

## **I. Brief Overview of Department and Program(s)**

The Bachelor of Science degree in Agricultural Education was initiated in 1918 while the Bachelor of Science degree in Agricultural Economics was initiated in 1979. Both programs of study are academically sound, science-based, have integrated the effective use of cutting edge information and technologies, and can be completed in four years, exclusive of summer school attendance. Students are encouraged to participate in at least one supervised agricultural experiential learning program (internships, cooperative education, summer employment or student teaching). In addition, students in agricultural education must pass the Professional Knowledge of the National Teachers Examination (NTE) to be certified to teach agriculture in North Carolina. The State Department of Public Instruction and the National Council on Accreditation of Teacher Education accredit the program in Agricultural Education.

The Graduate Council of the General Administration of the University of North Carolina School System approved a Master of Science in Agricultural Education and Agricultural Economics in 1940 and 1979, respectively. In Agricultural Education, to qualify for the graduate certificate to teach in the public schools of North Carolina, the student must complete 18 semester credit hours in a subject-matter agriculture. The program in Agricultural Education emphasizes the improvement of teachers and professional workers in related areas with education responsibilities while concurrently preparing students for employment in administration, supervision, extension, teacher education, and research in agricultural education and related fields. In Agricultural Economics, the student may concentrate in agricultural marketing and trade or rural development policy. The program in Agricultural Economics prepares students for careers in teaching, research, extension, agriculture-related business, and government service. Both programs prepare students for further graduate studies to achieve a terminal degree.

In 1995, the Department of Agricultural Education and Extension and the Department of Agricultural Economics and Rural Sociology were combined into one academic unit, the Department of Agricultural Education, Economics and Rural Sociology. Combining the two departments was predicated on strengthening the programs in both departments to better meet the needs of our students and industry, as well as enhancing the employability of our graduates. Some specific benefits of the newly created academic department include: (1) more efficient utilization of resources; (2)

students will have more of an occasion to explore career opportunities in both fields; (3) reduced administrative cost; and (4) increased involvement, including interdisciplinary research, between faculty and students from the various programs. The Department has a relatively young, well-trained faculty who are deeply committed to excellence in both resident instruction and research. Notwithstanding, one of our major goals is to strengthen the comprehensive scholarly activities of teaching, research, and extension.

In 2000, the department's name was changed from Department of Agricultural Education, Economics and Rural Sociology to the Department of Agribusiness, Applied Economics and Agriscience Education. This name change is a direct outflow of the mission of the School of Agriculture and Environmental Sciences, which includes the interaction and interpretation of the environment through its curriculum. The School's curriculum describes strategy, identifies financial, physical, human, and technological resources required to produce a product of a certain specification based on the requirements of the market. It operationalizes the vision and values of the academic enterprise. Graduates of the academic program essentially embody the values, skills and attitudes espoused by a curriculum. Thus, to educate competent graduates and good citizens, the curriculum must train students in those competencies needed to be productive citizens in the merging market place. Many young students form their impression about agriculture from observing a farmer at work in the field, and from what they learn about agriculture's historical connection with slavery. These sources of information are not able to present a sufficiently robust view of modern scientific agriculture. What students fail to see from this narrow view of agriculture is the tireless effort of the biological, physical, and social scientists who make it possible for all of us to enjoy a safe and nutritious meal, and the many other products and services furnished by agriculture and the environment. Consequently, students are led to form an antiquated and unglamorous view of the food, fiber and conservation sector.

As the curriculum of academic units is adjusted to reflect the emerging needs of the new labor market in the agricultural sector, some indication of the changes made, and new opportunities offered must be reflected in their name or label. The choice of name or label is important because it is the first point of contact and source of information for prospective students. It therefore performs a critical public education and public relations function for the department in spelling the old view and conveying a modern view of agriculture to prospective students.

## **II. Strategic Plan (2004-2010)**

### **Introduction**

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created academic department include: (1) more efficient utilization of resources; (2) students will have more of an occasion to explore career opportunities in both fields; (3) reduced administrative cost; and (4) increased involvement, including interdisciplinary research, between faculty and students from the various programs. The Department has a relatively young, well-trained faculty who are deeply committed to excellence in both resident instruction and research. Notwithstanding, one of our major goals is to strengthen the comprehensive scholarly activities of teaching, research, and extension.

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As the curriculum of academic units is adjusted to reflect the emerging needs of the new labor market in the agricultural sector, some indication of the changes made, and new opportunities offered must be reflected in their name or label. The choice of name or label is important because it is the first point of contact and source of information for prospective students. It therefore performs a critical public education and public relations function for the department in dispelling the old view and conveying a modern view of agriculture to prospective students.

The North Carolina A&T State University aspires to be a premier interdisciplinary-centered university that builds on comparative advantages in engineering, technology, and business; a strong civil rights legacy; and status as an 1890 land-grant institution. The Department of Agribusiness, Applied Economics and Agriscience Education has a significant role to play in this vision. The departmental strategic plan builds on our traditional strengths of meeting the needs of limited-resource persons and being a magnet for African-American students seeking careers in agribusiness, agricultural economics and agricultural education. The plan is visionary in program design and delivery, addressing such issues as domestic and international policy, sustainable development and natural resource systems, food safety, health and well-being, rural development, curriculum development, agriscience and agribusiness/entrepreneurial education.

### **Vision Statement**

The Department of Agribusiness, Applied Economics and Agriscience Education will foster the emergence of NCA&TSU into a leading interdisciplinary-centered university in America through the development and expansion of premier teaching, research, and extension programs in agribusiness, agricultural economics and agricultural education.

## **B. Mission**

### **Mission Statement**

The mission of the Department of Agribusiness, Applied Economics and Agriscience Education is to provide opportunities for students from diverse backgrounds to develop intellectually and technologically in agribusiness, agricultural economics and agricultural education and to cultivate and enhance their potential for leadership while fostering academic excellence in teaching, research and extension in an interdisciplinary mode.

### **Articulation of the Vision**

- To provide relevant, appropriate, and exemplary instructional programs in agribusiness, agricultural economics and agricultural education
- To engage in scholarly and creative research

- To be cognizant of national and state initiatives
- To provide programs which are in tune with the demands of the job market and interests of the students both for the present and 10 years into the future
- To maintain national accreditation in agricultural education
- To emphasize the importance of developing citizenship, scholarship and leadership
- To develop partnerships with business and industry
- To participate more fully in supervised agriculture experiential programs
- To coordinate collegiate agricultural education with secondary education
- To host more state and regional events/contents related to FFA and agricultural education

### **Core Values**

- 1) **Mutual Respect:** The Department strives to create an environment that fosters diverse viewpoints and opinions and shows that the skills and capabilities of all stakeholders are valued. We value community and continuous learning in the interest of civility, social justice and upholding shared decision-making and shared responsibilities.
- 2) **Collaboration:** The Department emphasizes the wisdom and the synergistic benefits of working jointly with others to achieve common goals.
- 3) **Community engagement:** The guiding principle of the Department is to always strive to contribute to the welfare of others through instruction, research and service.
- 4) **Land-grant values:** In line with the University's mission, the Department embraces and puts to use our land-grant values of "Learning", "Discovery", and "Engagement."
- 5) **Excellence:** The Department strives to continuously improve in the areas of learning, discovery, and engagement. We embrace creativity, change and innovation to engage and serve all stakeholders, including students, faculty, staff, administration, alumni, families, state and federal government, business, industry, communities and citizens.
- 6) **Integrity:** The Department is committed to a firm adherence to a code of moral values that include trust, trustworthiness, honesty and ethical behavior.

- 7) Global awareness: The Department strives to be an effective player in today's fast-paced and ever-changing world. We think globally to shape our actions, to better serve our constituencies.

