondness: "I was teaching Introduction to Nursing II and they had all been in my class the semester before. When I entered the room, they clapped!" she remembers. "So I went out and came back in and they clapped again!"

Once she completes her Ph.D., Ingram hopes to be more involved with research, but she knows her passion for teaching at WSSU will stay strong. "I love it when I see the light bulb come on, when I see them get it," she says.

Her dissertation research in health literacy focuses on education for patients rather than students. Ingram studied African Americans

over 50 with hypertension with the goal of determining if health literacy affects adherence to an anti-hypertensive regimen. While there is extensive documentation of high rates of hypertension in African Americans, this population is also known to have a hard time controlling it. "As an ethnicity, we tend to suffer and die from uncontrolled hypertension more than other groups," Ingram explains.

Ingram is particularly interested in working with health literacy for low-income minority communities, so her sample population for this study came from African Americans living in subsidized housing. "I grew up in subsidized housing, so I could relate to them and they realized that," she remembers. She recognizes that hypertension in African Americans is not simply a health problem but a social one as well. For the population she studied, she knew that they did not have the skills necessary to understand medical terms and procedures. "The new Medicare regulations are hard for even an educated person to understand," she notes.

Ingram hopes to use her research to develop health information that is culturally and educationally appropriate for low-income communities. "They need people to communicate with them in a way they understand," she says.

An important part of this intervention is the training of health

care professionals to teach patients about their conditions using understandable medical terms. She recognizes that her research on health literacy can be useful to all populations, since medical terms are hard for many people to understand. The difference is that educated people tend to have the means to return for treatment if they have not managed their illness well. For low-income patients who cannot afford return visits, "good education can prevent a major crisis," Ingram says. "It's not that they don't want to manage their condition, it's just that they don't understand the jargon."

In addition to teaching patients and professionals about health literacy, Ingram is interested in getting the larger community involved. For the past two years at WSSU, Ingram has hosted a celebration for Health Literacy Awareness Month. She gives a presentation to the school community and passes out brochures and health literacy bracelets to increase awareness.

Now in her final semester, Ingram realizes that the roots of her interest in health literacy were there on her very first day of the program. "We were all sitting in a circle and going around saying what aspects of nursing we were interested in. When it came to me, I said I was interested in language." Throughout her coursework, she was able to develop this broad interest into the specific area of teaching health literacy. "I got a lot out of every single course and every single professor," she remembers. "You can't always say that, but I can."



Ingram explains health literacy to Wesley Smith, a freshman in the School of Health Sciences at WSSU.

Teaches Out Locally and Globally



Holly Sienkiewicz worked with home-based caretakers during her trip to Zambia.

One Month in Zambia: Firsthand Experience in Global Health

Holly Sienkiewicz wasn't always a world traveler. Her interest began with a study abroad trip to Russia as an undergraduate majoring in Russian and intelligence studies at Mercyhurst College in Erie, PA. "Before that, I hadn't even left the time zone!" she laughs. She figured life in Russia would be similar to life in the United States—but was shocked by the rampant poverty and health problems that she saw.

Her experience in Russia fostered her interest in community health challenges in less developed places like Africa. She pursued a master's degree in international relations and diplomacy at Seton Hall University in New Jersey, focusing on health issues in sub-Saharan Africa. She also expanded her travels abroad, taking a course in Cyprus and spending a month teaching in Kenya. Now she is in her second year of the Doctor of Public Health program at UNCG, continuing to develop her interest in working with international populations. Last summer, she got the opportunity to travel to Livingstone, Zambia, as a Teaching Assistant (TA) for Community Service Learning in International Health, an undergraduate class offered by the Department of Public Health Education.

Sienkiewicz worked side by side with the students and faculty member Dr. Sharon Morrison doing home-based care, working in clinics, providing tutoring, and even farming. Sienkiewicz remembers her trip as "a wonderful opportunity to go into the homes of local residents and learn about their daily way of life."

Since Sienkiewicz sees her future career involving volunteer recruitment in public health, she was particularly interested in understanding the motivations of Zambian home-based care volunteers. These individuals visit the homes of HIV/AIDS patients to monitor their health and provide emotional support. In Livingstone, about one in three people is living with HIV/AIDS, and their caretakers are often stigmatized due to lack of knowledge about how the disease is transmitted. Not only was Sienkiewicz able to gain experience as a home-based volunteer, she also was able to appreciate how "it lifts patients' spirits just to know that someone cares enough about them to check in on them and see how they're doing."

