

**2005-2006 Annual Report**  
**University Honors Program**  
**(Division of Undergraduate Academic Programs)**  
**Submitted by Larry Blanton, Director**

1. *Your efforts and successes in developing priorities and goals and what success you would cite in providing direction to the Division's and/or University's academic mission.*

This report is my third as Director of the University Honors Program (UHP). On July 1, 2003, I inherited a young program that suffered from high levels of student dissatisfaction and campus confusion concerning its goals, purpose, and relationship to the University Scholars Program. Coincident with my arrival, the UHP became a program of scholarship and research (the refocusing of the program was initiated by George Barthalmus in his role as Interim Director for 2002-2003). My initial priorities and goals were:

- to bring the scholarship and research mission to reality
- to establish constancy in the program requirements
- to differentiate the UHP from the University Scholars Program
- to insure that the continuing UHP students (those of the "old" program) would be accommodated by and feel a part of the new program
- to bring to fruition the Honors Village
- to insure that the University Honors Program reflected the University as a whole, attracting students from all of the colleges
- to find ways for the UHP to serve the campus community as a whole

To a large extent, these initial goals have been met. The UHP has clearly established itself as a program of scholarship and research, a theme that underlies all that we do and serves to differentiate us from the University Scholars Program. We have created courses that support this mission: joining HON 298 (Honors Independent Research) are other experiential courses, including HON 395 (Honors Cooperative Education), HON 397 (Honors Extension and Engagement), Honors Study Abroad, and the capstone research project required of all UHP students. The program requirements have remained the same (with minor variations) for three years. Of the pre-Fall 2003 students, 124 have graduated with the designation "Completed the University Honors Program." Program persistence is greatly improved; whereas only 27% of the pre-Fall 2003 students graduated from the program or continue as UHP students, over 60% of the Fall 2003 and after students remain in the program. The Honors Village became a reality in Fall 2003, and in Fall 2005 moved into the newly renovated Quad residence halls, complete with a new building (the Honors Village Commons), a visiting faculty apartment (generously decorated and equipped by the Hudson Belk Department stores), and even a replacement cupola for Berry Hall. The University Honors Program includes students from all of the colleges. Although we have not yet achieved our goal of matching the overall profile of the entering class, we are far closer than was the case in the early years of the UHP.

We have developed several services to the entire campus community: the Fellowship Advising Office, which provides information and support services concerning competitive national scholarships and fellowships to all students; the UNC in Washington program; the Beckman Scholars program; processing Honors contracts (most of which are not for UHP students); organizing the Honors Baccalaureate and Celebration of Academic Excellence; providing administrative support to the NC State chapter of Phi Beta Kappa; and helping to bring about the

Summer Research Village, whereby the numerous summer research programs at NC State will be housed together in the Honors Village.

As we have worked over the past three years to build a solid foundation, we have thought about what needs to be built upon that foundation and hence our goals for the future:

- to develop the infrastructure and support for our research and scholarship mission, to enable our students to fulfill the capstone research requirement and to diversify the ways in which they can do so
- to more fully integrate living and learning in the Honors Village
- to attract to NC State students who might not otherwise have attended our institution

2. *Your successes in managing resources and evidence that you are setting and following performance standards.*

Four key performance measurements for the UHP are:

- the number of UHP students; (the size of the entering class and the steady-state population)
- the distribution of those students amongst the colleges
- the persistence of those students in the UHP
- the enrollment in our HON seminar courses

The UHP also provides services to many students outside the program, primarily through the Fellowship Advising Office. For that office, the key performance measures are contacts with students, fellowship applications processed, and fellowships received. Our performance in these areas is summarized in Appendix 1 for the UHP and Appendix 2 for the Fellowship Advising Office.

The UHP has finally reached stability and continuity in terms of the basic program requirements, the program mission, the physical location and state of the Honors Village, and the uniformity of its student population (only 11 students remain from the pre-Fall 2003 group). We are finally in a state where we can perform meaningful outcomes-based assessment of our program and will be developing such plans for the coming year.