### **Organization of the Plan**

The Department of Agribusiness, Applied Economics and Agriscience Education Strategic Plan was written in response to recommendations and suggestions made by the USDA/CSREES Review Team in October 2003. Consequently, the findings of the Review Team serve as the overarching assessment procedure for the goals in strategic plan. The plan is organized around 6 themes: Responsive Learning Environment, Critical Mass and Diversity of Faculty, Policy Issues, Agribusiness, Trade and Development, Knowledge Management, and Food, Health, Safety and Biosecurity.

### **C. Goals**

#### **THEME 1: RESPONSIVE LEARNING ENVIRONMENT**

**ISSUE:** The Department must strive to provide the best curriculum to train our students to make them competitive in the job market, prepare them for further academic endeavors and to instill in them good citizenry that embodies public service. In addition, the Department must develop and maintain superior programs of recruitment, retention, education and career services, and be committed to preparing students to become lifelong learners.

Goal 1.1: Develop new recruitment strategies to increase enrollments in both academic programs

1. Outcomes Achieved: The following outlines the progress being made toward this goal:

- The department has submitted new recruitment materials to the Agricultural Communication for publishing;
- The faculty members either individually or in collaboration have submitted five recruitment-related proposals totaling almost \$700,000;
- Letters to prospective students and scripts to high school counselors were sent out at various times;

- Several recruitment visits have been made to area high schools

## 2. Assessment Measurements:

The success indicators anticipated for this goal include the following:

- Improved and updated departmental flyers.
- Improved and updated departmental webpage.
- Department branded by creating a logo.
- Flyers developed specifically for Agribusiness.
- Flyers developed specifically for Agricultural Education.
- Informational posters developed with postage-paid info cards attached.
- Developed electronic business cards containing a flashy presentation to music.
- Increased recruitment visits to schools and fairs.
- By fall 2010, doubling of freshman enrollment in each undergraduate program and a total enrollment of at least 35 students in each graduate program
- Formalized partnerships with 10 high schools and 5 community colleges by fall 2010

## 3. Assessment Procedure (Based on the findings and recommendations of the CSREES Review Team)

During each spring semester, enrollment numbers will be obtained from the registrar's office and compiled by academic program and classification. This will be cross-checked with data from Student Information System (SIS) and/or the Banner System. The results for spring 2007 are summarized in Table 1. The Table shows that there were a total of 124 students in the department: 67 undergraduates and 57 graduates. Breakdown by academic program shows that there were 48 students in the agricultural economics program (36 undergraduates and 12 graduates) and 76 in the agricultural education program (31 undergraduates and 45 graduates). These enrollments are low and efforts are underway to increase them.



**Table 1: Number of Students in the Department (2006-2007)**

<b>Academic Program</b>	<b>Classification</b>		<b>Total</b>
	<b>Undergraduate</b>	<b>Graduate</b>	
Agricultural Economics/Agribusiness	36	12	48
Agricultural Education	31	45	76
<b>Total</b>	<b>67</b>	<b>57</b>	<b>124</b>

In order to achieve the enrollment goal, the department designed and implemented a strategic recruitment plan. This plan includes the development of recruitment materials, participation in public exhibits, mailing, telephone calls, visits to high schools, and participation in alumni meetings. Recruitment and enrollment goals are measured through enrollment records and like all other departmental goals the annual reports address progress toward meeting this goal. The department has established a recruitment committee to spearhead this effort. The committee's first task was to assess and reorganize departmental recruitment efforts in alignment with School and University policies. The committee worked diligently to create flyers, posters and a webpage. Early October the committee met with the Dean to get feedback and approval regarding our designs. After gaining approval from the Dean, the committee contacted Office of Agricultural Communications to set up a meeting. The outcome of that meeting was as follows:

- Individual departments will not be allowed to create CDs. The School of Ag (SAES) will produce a CD that includes sections on every department.
- Individual departments are not encouraged to develop logos themselves; SAES is currently working on a campaign to produce a SAES logo and there is concern that if other departments develop logos it will confuse students.
- The communications department is not creating brochures for individual departments. They are focusing on uniform fact sheets but because our department is in an emergency situation they will produce something for us.

- Every department's website will be updated over the summer and they are willing to work with us to fit our ideas into their plans.
- Rather than producing an information poster, the Office of Agricultural Communications is going to produce a calendar for us. The idea is that a calendar will be a *useful tool* that teachers, guidance counselors, etc. will use throughout the year.

#### 4. Administration of Assessment Procedures:

The departmental recruitment committee, chaired by a faculty member, is providing leadership to this effort. They hold regular meeting and provide monthly reports during the departmental faculty and staff meetings.

#### 5. Program Improvements: The recruitment strategies will be used for the following:

- Target new recruitment efforts toward young women, and toward urban, suburban, and rural non-farm high school students
- Approach key alumni to assist in recruitment activities, and to support departmental scholarships

**Goal 1.2:** Develop strategies to increase retention and graduation rates and successful program accreditation

#### 1. Outcomes Achieved: The progress made towards the attainment of this goal include the following:

- During the academic year, each faculty member attended at least one student advisement workshop.
- Agribusiness Club reorganized with a faculty member appointed as an advisor
- National Agri-Marketing Association (NAMA) reactivated with a faculty member appointed as an advisor
- A faculty member appointed to coordinate the department's activities in

Minorities in Agricultural, Natural Resources and Related Sciences (MANRRS)

- All newly enrolled graduate students assigned a faculty advisor at the beginning of the semester.
- A faculty member appointed as Retention Coordinator
- A faculty member appointed to coordinate mentoring of students
- Distributed handouts outlining the various student support services available at the CSS to students;
- Established a Departmental Tutorial Service targeting specific courses.
- Departmental graduate handbook being revised
- Organized a “Free Lunch” for our students as part of the ongoing effort towards retention. This activity was to provide an opportunity for students to interact with faculty and students.

2. Assessment Measurements: 1) number of students graduating; 2) continued accreditation by NCATE and SDPI

During spring 2007, the number of students that graduated over the course of the academic year was compiled. This included students who graduated during the summer, fall 2006, and spring 2007. The results are provided in Table 2.

**Table 2: Number of Graduates by Major (2006-2007)**

Major or Concentration	Undergraduate		Graduate		Total	
	Male	Female	Male	Female	Male	Female
Agricultural Economics	5	2	5	2	10	4
Agricultural Education	9	7	6	4	15	11
<b>Total</b>	<b>14</b>	<b>9</b>	<b>11</b>	<b>6</b>	<b>25</b>	<b>15</b>

The data in Table 2 indicate that from the agricultural economics program, fourteen students graduated: seven undergraduates and seven graduates; while twenty-six students from the agricultural education graduated (sixteen undergraduates and ten

graduates). It is important to realize that graduation numbers are driven by enrollment and retention efforts, among other things. Efforts are place to improve on both the retention and graduation rates.

The department successfully completed an accreditation visit from the National Council for the Accreditation of Teacher education (NCATE) and a program review by the N.C. State Department of Public Instruction (SDPI) from March 10 - 14, 2007.

### 3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

Number of Students Graduating: The Student Information System or the Banner System will be the main source of data for our student numbers. Additionally, the data will be broken down, at the department level, by a variety of demographic measures. Records will be kept of the number of students who actually complete the degree requirements each semester. The Department will monitor closely the class schedules of students to ensure that they will not only have the necessary semester hours to graduate but also are meeting other requirements such as comprehensive examinations and thesis development and defense. Students that required tutorials will be referred to the Center for Student Success for help. Midterm performance will be evaluated to determine potential impediments to graduation and the necessary help provided.

Continued NCATE and SDPI Accreditations: The Department will work closely with the School of Education to prepare the necessary documents for the NCATE and SDPI reviews. The evaluation process consists of an analysis of documents provided by the agricultural education faculty, which include samples of students' work, faculty vitas, alumni surveys, documentation of professional development training, community involvement documentation, faculty research, and records of departmental involvement in the public school system. All of the aforementioned documents will provide an accurate picture of the dynamic progress that the agricultural education program has made over the past five years.