Another rewarding part of the trip for Sienkiewicz was helping undergraduate students adjust to the challenges of working in public

health and living in a different country. In a non-traditional TA role, Sienkiewicz found that she was able to help students transition to a new cultural experience. Much like herself as an undergraduate, many of the students had never left the country. "It was really exciting to see them not just develop as students, but grow as people," she remembers.

Sienkiewicz will be writing and presenting about the Zambia trip with Dr. Morrison throughout the year. She plans to present a poster about the trip at the annual meeting of the American Public Health Association in November, and she also is helping to write a journal article about health issues in Zambia.

In the future Sienkiewicz hopes to work in international or refugee community health. Whether she works with international populations at home or abroad, she recognizes her experience with this medical service trip as invaluable in helping her understand health challenges in other countries. One of the main problems she saw was "the sheer lack of resources. They didn't even have a working blood pressure cuff at some of the clinics in Livingstone."

Sienkiewicz's career goals have shifted during her time at UNCG based on her work in public health abroad and in the community. In reaction to the lack of health resources and education abroad, her original goal was to start her own nonprofit organization in a developing country, focusing on a holistic approach to health rather than on a single issue like HIV/AIDS or tuberculosis. Since coming to UNCG, her career goals have expanded to include working with refugee populations based on her volunteer experience at the Center for New North Carolinians (CNNC). She is interested in cultural education for refugees, and she hopes to write her dissertation on post-migration stressors for recently settled refugees.

As she develops her career and research interests, Sienkiewicz realizes the importance of the emphasis on "public" in the Public Health Department. "The goal is to have research that people will use," she explains. "We're encouraged to work in the community and see what the needs are." So far in her first year of the program, she has been able to work with international communities just down the street at CNNC and across the ocean at clinics in Zambia.

It lifts the patients' spirits just to know that someone cares enough about them to check in on them and see how they're doing.

Writing Beyond the Classroom

David Rogers' freshman composition classroom is larger than the place where he and his students meet three days a week—it extends to community service agencies throughout Greensboro, where the students volunteer. "Service-learning helps students develop leadership skills, critical awareness, and civic engagement in the democratic process," he says. Now in his final year of the English Ph.D. program, Rogers finds a service-learning approach rewarding as it connects him and his students to the community.

His students volunteer with immigrant and refugee families at the Newcomer's School, Glen Haven, Avalon, Lutheran Family Services, and the Center for New North Carolinians. They are using their writing for advocacy, as they collaborate with each other to produce documentaries about the work their service-learning partners do in the community. "I think this approach encourages an appreciation of writing," Rogers says. "It gives writing a practical side that they usually don't get in a more traditional writing class."

In addition to opening up practical applications for writing, Rogers sees service-learning helping students improve their critical thinking skills. "I've noticed that when students talk to each other in class discussion they tend to reflect in the moment about issues of cultural difference," he says.

Rogers encourages his students to think about their work with service-learning partners as a reciprocal relationship in which they teach the families and learn from them at the same time. He says that reflection about service-learning experiences "encourages them to use what they're learning and be taught by the community."

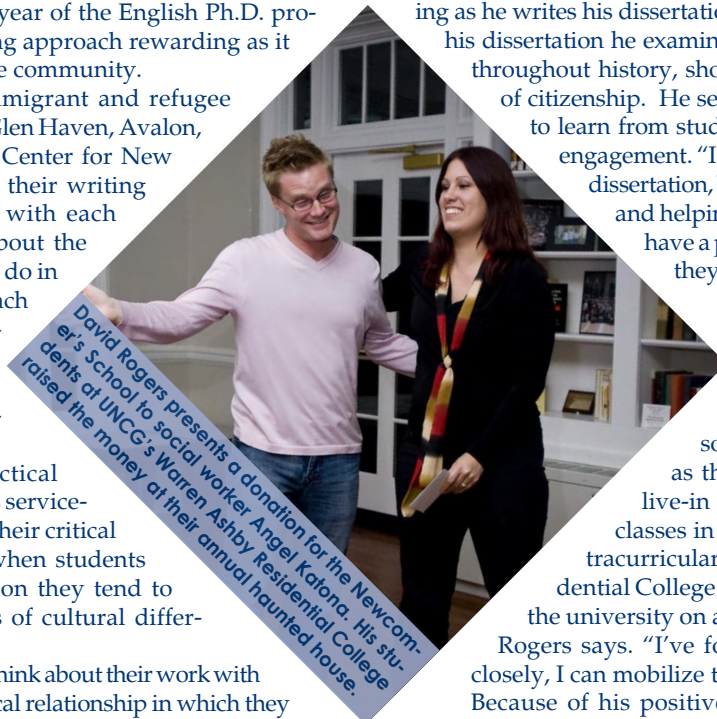
Feelings of disconnection from the larger community prompted Rogers to develop the service-learning class. "I was beginning to feel isolated in an academic bubble, and my work became kind of meaningless," he

remembers from earlier in his Ph.D. program. By teaching this class, he is able to facilitate community involvement for his students.