3. *Your progress and success in providing open communication among colleagues and with the other members of the university, including those within UAP.*

- The UHP has open agendas for its staff meetings (i.e., any staff member may propose agenda items). All staff have read-write access to the Director's calendar and are encouraged to make appointments for themselves as needed.
- The UHP Director presents the HON seminars offered under special topics shells each semester to the Council on Undergraduate Education.
- The UHP Director makes periodic presentations to campus-wide decision-making groups, such as the AACG, UAOC, and academic Associate Deans.
- The UHP web site provides information on honors contracts and other issues of general interest to the campus community. We are currently redesigning the UHP web site with one goal being to increase its utility to the general campus community. For example, the UHP processed 349 Honors contracts (mostly submitted by University Scholars and students in the college and departmental Honors programs). The forms and instructions for those contracts are available for download on the web site.
- The Fellowship Advising Office coordinator has met with all of the Deans of the undergraduate colleges, the directors of various campus programs for outstanding students, and a variety of

campus and college groups. She has identified appropriate contacts in each of the colleges for fellowship information, developed a bulletin-board presence for fellowship opportunities and successes in the Talley Student Center, initiated a series of lunchtime information sessions, organized a dinner to celebrate all fellowship applicants, and has worked to develop an on-line tool to support potential fellowship candidates.

- The UHP worked with University Housing to develop the Summer Undergraduate Research Village, attracting most of the NC State summer undergraduate research programs from University Towers to the Honors Village. Over time, we think the Summer Undergraduate Research Village will enhance grant applications and renewals for summer research programs, as we develop common programming and special opportunities for the summer students.
  - UHP staff members serve on a variety of committees: Larry Blanton (Honors Village Advisory Committee; Scholarships and Student Aid Committee); Katrin Baker (Honors Village Advisory Committee; Scholarships and Student Aid Committee; Wolfpack Welcome Week Committee); and Claude Raines (DUAP Information Technology Committee). We are represented on the Right Now Web Users Group and the Apply Yourself on-line application users group.
  - The UHP is responsible for the Honors Baccalaureate and Celebration of Academic Excellence, which involves communication with representatives from all of the colleges to develop the faculty and student awards lists and representatives of a variety of other offices related to the event.
  - The UHP communicates effectively with the University Scholars Program on a variety of issues, including insuring that our programs are clearly differentiated to prospective students and their parents.
  - The UHP participates in efforts to develop improved communications between the various programs for outstanding students.
4. *Your efforts and successes in cultivating and maintaining relationships with the University's external constituencies.*
- The Honors Village residents hosted their annual faculty appreciation banquet on 24 April 2006 in the multipurpose room of the Honors Village Commons building. The keynote speaker invited by the students was Secretary of State Elaine F. Marshall.
  - Our new one-credit hour courses introducing students to the literary arts, visual arts, live music, and environmental issues in the Triangle area provided multiple opportunities to introduce members of the broader community to our students and program. A list of our guests is provided in Appendix 3.
  - The Fellowship Advising Office coordinator, Jennie LaMonte, spent significant time cultivating relationships with fellowship organizations, hosting local visits by three fellowship officers, attending the Marshall Scholarships reception at the British Consulate in Atlanta (accompanied by the Provost), involving alumni and others in the fellowship preparation process, and engaging in conversations with fellowship organizations not currently accepting NC State nominations in an effort to convince them to change our status.
  - As NC State's campus coordinator for the UNC in Washington program, the UHP Director interacts with UNC General Administration officials and representatives from 13 of the other constituent institutions.
5. *Your efforts and successes in enhancing diversity.*
- Our new assistant director, Carolyn Veale, will dedicate her efforts to recruitment, admissions, and outreach, with a mandate to develop processes that will increase the diversity of the UHP student body.