### 4. Administration of Assessment Procedures:

Number of Graduating Students: The departmental administrative assistant has the primary responsibility of tracking student numbers. However, the department

chairperson, program coordinators and faculty advisors provide leadership at retention and also help ensure that students matriculate in a timely manner. All faculty and staff members took active roles in advising and counseling students. However, a faculty member is designated as faculty advisor for undergraduate students. The faculty member advises the students and works with them in developing their class schedules. This insure that our students are taking the right courses and in the proper sequence to facilitate matriculation. For graduate students, each student is assigned an academic advisor who works with the student in selecting courses. The advisor also provides supervision to the student's thesis writing and defense. Retention is everybody's responsibility in the department. Consequently, all faculty members are requested to attend retention workshops organized by the Center for Student Success. In addition, staff members are fully aware of their role in nurturing our students and providing any necessary support whenever possible. Each faculty member has a copy of the "Comprehensive Advising Handbook : Academic Advising is the Key to Retention" Funded by a Futures Venture Fund grant, this handbook has been written to help both faculty and student meet our students' goal to earn a degree from the university. To quote our former Chancellor Renick, "the handbook serves as a guide for students who find themselves in crisis. It is designed to help them understand that the handbook can assist them to control their situation and emerge from it successfully."

Continued NCATE and SDPI Accreditations: The Agricultural Education coordinator, working with the Department chairperson, takes leadership in preparing the Department for the accreditation visits. However, two committees, whose members are selected by NCATE and SDPI respectively, conducted the evaluation.

## 5. Program Improvements

These findings will be used to:

- To change the department's university status of "low producing unit"
- Improve the retention rate in the undergraduate programs.
- Improve graduation rate.

Goal 1.3: Enhance the responsiveness of curricula to current and future needs

1. Outcomes Achieved: The progress made towards achieving this goal include the following:

- The Department received approval from the SAES curriculum committee for a proposal to establish a certificate program in Commodity Merchandising;
- The Department received approval for revised undergraduate curricula in both agricultural economics/agribusiness and agricultural education

2. Assessment Measurements:

The assessment measurements center around the following: 1) Course offerings; sequencing and faculty assignments; 2) Student evaluation of courses; 3) Use of innovative technologies for instructional delivery; 4) Number of Students in Honors Program, Receiving Scholarships/Fellowships and Awards; 5) Student Placement; 6) Seniors exit interviews; 7) Alumni and employers' feedback; and 8) Student participation in organizations and special activities.

3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

Course offerings; sequencing and faculty assignments: Course offerings will be based on program requirements as outlined in the undergraduate and graduate bulletins. In addition, internship courses have been added to provide experiential learning for the students. A major assessment criterion will be the enrollment in these classes and the profile of students enrolling in them. Before each semester, the chairperson and the program coordinators will review course offerings from the previous semester/year and new course offerings will be determined based on the needs. In addition, the curricula will be reviewed on regular basis to ascertain areas for improvement. The data in Table 3 summarize the course offerings, faculty assignments, enrollments and student credit hours generated for the 2006-2007 academic year. Table 4 provides similar information for online courses.

**Table 3: SCH Generated by Program and Faculty (2000-2007)**

Department									
Fall 2006 Semester					Spring 2007 Semester				
Faculty	Course	Credit Hours	Enrollment	SCH	Faculty	Course	Credit Hours	Enrollment	SCH
K. Adu-Nyako	AGEC 434	3	10	30	K. Adu-Nyako	AGEC 720	3	3	9
K. Adu-Nyako	AGEC 638	3	3	9	K. Adu-Nyako	AGEC 735	3	4	12
O. Yeboah	AGEC 738	3	3	9	G. Ejimakor	AGEC 330	3	15	45
G. Ejimakor	AGEC 446	3	0	3	G. Ejimakor	AGEC 440	3	3	9
G. Ejimakor	AGEC 756	3	5	15	K. Jefferson	AGEC 436	3	9	27
B. Gray	AGEC 300	3	17	51	K. Jefferson	AGEC 736	3	3	9
O. Yeboah	AGEC 734	3	7	21	R. Robbins	AGEC 599	3	3	9
K. Jefferson	AGEC 640	3	10	30	J. Owens	AGEC 675	3	8	24
J. Owens	AGEC 240	3	20	60	O. Yeboah	AGEC 634	3	2	6
J. Owens	AGEC 432	3	11	33	A. Yeboah	AGEC 708	3	2	6
A. Yeboah	AGEC 705	3	11	33	O. Yeboah	AGEC 740	3	4	12
A. Yeboah	AGEC 710	3	3	9	A. Yeboah	AGEC 999	1	9	9
R. Robbins	AGEC 599	3	4	12	B. Gray	AGEC 446	3	3	9
A. Yeboah	AGEC 999	1	2	2	K. Jefferson	AGEC 641	3	8	24
A. Yeboah	AGEC 750	3	1	3	K. Adu-Nyako	AGEC 788	0	2	0
K. Adu-Nyako	AGEC 788	0	2	0					
G. Ejimakor	AGEC 732	3	3	9					
<b>Program Total</b>	<b>17</b>	<b>46</b>	<b>112</b>	<b>329</b>	<b>Program Total</b>	<b>15</b>	<b>40</b>	<b>56</b>	<b>210</b>
Fall 2006 Semester					Spring 2007 Semester				
Faculty	Course	Credit Hours	Enrollment	SCH	Faculty	Course	Credit Hours	Enrollment	SCH
A. Alston	AGED 101	1	6	6	A. Alston	AGED 502	12	1	12
M. Comer	AGED 710	3	28	84	A. Yeboah	AGED 750	3	1	6
T. Thomas	AGED 703	3	0	0	A. Alston	AGED 752	3	1	3
T. Thomas	AGED 607	3	5	15					
M. Comer	AGED 400	3	4	12					
J. Miller	AGED 403	3	2	6					
A. Alston	AGED 502	12	4	48					
M. Comer	AGED 504	6	10	60					
<b>Program Total</b>	<b>8</b>	<b>34</b>	<b>59</b>	<b>231</b>	<b>Program Total</b>	<b>3</b>	<b>18</b>	<b>3</b>	<b>21</b>
Department									
Number of Course Offerings for the Year							43		
Total Enrollment for the Year							230		
Student Credit Hours Generated for the Year							791		
Student Credit Hours per Course Offering							18.4		
Student Credit Hours per Faculty							7.9		

**Table 4: SCH by Faculty for Online Courses (2006-2007)**

Department									
Fall 2006 Semester					Spring 2007 Semester				
Faculty	Course	Credit Hours	Enrollment	SCH Generated	Faculty	Course	Credit Hours	Enrollment	SCH
A. Alston	AGED 101	1	12	12	A. Alston	AGED 788	0	6	0
M. Comer	AGED 700	1	3	3	C. Warren	AGED 402	3	17	51
A. Alston	AGEC 130	1	2	2	A. Alston	AGED 711	3	32	96
M. Comer	AGED 710	3	2	6	A. Alston	AGED 752	3	28	84
J. Miller	AGED 403	3	13	39	C. Warren	AGED 503	3	14	42
A. Alston	AGED 501	3	11	33	M. Comer	AGED 712	3	14	42
C. Warren	AGED 600	3	17	51	M. Comer	AGED 797	4	1	4
A. Alston	AGED 788	0	12	0	A. Alston	AGED 752	3	28	84
A. Alston	AGED 751	3	5	15	M. Comer	AGED 401	3	13	39
M. Comer	AGED 797	4	18	72	J. Miller	AGED 601	3	14	42
					T. Thomas	AGED 703	3	20	60
					B. Gray	AGEC 760	3	4	12
					B. Gray	AGEC 335	3	1	3
Semester Total	10	22	95	233		13	37	192	559
Number of Course Offerings for the Year					23				
Total Enrollment for the Year					287				
Student Credit Hours Generated for the Year					792				
Student Credit Hours per Course					34.4				
Student Credit Hours per Faculty					198				

Student evaluation of courses: Assessment procedures will include students' evaluation of the course, which is administered by the departmental administrative assistant at the end of each semester using a standardized instrument. Results will be returned to the department upon completion of the appropriate analysis. Some of the questions embodied in the evaluation instrument included whether or not course syllabus was distributed at the beginning of the course, was course objectives clearly explained at the beginning of



the course, was course carefully planned and was course readings related to the course goals. The figures in Table 5 are the student opinion of faculty (ranking of courses) for the 2006-2007 academic year.