Just as he emphasizes reciprocity between his students and their service-learning partners, he feels that he can learn from his students. Their responses to service-learning and civic engagement are energizing as he writes his dissertation on the rhetoric of the presidency. In his dissertation he examines narratives about and by presidents throughout history, showing how they shape understanding of citizenship. He sees his service-learning class as a space to learn from students about their ideas regarding civic engagement. "I doubt any of my students will read my dissertation, but they're actually reading it right now and helping to shape it," he realizes. "They don't have a pen in their hand writing sentences, but they're writing it with me in a way."

Rogers teaches the class at UNCG's Warren Ashby Residential College (WARC), a two-year residential program with a special curriculum for a group of 120 freshmen and sophomores. This is Rogers' second year as the Residential College Coordinator, a live-in faculty position in which he teaches classes in the residential hall and organizes extracurricular programming. "Working at the Residential College has helped me realize that working in the university on a micro level can be really important," Rogers says. "I've found that by working with students closely, I can mobilize them in different ways."

Because of his positive experience with this class, Rogers wants to resuscitate the tradition of service-learning at WARC. Collaborating with the Office of Leadership and Service-Learning, Rogers wants to institute a service-learning component for all the students in the program, pairing volunteer experiences with academic work. "Service-learning isn't just important for college students—it's important for every U.S. citizen," Rogers says.



David Rogers presents a donation for the Newcomer's School to social worker Angel Kafona. His students at UNCG's Warren Ashby Residential College raised the money at their annual haunted house.

Saving the Soul through Music: Devotional Hymns of the Middle Ages

At a rehearsal for his Doctor of Musical Arts recital of early music, Jim Bates explains to his choir the background behind "Nigra Sum," a devotional song to Mary from the late Renaissance by his "hero composer," Michael Praetorius. The piece depicts love between Christ and Mary, and Bates recognizes that "it is difficult for us today to see how love poetry could be interpreted in such a spiritual way—but it was!"

To culminate his DMA degree in choral conducting this spring, he will present a lecture and recital on vocal music composed in devotion to the Virgin Mary in the Middle Ages and Renaissance. To prepare for the recital he has been conducting research on church history in the Middle Ages, a time when vocal music was widely used in intercessory services to Mary.

While the School of Music focuses on modern and operatic vocal techniques, which differ from early vocal techniques,

faculty encouraged Bates to pursue his degree at UNCG. Throughout his choral conducting program, vocal faculty worked with him to understand technically healthy ways to sing early music, and specialists in early music helped him learn about performing it.

His love for music remained strong throughout his professional life, as he punctuated a career in web design with degrees

and side jobs in music. He earned his undergraduate degree at Susquehanna University in organ performance, gained experience in early music with graduate work at Yale, and came to UNCG in the '80s to earn his Master of Music degree. He returned in 2006 for his DMA. "I've always been interested in early music," he says. "But it's not easy to live the musical life while raising a family."

To give Bates experience in his chosen field, Dr. Welborn Young, chair of the choral program, encouraged him to work with the Chamber Singers and the Baroque Ensemble on early music performances. For the past two years, Bates has conducted these choirs in performances with musicians who play early instruments.

Bates will present a lecture on his research followed by a recital on March 18. After the performance at UNCG, the group will move to Our Lady of Grace Catholic Church to give a performance for the public at 7:30 p.m.



Jim Bates conducts a choir of UNCG music students at a rehearsal for his spring DMA concert.

An Assessment of Global Proportions

During Hsuan-Fang Hung's first year in the doctoral program in Specialized Education Services, she was assigned as a research assistant to Dr. Belinda Hardin. Now in her fourth year of the program, Hung is still working with Dr. Hardin, this time on a study of an assessment tool for global early childhood education programs. They have completed a study surveying education sites in five countries in order to better understand the quality of early childhood care around the world. Their work is in partnership with several international colleagues and the Association for Childhood Education International (ACEI), an organization that promotes access to education for children in all countries.

Her work with Dr. Hardin was Hung's first experience with a large-scale research project, and she recognizes that it "led to the career I want to focus on, where I can meet the needs of students with different cultural and linguistic backgrounds. It has helped me choose what I really want to do." Hung hopes to start a career in higher education as a professor and researcher.