- We have discovered that the supplemental entry points into the UHP (after one and two semesters at NC State) contribute significantly to our minority student population.
  - The UHP provided financial support to diversity events on campus: the Freshman Honors Convocation organized by Multicultural Student Affairs, the Pan-Afrikan event sponsored by the Society of Afrikan-American Culture, and “Stand up for Peace” sponsored by the Middle Eastern and North African Student Association.
  - The Honors Village sponsors "culture nights." Previous and upcoming programs include: Native America, Hispanic, Indian, Greek, and Japanese cultures. A typical program includes cooking a meal that highlights foods of that country or culture, sharing of stories and information, and on occasion a guest faculty member and/or related film.
  - UHP seminars often have diversity-related topics. Fall 2005 seminars included Professor Anna Bigelow's "Religion and Conflict", Professor Christine Pierce's "Ethics and Gender," and Professor Barbara Baines's "Conquest of the Other." Spring 2006 seminars include Dr. Sharon Joffe's "South Africa and the Literature of the Resistance" and Professor Mary Katherine Cunningham's "Issues in Contemporary Religion." The UHP sponsored an event in association with "Religion and Conflict," funding a visit to Raleigh by a group of Israeli and Palestinian students to meet with UHP students.
  - The UHP hosted a visit to NC State by Karl Fleming, the lead Civil Rights correspondent for *Newsweek* during the 1960s, who had recently published his memoir, *Son of the Rough South: An Uncivil Memoir*. Mr. Fleming had lunch with a group of UHP students and held a book reading and discussion for the campus community in the Talley Student Center.
6. *Your efforts and success to the improvement of the curriculum, and quality and commitment to teaching and learning (include personal teaching and other related activities).*
- The HON seminar series serves as an incubator for innovative teaching. Instructors propose new courses to be offered under one of our GER special topics “shells.” From there, the courses may move to permanent HON status (which has happened for four of our courses so far) or to a regular departmental offering. In either case, the HON seminars serve to diversify the curriculum and provide novel educational experiences for all students, not just UHP students. They serve an ancillary purpose as a rejuvenating experience for faculty members who find themselves inspired by their Honors teaching experience.
  - The HON experiential courses (HON 298, 395, 397, all described elsewhere in this document) and good examples of using such courses to encourage experiential learning and to satisfy basic curricular requirements.
  - We have redefined HON 101 and 102 to be courses that introduce students to the broader opportunities in the community. These are thematic courses with an academic focus. We allow three of them to substitute for a single seminar requirement. Topic areas so far have included literary arts, visual arts, live music, and environmental issues. We envision the HON 101 and 102 courses becoming a broad palette of opportunities to build upon our theme of connecting students with the broader mission of the university and the resources of the Triangle area.
  - We developed HON 398 as a non-GER special topics course to give us more flexibility in our seminar offerings. One goal was to use the HON 398 course as a vehicle for one-credit hour experiences offered by research-focused faculty or higher administrators who would not have the time for a full three-credit hour seminar. An early success was to lure Provost Larry Nielsen to our teaching corps; he offered HON 398X, “Critical Issues in Decision-Making,” in Spring 2006.
7. *Your efforts and success in supporting and rewarding research and other creative activities.*

The central purpose of the UHP is to encourage and enable our participating students to incorporate some aspect of the research and extension and engagement missions of NC State into their undergraduate education. Hence, in a sense, everything we do is designed to support research and creative activities. Specific examples of our efforts and success include:

- Offering HON 298, Honors Independent Research to provide our students with the opportunity to earn credit for research activities. Students entering the program prior to Fall 2003 were required to have at least one semester of HON 298 or an equivalent course in one of the departments. As another incentive for students to participate in independent research, we allow them to replace one of their HON seminar requirements with HON 298. HON 298 registration for 2005-2006 totaled 26 students. Additional students were enrolled in their departmental independent research courses.
- Requiring an Honors Capstone Research Experience. All students entering the program in Fall 2003 and after are required to complete a two-semester capstone research experience. Only two of the students in this group have graduated, so we have no significant involvement to report for the capstone research project.
- Each year we hold an open competition for Honors Awards for Research and Creative Activities. These awards provide \$2,000 to the student (which can be used either stipend support or to pay research costs) and \$500 to the sponsoring faculty mentor (many of whom elect to have those funds apply to support student travel to present their research at meetings). For 2005-2006, we made 12 awards.
- The UHP responds to special requests for research support, including travel to research sites and to present research results at national and international meetings. For 2005-2006 we assisted three students in attending research meetings and two for research-based travel.
- The UHP administers NC State's Beckman Scholars grant, holding an annual competition for the two Beckman Scholarships that can be awarded each year of the grant (\$19,300 per student for a 15 month period). Note that this competition is not limited to UHP students (in fact, none of the four Beckman Scholars to date has been a UHP student!)
- We offered a summer research opportunities fair early in the spring semester to introduce our students to the range of research opportunities available to them on campus and around the country (and world).
- We offer HON 395, Honors Cooperative Education, as an opportunity for students involved in cooperative education experiences to earn credit for research projects performed as part of their co-op. For 2005-2006, only one student registered for this course.