**Table 5: Student Opinion of Faculty: Ranking of Courses (2006-2007)**

Spring 2006 Semester			Fall 2006 Semester		
Faculty	Course	Mean of Ranking	Faculty	Course	Mean of Ranking
K. Adu-Nyako	AGEC 720	4.4	K. Adu-Nyako	AGEC 434	4.7
K. Adu-Nyako	AGEC 735		K. Adu-Nyako	AGEC 638	4.5
G. Ejimakor	AGEC 330	4.7	K. Adu-Nyako	AGEC 788	4.5
G. Ejimakor	AGEC 440	4.7			
K. Jefferson	AGEC 436	4.6	O. Yeboah	AGEC 738	3.9
K. Jefferson	AGEC 736	4.9	G. Ejimakor	AGEC 444	4.3
J. Owens	AGEC 675	4.5	G. Ejimakor	AGEC 732	3.9
R. Robbins	AGEC 599	4.6	G. Ejimakor	AGEC 756	4.3
A. Yeboah	AGEC 708	4.6	B. Gray	AGEC 300	4.5
A. Yeboah	AGEC 750	5.0	K. Jefferson	AGEC 640	4.7
O. Yeboah	AGEC 632	4.3	O. Yeboah	AGEC 734	4.7
O. Yeboah	AGEC 740	4.6	J. Owens	AGEC 240	4.1
A. Alston	AGED 402	4.8	J. Owens	AGEC 432	4.4
A. Alston	AGEC 101	4.9	R. Robbins	AGEC 599	
M. Comer	AGED 401	4.6	A. Yeboah	AGEC 705	4.7
			A. Yeboah	AGEC 710	5.0
			A. Alston	AGED 788	4.9
			A. Alston	AGED 751	4.8
			A. Alston	AGED 704	4.6
			A. Alston	AGED 502	3.0
			A. Alston	AGED 501	4.5
			A. Alston	AGED 101	4.4
			C. Warren	AGED 608	4.8
			C. Warren	AGED 600	4.7
			J. Miller	AGED 403	4.9
			J. Miller	AGED 101-5A	4.7
			M. Comer	AGED 400	4.9
			M. Comer	AGED 700	4.3
			M. Comer	AGED 710	4.3
			M. Comer	AGED 797	4.6
			T. Thomas	AGED 607	3.9
			T. Thomas	AGED 403	2.2
Department Mean		4.7	Department Mean		4.4
School Mean		4.4	School Mean		
University Mean		4.3	University Mean		

Use of innovative technologies for instructional delivery: Several years ago, the Department instituted a progressive migration from basic chalkboard instruction to Web-enhanced instructional delivery system in accordance with the university directive. Each

faculty member is required to post course materials on the Web and to facilitate the student-faculty interaction through the use of technology. To this end, the Department has established a “Smart Classroom” in Room 255 Carver Hall. In addition, inventory was taken to assess the hardware and software needs of the faculty and acquisitions were made as necessary. The department also offers several courses on line. It has the only totally online masters program among Historically Black institutions in Agricultural Education. This effort will be continued with periodic surveying of the faculty, staff and students of their perceived technological needs and the Agricultural Economics program will be systematically offered online. During the 2006-2007 the faculty attended several workshops on an enhanced version Blackboard. This version of the software, among other things, facilitates testing and grading.

Number of Students in Honors Program, Receiving Scholarships/Fellowships and Awards: The Department reviews student records to ascertain those who qualify to be on the honors program and/or receive scholarships, awards and fellowships. These are encouraged to enroll. The faculty also assists in this effort by writing positive letters of recommendations for students who applied for admission to graduate programs to assist them in obtaining scholarships and/or fellowships.

During 2006-07, a total of eighty-four awards, scholarships, fellowships were received by the students as shown in Table 6. Significant mentions include six honor graduates, twenty-five honor students, twenty scholarships, and eleven society honors. It must also be mentioned that, four graduate students from the Department received special Graduate Student Academic Achievement Recognition for maintaining a 4.0 GPA after 15 semester hours.

**Table 6: Awards/Scholarships/Fellowships/Honors (2006-2007)**

Item	Major		Dept. Total
	Agricultural Economics	Agricultural Education	
Alpha Lamda Delta Honor Scholarship	1		1
AP Bell Scholarship		3	3
CIVIC Scholarship	1		1
Community Service Award	1		1
Dean's List	1		1
Departmental Awards of Excellence	3	1	4
Gamma Sigma Delta Merit Award	2		2
Gamma Sigma Delta Honor Society	2	7	9
Golden Key International Honor Society	1		1
Graduate Student Appreciation	1	3	4
Honor Graduates	2	4	6
Honor Students	13	12	25
Junior Merit Award	1		1
Leadership Award	1		1
NC A&T Alumni Scholarship	1		1
Oakdale Covenant	1		1
Operation Push Excel Scholarship	1		1
Phi Kappa Phi Honor Society	2		2
Rose Brown Scholarship	1		1
SAES Archer Daniel Midland Scholarship	1		1
SAES Career Expo Scholarship	1		1
Syngenta	2		2
U.S. Forest Scholarship	1		1
University Honors	6	1	7
USDA Scholars	3		3
Waste Management Certificate	1		1
Who's Who Among Amer. Col. Stud.	1		1
Woodland Hall Fellowship		1	1
<b>TOTAL</b>	<b>52</b>	<b>32</b>	<b>84</b>

Student Placement: The Department keeps track of our graduates in terms of the job placement or graduate program enrollment. The data in Table 7 and 8 summarize the graduates and their placements during 2006-2007)

**Table 7: Placement of Graduates (2006-2007)**

Name	Company / Graduate School
<u>Undergraduate Students:</u>	
Lennie Breeze	NC A&T State University
Sarah Johnson	NC A&T State University
Beke Lindsay	NC A&T State University
Joshua Williams	NC A&T State University
Mike Demilita	UPS
Bradley Lael	Davidson County Schools
Cherise Lilly	NC A&T State University
Deborah Hall	NC A&T State University
Morgan Hall	NC A&T State University
Phillip Turner	Lowe's Home Improvement
Richard Barnett	Cargill Home Improvement
Stephen Emerson	Carteret County Schools
Travis Bunn	Virginia Cooperative Extension
Vincent Nicholson	United States Army
Erin Anderson	USDA
Sherrie Godette	NC A&T State University
Robert Monroe	NC A&T State University
Harry Sutton	NC A&T State University
Matthew Dugan	NC A&T State University
Daniel Cooper	NC A&T University Farm
Jessica Tyson	Bank of America
<u>Graduate Students:</u>	
Chester Neal	Lenoir County Schools
Cody Allen	Yadkin County Schools
Crystal Smith	NC Cooperative Extension Service
Jessica Jones	Pamlico County Schools
Joshua Davenport	Washington County Schools
Michael Thomas	Richmond County Schools
Robert Davis	Union County Schools
Shannon Wiley	NC Cooperative Extension Service
Shekeitha Burnette	NC A&T State University
Moussa Ousmane	Cargill
Makesi Ormond	Not Yet Known
Edward Fosu	Not Yet Known
Henry Lutterodt	Not Yet Known
Kelli Ennis	Not Yet Known
Shameka Freeman	Not Yet Known

**Table 8: Placement of Graduates by Major (2006-2007)**

Major	Graduate School	Industry	Public Sector	Unemployed
Agricultural Economics	5	6	3	
Agricultural Education	7	3	13	
Total	12	9	16	

Exit Interviews The department will conduct exit interviews of all graduating students using a standardized instrument developed by the School of Agriculture and Environmental Sciences (Appendix 1). This informal survey encourages the students to express their opinions about a variety of campus issues including the following: overall education experience at the university, membership in student organizations, office of student success, the aspect they liked most and what they liked least about the department etc. In spring 2007, a total of 15 students responded to the exit survey using the SAES standardized form. The ranking for the overall impression of the student's academic experience at the University ranged from very good to excellent. However, a number of students gave a ranking of "fair" to "good" when asked about the student orientation class in the department. Improvement is needed in this area. All the students indicated that they would recommend the University/SAES to their family and friends and over 75 percent did have an internship/coop during their undergraduate career. Most of the seniors cited the family-like atmosphere and the personal involvement of the faculty as the items they liked most during their tenure at A&T and SAES. Poor advisement was cited as the most negative experience.