Hung was an elementary school teacher in her native Taiwan but decided to pursue a graduate degree because she saw a lack of special education research and services in her country. "There is a diversity issue for teachers working with students with a disability or different cultural backgrounds," she says, noting that it is often hard for teachers to understand a student's unique needs without proper training. Hung completed her Master of Education degree at UNCG in 2006 and would like to return to Taiwan to conduct research in special education once she completes her Ph.D.

In the project, Hung was the assistant research site coordinator for Dr. Hardin. The study looked at education sites in Guatemala, Kenya, Taiwan, China, and the United States. Educators at each site completed an assessment that helped Dr. Hardin's research team understand the instrument's effectiveness in assessing program quality. Hung's job was to help find a research coordinator in each country and to recruit programs to complete the assessment in the United States and Taiwan. She also helped train the research site coordinators on how to implement the study and how to use the survey in order to understand its reliability and validity. Since Mandarin was spoken at three sites, she translated written materials and was the interpreter for Dr. Hardin.

In assessing the instrument's reliability and validity, Hung realized the importance of differences in culture that could affect the responses

of different programs. The assessment addressed program quality in five areas: learning environments, curriculum and pedagogy, educators and caregivers, partnerships with families, and children with special needs. Participants at each site were asked to rate their services quantitatively on a scale of 1 to 5, but also qualitatively with examples and comments. The results indicated patterns of similarities and differences across countries, as well as patterns separately for each country. While they addressed the global culture of early childhood education, they also realized that it was important to consider cultural differences as they interpreted the results.

Hung sees the emphasis on cultural differences relating to her teaching career and her future goals. "As a teacher I used to think that if I managed the environment well, my students would learn well," she says. During her work on this project, though, "I realized

that I need to know background first and have knowledge of what's going on outside the classroom." In future research she wants to focus on education for populations that are diverse in both physical ability and cultural background.

The study revealed that the assessment was successful in providing information about program quality at early childhood education sites in multiple countries. They did not aim to change the programs, but Dr. Hardin saw that several programs made improvements based on their experience with the assessment. One program in Guatemala started to separate spaces for the children to play from spaces for them to rest. The assessment instrument will be revised again in 2010, and plans for a global study are being developed that eventually will include sites from 30 countries and six continents.

Now that the first phase of research is over, Hung and Dr. Hardin are continuing to collaborate. They are currently writing an article together and hope to collaborate on a book chapter soon. By being involved in the project from stages of inception to reflection, Hung realizes how she will apply her work with Dr. Hardin to future research. "If I didn't have this experience I wouldn't know what to look for

in research," she says. "Now I'm able to design my own project." Although Hung's focus is on secondary education rather than early childhood, she recognizes that Dr. Hardin's mentoring has helped prepare her for an academic career with a better understanding of the complex process of research in the education field.



Hsuan-Fang Hung, left, and Dr. Belinda Hardin discuss their collaborative research project on global early childhood education programs.

As a teacher I used to think that if I managed the environment well, my students would learn well. I realized that I need to know background first and have knowledge of what's going on outside the classroom.



From the Dean

Major developments took place this fall in the development of new graduate programs in nanoscience. On November 9, the groundbreaking for the 100,000 square foot building to house the Joint School of Nanoscience and Nanoengineering (JSNN) was held on the South Campus of the Gateway University Research Park. The building will provide specialized space to facilitate the JSNN's goals of graduate education in nanoscience and nanoengineering, basic and applied research, and the enhancement of economic growth. In addition, at their November meeting, the Board of Governors of the UNC system approved the establishment of a Professional Science Master's Degree in Nanoscience. The JSNN, a collaboration of UNCG and NC

A&T State University, also has a proposal for a Ph.D. in Nanoscience under review.

The UNC Tomorrow initiative developed by UNC President Erskine Bowles, a blue-ribbon UNC Tomorrow Commission, and the UNC Board of Governors calls on all the UNC system universities to be proactive in responding to the 21st century challenges facing North Carolina and the world. This issue of *Eunomia* gives a great overview of how UNCG graduate students are conducting research and educational projects that are changing people's lives on a global scale. The stories bring to life UNCG's new mission statement that calls on the university to "redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves."

This newsletter is published by The Graduate School at The University of North Carolina at Greensboro.

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Doctor of Public Health candidate Holly Sienkiewicz, third from left, worked with home-based care volunteers during a visit to Livingstone, Zambia, last summer. The volunteers visit the homes of HIV/AIDS patients to monitor their health and provide emotional support.