8. *Your efforts and successes in supporting and rewarding extension, engagement and economic development.*

The central purpose of the UHP is to encourage and enable our participating students to incorporate some aspect of the research and extension and engagement missions of NC State into their undergraduate education. Hence, in a sense, everything we do is designed to support extension and engagement. Specific examples of our efforts and success include:

- Offering HON 397, Honors Extension and Engagement to provide our students with the opportunity to earn credit for extension and engagement activities. As an additional incentive for students to participate in extension and engagement projects, we allow them to replace one of their HON seminar requirements with HON 397. HON 397 registration for 2005-2006 totaled 10 students.
- We work with the Office of Extension and Engagement to find opportunities for students and list those opportunities on the UHP web-site. Representatives from that office attend

information sessions such as the summer research fair described above and the seminar fairs we hold prior to registration each semester.

9. *Your efforts and successes in your area of professional or scholarly expertise. [The following apply to the UHP Director, Larry Blanton.]*

- National panel (first round review) for the HHMI (Howard Hughes Medical Institute) Professors.
- National panel for the NSF Graduate Research Fellowships.
- Invited keynote speaker (presentation title: “A Brief History of Undergraduate Research with Consideration of its Alternative Futures”) at a conference sponsored by the Center for the Integration of Science Education and Research, Texas Tech University (10-11 February 2006), “To Think and Act Like a Scientist: The Roles of Inquiry, Research, and Technology in the Procollege and College Years.”
- Invited to be co-editor of a proposed symposium volume based upon the presentations at the above meeting (book prospectus under review).
- Co-authored “Cryofixation methods for ultrastructural studies of *Dictyostelium discoideum*,” a chapter in *Methods in Molecular Biology: Dictyostelium discoideum* (Humana Press, Inc.), to be published in June 2006.
- Taught BO 414 (Cell Biology); 78 students.
- Member, Ph.D. committee of Utku Avki (Department of Crop Science).
- Graduate school representative to the Ph.D. committees of Barbara Heckman (College of Education) and Maria Joana Sacramento Girante (College of Management).
- President, Zeta of North Carolina chapter of Phi Beta Kappa.
- Judge, First Graduate Student Research Symposium, NC State.

10. *Major new appointments, kudos, professional activities and recognitions. [The following apply to the UHP staff other than the Director.]*

- Carolyn Veale appointed as Assistant Director, effective 1 April 2006, with her primary responsibilities being recruitment, admissions, and outreach (as well as serving as one of the UHP advisers)
- Dwayne Barnes appointed as Administrative Assistant I, effective 15 March 2006
- Marquette Russell appointed as Office Assistant IV, effective 7 June 2006.
- Katrin Baker, Associate Director, co-presented (with Jim Whitaker of University Housing) “Designing to be different: renovating residence halls for living-learning communities” at the American College Personnel Association (ACPA) Annual Conference March 18-22, 2006, Indianapolis, IN.
- Jennie LaMonte, Coordinator, Fellowship Advising Office, attended the national meeting of the National Association of Fellowship Advisers (July 2006, Louisville, KY) and will participate in the NAFA Higher Education Symposia from 26 June-5 July, 2006 in Cambridge, England, and Dublin, Ireland.
- Claude Raines, Business and Technology Applications Analyst, completed the Pathways Leadership Program. He attended FileMaker Advanced Relational Database Training (offered by The Support Group in Boston, MA) and the FileMaker Developer Conference (28-31 August, 2005, Phoenix, AZ).
- Dwayne Barnes, Administrative Assistant I, participated in the following professional training and development: Financial Reporting, Administrative Portal Class, Purchasing Best Practices Class, Completing and Understanding your Time Record, and Managing Performance Management (Part 1).

- Janice Robinson, Administrative Secretary, participated in the following professional training and development: University Accounting Certification Series, Payroll Coordinator Course, V8.8 Human Resources System Training, and Financial System 8.8 Training.

*11. Recommendations and concerns for the future.*

The University Honors Program enjoys wonderful support in terms of staffing, budget, and facilities. To a certain extent, it was staffed and funded for the future, and the future will arrive in the next academic year, when the combination of our persistence rates and more numerous entering classes will begin to present challenges in terms of advising loads and seminar offerings. We are hoping to partly address the former with information technology, but the latter will require a reappraisal of how we fund seminars, additional funds, and/or a re-thinking of our program requirements.