Alumni and Employers' Feedback: A mailing list of our alumni and major employers is kept on file and updated regularly. During fall semester, questionnaires are mailed to alumni and employers and in the spring semester, another survey is administered to currently enrolled students.

Student Participation in Organizations and Special Activities: The Department encourages the participation in student organizations and public service through the dissemination of information. The Department has several student organizations, including the Agribusiness Club, Collegiate FFA, National Agricultural Marketing Association (NAMA). In addition, Minorities in Agriculture and Natural Resources (MANNRS) exists in the School of Agriculture and Environmental Sciences. Faculty advisor has been appointed for each organization. To foster student participation in public activities, a number of departmental committees had student representatives.

The following provides an overview of the student activities during 2006-2007:

The NC A&T State University delegation to the Annual FFA Convention included eight students and three faculty members (Drs. Alston, Comer, and Jefferson-Moore). NC A&T State University was one of the few historically black colleges represented at the convention (Kentucky State University and Fort Valley State University). Additionally NC A&T State University was among the top five universities in student representation at the conference. Students participated in professional development workshops such as interviewing hot tips and career development sponsored by Pioneer and Agriliance. Students also maintained a booth at the Career Show which was attended by over 52,000 high school students, teachers, administrators, and parents. Drs. Alston and Comer again this year served as judges for the National Agricultural Issues Contest and National Agriscience Fair. Dr. Jefferson-Moore made valuable contacts with industry and government representatives. Additionally Dr. Alston and Dr. Dexter Wakefield of Southern Illinois University developed a display commemorating the New Farmers of America (NFA), which was the secondary vocational agricultural education student organization for African Americans until 1965. This year marked the 40<sup>th</sup> anniversary of its merger with the National FFA Organization because of the 1964 Civil Rights Act, the exhibit was well received. In October 2005, the students participated in the second ever Collegiate Career Expo sponsored by the following companies and governmental organizations: Fastline, Toyota, Case III, Pfizer, TSC, Kraft, ADM, John Deere, Pioneer, Monsanto, Carhatt, Dupont, New Holland, and USDA. Exhibitors commented on the high degree of professionalism that NC A&T State University's students possessed. Students had the opportunity to interact with company representatives and enter their information into a national career database maintained by the National FFA Organization. Overall, students had the experience of a lifetime, and were able to gain valuable information that will benefit them both professionally and

personally. In November 2005, CFFA Members Danyel Ward (Agribusiness), Richard Barnett (Agricultural Education), Stephen Emerson (Agricultural Education), Robert Monroe (Agribusiness), and Cedric Jones (Agricultural Education) participated in NC Farm Bureau's third annual Collegiate Discussion Meet at the NC Farm Bureau headquarters in Raleigh, North Carolina. Dr. Antoine Alston served as the advisor for the NC A&T State University delegation. Approximately twelve students from both NC A&T State University and NC State University competed in the contest. Students individually competed in Round Robins of four with a time keeper and moderator conducting the event. The first place winner from the contest received a \$500 Savings Bond and a trip to the 2006 American Farm Bureau Young Farmer and Rancher Leadership Conference in Des Moines, Iowa, February 25-27, 2006. The three runners-up received \$100 in cash each. Mr. Robert Monroe was among the four finalists and received \$100 as one of runners up. Each participant received a certificate of participation. Mr. Larry Wooten, president of the NC Farm Bureau, commented on the high quality discussion and poise that the NC A&T State University students displayed. He specifically was impressed with their knowledge of the questions presented for discussion. Each student indicated how much they gained in their professional development by participating in the contest. Specific skill development activities that were embedded in the contest included problem solving and communication skills. NC A&T State University has participated in all three collegiate discussion meets that have been conducted since the contest was founded in 2003.

Eight students from the department attended Minorities in Agriculture, Natural Resources and Related Agriculture (MANRRS) in Birmingham, Alabama on the weekend of March 30. MANRRS is a national society that promotes the involvement of minorities in agriculture and related sciences, and is made up of a national office with chapters established at various colleges and universities throughout the United States.

This year's conference was attended by about 600 to 800 members. The students reported that they gained a wonderful experience. While there, they had the opportunity to develop networking systems with professionals and students that could possibly benefit their personal and professional growth. They also attended a Career Fair and obtained information about job/career opportunities and new technologies/developments in my field of study which is Agriculture.

Quoting one of the attending students, Matthew Dugan: “It was indeed an amazing learning experience that taught me the importance of professionalism and leadership that I will carry with me throughout the rest of my days and I am thankful for the knowledge given to me from the many professionals and students who I came in contact with during the conference.”

#### 4. Administration of Assessment Procedures:

Course Offerings, Sequencing and Faculty Assignments: The Departmental Chairperson, program coordinators and the administrative assistant administered the assessment procedures for course offerings. The departmental curriculum committee reviewed curricula.

Student Evaluation of Courses: The administrative assistant administered the students’ evaluation of courses.

Use of Innovative Technologies for Instructional Delivery: The Department has an Information Technology committee that works with the campus-wide authority to ensure that the necessary infrastructure (hardware and software) is in place for instructional delivery. The Department also prepared and forwarded to the Dean, a proposal to upgrade the computers in the Smart Classroom (255 Carver Hall).

Number of Students in Honors Program, Receiving Scholarships/Fellowships and Awards: The undergraduate advisor and the retention/mentoring coordinator have the additional responsibility of encouraging qualifying students to enroll in the honors program.

Student Placement: The retention coordinator assisted by all faculty members, provide assistance to students in their job search. This includes communicating to them job opportunities and providing letters of recommendations as needed.

Exit Interviews: This is administered by the department’s administrative assistant.



Alumni and Employers' Feedback: Each program had a faculty member assigned the responsibility of designing and administering the survey instruments needed to obtain alumni and employers feedback.

Student Participation in Organizations and Special Activities: The program coordinators and faculty advisors to the student organizations provide leadership in this area. In addition, all faculty members are encouraged to assist as needed.

## 5. Program Improvements

The findings will be used to accomplish the following:

- Resolve the fundamental issue of the foundation of the Department's degree programs as either economics or business management
- Review both the undergraduate and graduate curricula to ensure compatibility with the strategic vision of the Department
- Consider offering a University general education course to build interest and excitement for social science relating to agriculture and the environment, perhaps in a topic like "Environmental Justice" or "Rural North Carolina in the Contemporary Southern Economy".
- Define the core of the M.S. program
- Establishing an online Masters program in Agribusiness Management in conjunction with the School of Business and Economics.

**Goal 1.5:** Enhance opportunities for experiential learning both on and off-campus

### 1. Outcomes Achieved:

- Internship requirement has been formally incorporated into the undergraduate degree program
- A faculty member has been formally designated as "Internship Coordinator"

## 2. Assessment Measurements

The assessment measurements include:

- Number of students participating in experiential learning activities
- Number of students participating in cooperative education activities
- Number of companies and agencies offering internship opportunities
- Quality in the responsibilities and duties of interns

## 3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

The department has named a faculty member as Retention and Internship Coordinator to monitor this activity. During 2006-07, six students completed some form of internship program (Table 9). There were five students from the agricultural education program and one from the agricultural economics program. The students interned with companies and agencies such as Cargill, U.S.D.A/Rural Development Service and University of Kentucky Cooperative Extension. Students serve in a variety of responsible positions including plant management, research assistance and 4-H Youth Development.