Our students have multiple mechanisms by which they can achieve the program's goals. We face a challenge of collecting the data on the activities of our students. When those activities involve our courses or support funds, the data are readily gathered. However, we rely upon self-reporting to determine other relevant activities, and self-reporting is subject to poor response rates. We are exploring a mechanism whereby we combine the achievement of a desirable program requisite (early registration) with reporting of activities relevant to program goals.

We have spent considerable time and energy developing an HON seminar series consistent with the University's General Education Requirements (and dealing with its college- and curriculum-specific peculiarities). Therefore, we view the upcoming changes in the GER system with some trepidation, noting that the UHP's input into that process was never sought.

The research/scholarship model requires that UHP students engage in significant research activities for at least two semesters. Ideally, these experiences would be for even longer periods and would include summers to allow for full-immersion experiences. Many students will not be able to dedicate their summers to research for financial reasons. We need significant funds to provide summer research stipends.

The visiting faculty apartment is a wonderful resource, but requires funds to fulfill its potential. This includes not only the rent for the apartment, but discretionary funds for entertainment, and funding for a salary or stipend for the occupant.

If the UHP is to succeed in attracting students to NC State who would not otherwise attend NC State, particularly research-focused minority students, we must have significant dedicated scholarships to recruit those students.

The UNC in Washington program will not succeed unless we have equalizing scholarships for the participants, i.e., awards that will make participation in the program cost no more than remaining on campus. This is a valuable program that provides invaluable experiences for our students.

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**Appendix 1: University Honors Program Performance Statistics**

**Performance statistic 1:** The number of UHP students, i.e., the size of the entering class and the steady-state population.

**Standard:** These numbers need to be large enough to justify the investment made in the UHP (no guidance has been given there), but not so large that we cannot fulfill our mission of encouraging and enabling students to incorporate the broader research and extension and engagement missions of the university into their undergraduate education. Perhaps only time will tell what these numbers should be. We established a goal of 100 entering students for Fall 2003, with that number increasing by 25 each year until we reached 200 (which would occur in 2007). Off-cycle entry numbers of 25-50 were predicted for each year. The steady-state population was expected to be 800-1000 by 2010.

**Data:** We failed to reach our entering group goals for Fall 2004 (113 instead of 125) and Fall 2005 (122 instead of 150). We re-set our goals to be 150 for Fall 2006 (and hence 200 by Fall 2008), and anticipate an entering group of 148. This will give us an overall population of 451 students. Note that our research and scholarship mission is a difficult “sell” for many high school students, something we will address in our new recruitment effort.

**Performance statistic 2:** The distribution of UHP students amongst the colleges.

**Standard:** Matching as close as possible the distribution of entering students amongst the colleges. However, note that this standard is controversial, given the dramatic differences in academic profiles of the colleges.

**Data:**

**Profile of the Fall 2006 Entering Class of UHP Students**

College	Total	Percent	Over/Under*
Agriculture & Life Sciences (CALS)	29	19%	-3
Design (COD)	2	1%	-1
Education (CED)	1	1%	-1.5
Engineering (COE)	68	46%	+18
First Year College (FYC)	7	5%	-16**
Humanities & Social Sciences (CHASS)	19	13%	0
Management (COM)	4	3%	-3
Natural Resources (CNR)	0	0%	-2.5
Physical & Mathematical Sciences (PAMS)	17	11%	+7
Textiles (COT)	2	1%	-3
Total	<b>149</b>	100%	

\*Based upon the profile of the entering class of Fall 2005. the numbers represent the absolute difference in percentage representation; e.g., +18 means that the university admissions profile is 18 percentage points less, or 28% of the entering class.

\*\*FYC students comprise significant numbers of the after one and two semesters at NC State entering groups. We also obtain more Management students at that time.

**Performance statistic 3:** The persistence of students in the UHP.

**Standard:** As high as possible, certainly higher than the overall university persistence rate.

**Data:**

Pre-Fall 2003 students compiled: 135 graduated or still in the program out of 507 students, a 27% completion rate.

Fall-2003 and after students:

<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
78/125*	100/153*	116/140*
62%	65%	83%

\*Numerator: total students still in program or graduated from the program (only 3 students have graduated).

Denominator: total number of students admitted in fall and spring of that academic year.

**Performance statistic 4:** The enrollment in the HON seminar courses.

**Standard:** Ideally would be 100% enrollment.

**Data:**

<b>Term</b>	<b>Fall 2003</b>	<b>Spring 2004</b>	<b>Fall 2004</b>	<b>Spring 2005</b>	<b>Fall 2005</b>	<b>Spring 2006</b>	<b>Fall 2006*</b>
# enrolled	198	125	208	141	269	169	331
# seats	280	180	260	155	350	215	385
% filled	70	69	80	91	77	79	86

\*Anticipated enrollment (current students, plus estimate of incoming students).

From this table, it can be seen that we continue to face challenges with filling our seminars. One solution is to work to match better the offerings with the GER categories our students need. Another solution is to explore more effective means of bringing non-UHP students into the seminars.

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**Appendix 2: Fellowship Advising Office Statistics**

# Students	e-mails	# e-mails per student	Appointments	Candidates	Total Applications (including those for internal endorsement)	External Applications	Awards	Honorable Mention
244	3842	16	309	61	74	57	19	14

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**Appendix 3: HON 101 and 102 Guests and Field Trips**

**HON 101: Exploring the Triangle Visual Arts (Fall 2005)**

*Coordinated by Katrin Baker and Zoe Starling (NC State Gallery of Art and Design)*

**Guests:**

Rick Beck, glass artist  
Jen Bireline, potter  
Chris Hondros, photojournalist  
Dr. Jim Massey, folk art collector  
Lisa Oakley, glass artist

**Field Trips:**

Art Space (First Friday Art Walk), Downtown Raleigh  
NCSU Craft Center in Thompson Theatre demonstration and hands-on pottery wheel and glazing activity.  
NCSU Gallery of Art & Design, folk art introduction and tour select items in the Gallery's folk art collection. Given by Zoe Starling, Curator of Educational Resources  
Neighborhood Sculpture Walk with Joel Haas, Sculptor  
Pullen Park Arts Center, glass bead making demonstration by Marjorie Putnam, glass artist and teacher.

**HON 101: Exploring the Triangle Writing Scene (Fall 2005)**

*Coordinated by Katrin Baker and Katy Munger (local author)*

**Guests:**

Cybelle Clevenger, writer and former writer for the *Weekly World News*  
John Kessel, writer and professor  
Katy Munger, writer  
Nancy Olson, owner of Quail Ridge Books & Music  
Michael Malone, writer  
Jay Price, reporter and military affairs editor, *The News & Observer*  
Joanna Catherine Scott, writer  
Daniel Wallace, writer and professor

**Field Trips:**

*The News and Observer*, tour and guests for editorial staff meeting/front page discussion.  
Quail Ridge Books & Music for an evening with Timothy Tyson, writer  
Stammer! A poetry slam at Art Space, downtown Raleigh

**HON 102: Exploring the Triangle Music Scene (Spring 2006)**

*Coordinated by Katrin Baker*

**Guests:**

Jim Crew, composer  
Tim Duffy, Founder & President, Music Maker Relief Foundation  
Cool John Ferguson, blues musician  
Gregg Gelb, leader and arranger of The Gregg Gelb Swing Band  
John Lambert, music critic, Classical Voice of North Carolina  
Marc Lee, WNCU disc jockey

David Menconi, *News & Observer* reporter and music critic  
Bev Paul, General Manager, Sugar Hill Records  
Vaughan Penn, musician

**Concerts:**

**Scott Ainslie Concert**, Music of the Carolinas @ the NC Museum of History

**The John Pizzarelli Quartet Concert and Pre Show Discussion**, Stewart Theatre, NCSU Talley Student Center

**Raleigh Civic Orchestra Concert**, Stewart Theatre, NCSU Talley Student Center

**HON 102: Exploring the Triangle Outdoors (Spring 2006)**

*Coordinated by Katrin Baker*

**Guests:**

Stephanie Bohr, NC Museum of Natural History  
Barbara Doll, professional engineer, NC Sea Grant  
Dean Najouks, Upper Neuse Riverkeeper  
Wade Rawlins, reporter, *News & Observer*

**Field Trips:**

Durant Nature Park  
JC Raulston Arboretum  
Lake Crabtree County Park  
NCSU Solar House  
Prairie Ridge Ecostation for Wildlife & Learning  
Schenck Forest  
Wildlife Resources Commission (Centennial Campus)  
William B. Umstead State Park