**Table 9: Student Internships and Coops (2006-2007)**

Student	Company / Agency	Location	Duties
Cedric Jones	Kraft Foods	Philadelphia, PA	Production Supervisor
Crystal Hilton	Kentucky Cooperative Extension	Lexington, KY	4-H Agent
Kevin Chestnutt	US Forest Service	Mississippi	Forest Fighter
Joshua Williams	US Forest Service	Mississippi	Forest Fighter
Jason Spruell	Cargill Inc	Reserve, LA	Production Supervisor
Ibrahim Salifou	Cargill Inc.	Wichita, KS	Supply Chain Manager

Efforts will continue to obtain internships for students with a variety of agencies both public and private. Once internship or cooperative education information becomes

available, it will be disseminated to potential students and based on the position requirements, students will be selected and encouraged to apply. The Department will keep records of all internship position announcements and coordinate its activities with that of the office of internship and cooperative education for the School of Agriculture and Environmental Sciences. The Department will review internship positions to ensure that students play a responsible role within the agency to ensure that they benefit from the time spent. The Department will stay in touch with the student and the agency representative to make sure that the internship experience is mutually beneficial.

#### 4. Administration of Assessment Procedures:

The departmental internship coordinator has the administrative responsibility for this effort.

#### 5. Program Improvements

The findings will be used to accomplish the following:

- Expand the research activities of graduate students, especially earlier in their programs
- Explore teaching opportunities for graduate students
- Explore opportunities to expand internships and other experiential learning for undergraduate students

### **Goal 1.6:** Enhance the use of instructional technologies

#### 1. Outcomes Achieved:

- During 2006-07, one journal article was published in this area
- During 2006-07 seven workshops were organized dealing with instructional technologies
- During 2006-07 two paper presentations were made dealing with instructional technologies.

## 2. Assessment Measurements

They include the following:

- Faculty access to personal computers
- Faculty access to up-to-date instructional software
- Faculty access to training in the use of instructional technologies
- Number of courses that are web-enhanced
- Number of courses using “smart” technology
- Number of computer laboratories

## 3. Assessment Procedures

The department conducts surveys at regular intervals to obtain information about technologies and their use in the department. During 2006-2007, such a survey was conducted to identify the extent of the faculty’s utilization of technology in the classroom. The survey was based on the premise that an assessment of the use of technology can be made by identifying the particular type of teaching method used by the faculty.

## 4. Administration of Assessment Procedures:

The department has established an “Information Technology” committee to provide leadership to this effort.

## 5. Program Improvements

The findings will be used to accomplish the following:

- Identify technological needs of faculty, staff and students
- Improve instructional delivery in the department

**Goal 1.7:** Enhance opportunities for interdisciplinary learning

1. Outcomes Achieved

- Received approval from the SAES Curriculum Committee to establish a Commodity Merchandising Certificate program
- one student received an Advanced Waste Management Certificate

2. Assessment Measurements

- Students' access to interdisciplinary programs
- Number of students enrolled and graduating from interdisciplinary programs

3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

The Department will encourage students' enrollment in interdisciplinary learning programs such as Certificate in Entrepreneurship and E-Business, Waste Management and Global Studies through effective advisement. The Department will keep records of all students enrolled in these programs and provide any needed assistance to complete them. In addition, the Department will obtain the senate approval to establish a Commodity Merchandising Certificate program and appoint a faculty member to direct it.

4. Administration of Assessment Procedures:

The undergraduate program coordinators have the main responsibility for administering the assessment program. They are assisted by the department's administrative assistant.

## 5. Program Improvements

The findings will be used to encourage enrollment in these programs to add market value to their degrees.

### **THEME 2: CRITICAL MASS AND DIVERSITY OF FACULTY**

**ISSUE:** North Carolina is undergoing tremendous demographic changes that create new challenges in communities and in the workplace. The Department believes that a diverse faculty and student body on college campuses has a positive effect on the education of all students and a plus for American business in the domestic and global market place.

**Goal 2.1:** Increase the critical mass and diversity of faculty

#### 1. Outcomes Achieved:

- A female faculty member has been recruited
- A search is on the way to recruit another faculty member by fall 2007

#### 2. Assessment Measurements

- Number of faculty members
- Gender diversity of faculty members
- Racial diversity of faculty members

#### 3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

Each year a faculty profile will be developed to assess not just the number of faculty members in the different programs, but also the diversity among them. In spring 2007, such a profile was created and the results are in Table 10.

**Table 10: Tenure Density by Rank, Program Area and Social Traits**

Program Area	Rank				Gender		Ethnicity		
	Instructor	Assist. Prof.	Assoc. Prof.	Prof.	Male	Female	Black	White	Other
Agricultural Economics	1	3	2	3	8	1	7	2	0
Agricultural Education	0	1	2	0	3	0	3	0	0
Total	1	4	4	3	11	1	10	2	0

In addition to the absence of a critical mass of faculty members, the data in Table 10 also indicate an under-representation of females and whites within the faculty.

#### 4. Administration of Assessment Procedures

Upon consultation with the Dean and approval from Academic Affairs, the Department Chairperson sets up a search and screen committee to administer the recruitment process. A selected number of successful applicants are submitted to the Dean who then makes the final decision.

#### 5. Program Improvements

The findings will be used to accomplish the following:

- Enhance the gender and cultural diversity of the faculty
- To fund at least one, and preferably two, new tenure-track positions to meet the department’s integrated teaching, research, and outreach goals

### **THEME 3: ECONOMICS AND POLICY OF SMALL SCALE AGRICULTURE**

**ISSUE:** Over ninety percent of the farms in North Carolina are small (grossing less than \$250,000). U.S. Government programs are not aimed to support them. People who do small scale agriculture must market what they produce and produce what the market wants. Producers on a small scale must be profitable, be good stewards of the environment and be good neighbors. The Department will strive to expand its role in agricultural and rural public-policy activities. This theme is aimed at anyone interested in production and marketing enterprises and systems of agricultural production units grossing less than \$250,000. It is in line with Small-Scale Agriculture Program Initiative of SAES: The commitment to a multi-disciplinary systems approach that brings academic, research and extension resources to addressing issues facing small scale agriculture in North Carolina.

**Goal 3.1:** Strengthen our research program that provides science-based policy information on issues of importance to North Carolina.

#### 1. Outcomes Achieved:

During 2006-07:

- The faculty published journal articles in this area
- The faculty either individually or in collaboration submitted two proposals totaling almost \$230,000;
- The faculty made ten paper presentations in this area.
- A FUTURES Venture grant funding for a project entitled “Studies in Food and Agricultural Policy”

#### 2. Assessment Measurements

- Number of research articles published
- Number of paper/poster presentations
- Number of funded research projects
- Number of seminars and workshops organized
- Number of policy-related research output distributed to the public per year



### 3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

At the beginning of each academic year, the faculty members will be requested to draw up an annual work plan that incorporates this goal based on their area of expertise. Each faculty member will then submit an annual report to the Department Chairperson at the end of the year. The reports are evaluated accordingly. A faculty member has been appointed to provide leadership to the Food and Agricultural Policy Center initiative.

### 4. Administration of Assessment Procedures

The Department Chairperson works with two individual faculty members to administer this assessment procedure.

### 5. Program Improvements

These findings will be used to:

- More specifically define and articulate how the department is contributing to the implementation of the six SAES program initiatives, the SAES Strategic Plan and the NC A&T strategic *Blueprint for the Future* goals and objectives
- Establish a Center for Food and Agricultural Policy

### **Goal 3.2:** Integrate policy-related research into the classroom

#### 1. Outcomes Achieved

- Two agricultural policy courses have been incorporated into the undergraduate agricultural economics curriculum
- One agricultural policy course has been incorporated the graduate agricultural economics curriculum

#### 2. Assessment Measurements

- Number of undergraduate agricultural policy courses developed
- Number of graduate agricultural policy courses developed
- Number of agricultural policy-related seminars and conferences organized

3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

The curricula will be revised periodically to ascertain the need for incorporating additional policy-related courses. Furthermore, the faculty will be requested to integrate policy-related issues into existing courses to the extent possible. Seminars and conferences featuring faculty, students and guest speakers will be organized on a regular basis.

4. Administration of Assessment Procedures:

The Department has established a Curriculum Committee to provide leadership to this effort.

5. Program Improvements

The findings will be used to:

- Review both the undergraduate and graduate curricula to ensure compatibility with the strategic vision of the School of Agriculture and Environmental Sciences
- Add to the quality and market value of the educational experience of our students

### **Goal 3.3:** Enhance opportunities for profitable small-scale agricultural production

#### 1. Outcomes Achieved:

During 2006-07;

- The faculty attended three workshops dealing with this topic
- The faculty made four paper presentations on this topic

#### 2. Assessment Measurements

- Number of research articles published
- Number of paper/poster presentations
- Number of funded research projects
- Number of seminars and workshops organized
- Number of policy-related research output distributed to the public per year
- Number of small-scale farmers assisted

#### 3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

At the beginning of each academic year, the faculty members will be requested to draw up an annual work plan that incorporates this goal based on their area of expertise. Each faculty member will then submit an annual report to the Department Chairperson at the end of the year. The reports are evaluated accordingly. Additionally, the faculty will be encouraged to submit proposals to the Golden Leaf Foundation of North Carolina for funding.

#### 4. Administration of Assessment Procedures

The Department Chairperson works with four individual faculty members to ensure the attainment of this goal.

## 5. Program Improvements

These findings will be used to:

- More specifically define and articulate how the department is contributing to the implementation of the six SAES program initiatives, the SAES Strategic Plan and the NC A&T strategic *Blueprint for the Future* goals and objectives
- Develop a research program in small-scale farming business management that addresses topics such as production, marketing, environment, labor, finance and risks
- To enhance collaboration with NC A&T Cooperative Extension to develop educational programs in small-scale production, marketing, environment, labor, finance and risks

### **THEME 4: AGRIBUSINESS, INTERNATIONAL TRADE AND DEVELOPMENT**

**ISSUE:** North Carolina has a strong agriculture-based economy with agriculture and agribusiness being a \$60 billion industry. It is one of the most diverse agricultural states in the nation. Agriculture is the number one industry in the state and agricultural industries employ 21 percent of the state's population and represents 22 percent of its economy. Agricultural industries are represented in each of the 100 North Carolina counties and include Fortune 500 companies. Their activities include processing, distribution and transportation, production equipment and supplies, service organizations such as banks, utilities, insurance companies, as well as farming which on its own, contributes over \$7.4 billion to the state's economy. The department will strive to provide new economic solutions for existing agribusinesses and be at the forefront of new business development through rural entrepreneurship education as part of the states' initiative to chart a new strategy for economic development. Directly linked to this effort is the issue of international trade: International trade is increasingly important for the United States, especially its agricultural and food sectors. In recent years, agricultural exports and imports have each represented about 12 percent of our national income or gross national product. Trade allows countries to specialize in the production of goods and services for which they are more efficient and to import those which they produce less efficiently. International development activities in agriculture run the gamut of integrating research and training functions in resolving worldwide problems to achieve

economic growth, social equity and environmental management. The inherent opportunities provided by the recent wave of globalization present major opportunities to harness the collective skills of SAES faculty in mitigating international development challenges in agriculture and related disciplines such as forestry, engineering, veterinary medicine, health and applied education. This theme is in line with one of the program areas of SAES: “*International Trade and Development.*”

**Goal 4.1:** Revitalize the International Trade Center

1. Outcomes Achieved:

- The Dean has appointed an Interim Director for the Center
- A Research Associate position has been filled to implement the Center’s outreach programs
- Twenty percent of a Program Assistant’s time has been allocated to the Center
- A 9-member Advisory Board has been established
- The Center is an active member of the North Carolina Agribusiness Innovation Alliance

2. Assessment Measurements

- Level of extramural funding to support Center’s activities
- Number of partnerships and collaborations established with foundations, state and federal agencies and with industry
- Level of faculty involvement in Center’s activities

3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

With the departure of the former Director, the Interim Director submitted initial resource needs of the Center to the Dean. This included personnel and financial resources to jump-start the Center’s activities. Furthermore, the interim director met with several of

the Center's stakeholders to exchange ideas concerning how to make the facility a more effective partner in the economic development of North Carolina.

#### 4. Administration of Assessment Procedures:

The Dean of the School of Agriculture and Environmental Sciences has appointed a faculty member to the position of interim director. This individual has the administrative responsibility of the Center and reports directly to the Dean.

#### 5. Program Improvements

The findings will be used to:

- Realistically explore the strategic opportunities of the International Trade Center in direct support of the SAES Strategic Plan and Program Initiatives on international trade and development

#### **Goal 4.2:** Enhance opportunities for global experience

##### 1. Outcomes Achieved:

- A global perspective has been incorporated into the graduate curriculum in agricultural economics
- There are four graduate students working with faculty on global issues
- There is an increased collaboration with the Office of International Programs
- A faculty member co-teaches a course in Global Studies
- A Master's International Program has been established in collaboration with the Peace Corps Service
- In 2006-07, the faculty either individually or in collaboration submitted two proposals totaling over \$356,000 for funding;
- In 2006-07 the faculty received funding for \$356,000 for a proposal dealing with globalization In 2006-07, the faculty made two paper presentations in this area

## 2. Assessment Measurements

- Level of incorporation of a global perspective into curricula and outreach activities
- Level of collaboration with the Office of International Programs
- Level of extramural funding for international experiential learning
- The number of graduate students working with faculty on global issues

## 3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

The department reviewed the faculty members' global experience, expertise and interest to ascertain how effectively they can benefit both undergraduate and graduate student research, and in support of the strategic vision of the university. Faculty members' resumes and annual work plans served as instruments for this assessment. Newly admitted graduate students are interviewed to determine their interest in global issues and faculty advisors are assigned accordingly.

## 4. Administration of Assessment Procedures:

The Chairperson, the Interim Director of the International Trade Center and the Departmental Curricula Committee administer these assessment procedures.

## 5. Program Improvements

The findings will be used to:

- Nurture an attitude of excitement and anticipation about emerging opportunities for international and global involvement in undergraduate and graduate students in the Department
- Expand the focus upon global issues in courses, and in the papers and projects of undergraduate and graduate students

- Set a lofty but achievable goal for the number of undergraduate and graduate students expected to have an international experiential learning opportunity prior to graduation
- Exploit the department's global experience and expertise more effectively to benefit both undergraduate and graduate student research, and in support of the strategic vision of the university
- Engage graduate students in faculty research earlier in their programs

**Goal 4.3:** Conduct research and develop solutions to international trade issues and problems.

1. Outcomes Achieved:

During 2006-07, the following were accomplished by the faculty:

- one journal article was published
- three other articles were published
- six topical scientific research activities were conducted
- two paper presentations were made

2. Assessment Measurements

- Number of research articles
- Number of research proposals submitted for funding
- Number of proposals funded
- Number of professional presentations
- Number of faculty members serving on review panels



### 3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

The assessment procedures included the development and submission of research grants, impact indicators of our research effort, support of research to graduate education, and research publications. The Office of Agricultural Research screens all research proposals to determine the extent to which it fits into the overall research mission of the School of Agriculture and Environmental Sciences. As part of the annual evaluation, each faculty member is asked to report his/her activities in these areas. Information gathered is compiled into a comprehensive annual report. Periodic reviews are conducted to ascertain the adherence to funding agency and /or university guidelines. Another assessment procedure is the development of impact indicators to determine the extent to which our research program is accomplishing the intended goals. This is in line with the drive for the university to be one that is fully engaged with the community to address local, state, national and international problems. Furthermore, all future research proposals will have a logic model component to ensure the attainment of research goals and anticipated impacts in a timely manner.

### 4. Administration of Assessment Procedures:

The overall administration of the departmental research effort emanates from the guidelines set forth by the Division of Research and the Office of Contracts and Grants of the University. At the School level, the Dean serves as the Research Director and works with an Associate Dean for Research to insure that departmental research program is in tune with the overall School of Agriculture and Environmental Science's research initiatives. All research proposals initiated by the principal investigator(s) are accompanied by internal processing forms, which are signed by the Chairperson, the Dean and the Vice-Chancellor for Research. A Program Assistant assists the faculty in proposal development especially in the area of budgeting and is also responsible for bookkeeping to insure that project expenditures are in accordance to the guidelines established by the funding agency through the Division of Research and the Office of Contracts and Grants. Other functions of the program assistant include the completion of after-the-fact labor certification and project purchases.

## 5. Program Improvements

The findings will be used to accomplish the following:

- More specifically define and articulate the research agenda of the department and incorporate it in a strategic plan, preferably one that relates to the six SAES initiatives and the NC A&T strategic *Blueprint for the Future* goals and objectives
- Pursue larger and longer term, extramural research grant awards that include support for graduate research assistantships
- Use the department's multidisciplinary social science strength to partner with faculty in other departments to compete for funding for multidisciplinary or interdisciplinary research.
- Encourage more research faculty members to participate on competitive grants review panels

**Goal 4.4:** Assist small businesses and farmers in developing alternative markets both domestically and internationally

### 1. Outcomes Achieved:

- A tenure-track faculty position has been filled to assist in the achievement of this goal.
- Twenty-three workshops organized during 2006-07
- one proposal received funding for \$115,000 during 2006-07
- In 2005-06. a trip made to China to explore potential for accessing Chinese Market

During 2005-06, the department concluded a project specifically designed to assist small businesses and farmers to access China's market. The following is a brief summary of the impact of this project:

This project has contributed to the information needed by our farmers to expand into the export market. Some studies have shown that at least \$5.00 per head could be added to their profits. Pork production in North Carolina is beginning to increase despite the moratorium put in place three years ago by state legislators. This is because small

hog farmers especially, have begun forming associations to expand output in order to meet the volume demand. Farmers have secured abattoir in Simms, North Carolina for processing and preparation of the pork products for the Chinese market. The Chinese team also visited two wineries in North Carolina- Chatham Hill and Duplin wineries. Now Duplin Winery has begun exporting muscadine wine to China while Chatham Hill is importing bottles from China at a very low cost.

## 2. Assessment Measurements

- Number of training workshops and seminars organized for small businesses and farmers
- Number of small businesses and farmers assisted in accessing
- Number of proposals written and submitted
- number of grants awarded

## 3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

This goal is at the core of the long-term strategic plan of the International Trade Center. The Center will provide an outline for specific activities related to this goal as part of the Center's work plan. The work plan will be very closely aligned with the activities of the North Carolina Agribusiness Innovation Alliance. In addition, at the beginning of each academic year, the faculty members with expertise in this area will be requested to draw up an annual work plan that incorporates this goal. Each faculty member will then submit an annual report to the Department Chairperson at the end of the year. The reports are evaluated accordingly.

#### 4. Administration of Assessment Procedures:

The department chairperson and the interim director of the International Trade Center administer these assessment procedures.

#### 5. Program Improvements

The findings will be used to:

- Articulate how North Carolina citizens benefit from more emphasis on international agricultural business and trade exposure
- Revise the strategic plan to include a long term goal of funding at least one, and perhaps two, new tenure-track positions to meet the department's integrated teaching, research, and outreach goals
- Identify and create business opportunities for small businesses and farmers
- Collaborate with USDA/FAS and other partners in the implementation of technical assistance projects
- Enhance the capacity of faculty/staff to work in international markets through language training
- Enhance on-campus collaboration with the International Trade Center (ITC)
- Increase collaboration with the Interdisciplinary Center for Entrepreneurship and E-Business
- Enhance linkage with the North Carolina Agribusiness Innovation Alliance

### **THEME 5: KNOWLEDGE MANAGEMENT**

**ISSUE:** Today's pressing reality is that the problems faced by farmers are complex ones that cannot be solved through the application of the single discipline approach. To solve these problems, traditional mono-discipline approach must give way to, and be eclipsed by, a new problem solving model that fosters communication, inclusiveness, collaboration, and participatory decision-making in research and development. In North Carolina, there are approximately 49,406 farms (USDA, 1997). Ninety- two percent of these are smaller farms with total sales of less than \$500,000. To compete in the increasingly complex marketplace, these farmers must have access to a full range of

business services. These include: information and advice on growing alternative crops, value-added processes, organizing cooperative ventures, designing market strategies, managing risks, keeping abreast of changes in consumer demand, global issues affecting trade, transfer of technology, conservation of genetic resources, biodiversity, and food safety concerns. These are “information intensive” activities. The Applied Survey Research Institute’s (ASRI) mission is to provide a data repository, analytical capacity, and knowledge management tools to serve the information needs of farmers, researchers and extension personnel. This situation calls for the effective “management of knowledge;” it involves supplying knowledge to find out how existing knowledge can best be applied to produce results, applying knowledge systematically and purposefully to define what new knowledge is required whether it is feasible, and what has to be done to make knowledge effective. In more specific terms, it is the combination of people, technology and knowledge content in ways that will lead to the achievement of individual and organizational objectives. In managing knowledge as an asset, it is crucial that an organization makes regular evaluation of its intellectual capital to ensure that existing levels and types of expertise are relevant to current and future strategic objectives. Another crucial task entails nurturing a culture that supports creativity, team work, and personal development. A knowledge repository will permit multi-user access as opposed to the current situation where data and information are scattered in many inaccessible places. It will also enable many scientists, on and off campus, and extension agents to share information about their work, receive feedback and conduct analysis of variables from multiple perspectives. This potential to improve communication with other scientists and extension agents using similar technology will improve collaboration and the quality of instruction, problem solving capacity, customized service delivery, and overall research work of the school.

**Goal 5.1:** Organize the Applied Survey Lab into an Institute

1. Outcomes Achieved

The Applied Survey Laboratory is equipped with the latest version of ArcGIS suite of software, which offers a wide range of GIS-based application. The lab is also the capacity to conduct large-scale telephone and mailed surveys.

## 2. Assessment Measurements

- Quality and quantity of knowledge management, data processing and analytical technologies
- Number of training workshops dealing with the applications of technologies
- Number of faculty and staff involved in training sessions
- Establishment of links with other centers and institutes in the southern regions

## 3. Assessment Procedures

The Applied Social Science Institute will focus on generating knowledge and managing knowledge to produce service modules and heuristic problem solving devices to address small farm community linkage problems. The Applied Survey Research Institute (ASRI) will educate farmers, community based organizations, extension agents, researchers and students in developing and applying service modules and heuristic problem solving devices to solve problems. In managing knowledge, the ASRI will study how existing knowledge can be applied to improve the quality of life for rural and urban communities. It will determine what new knowledge is required, assess its feasibility, and investigate what has to be done to use existing knowledge more efficiently and effectively to address current problems, anticipate and prepare for future problems in a collaborative and participatory context. The ASRI will collaborate with the North Carolina Rural Development Center, the Southern Rural Development Institute, community based organizations, farmers organizations and cooperative

## 4. Administration of Assessment Procedures:

Two faculty members have been appointed administrator and assistant administrator of the Applied Social Science Institute. They have direct administrative responsibilities for the assessment procedures.

## 5. Program Improvements

### **Goal**

The ultimate aim of the ASRI is to provide effective and efficient knowledge-based services and products to meet the needs of small farmers, community based organizations, local governments and other entities working to improve the quality of life for residents of rural and urban communities. These are “information intensive” activities. The Applied Survey Research Institute’s mission is to provide a data repository, analytical capacity, and knowledge management tools to serve the information needs of farmers, researchers, extension agents, community organizations, and policy makers.

### **The ASRI will perform the following task:**

#### **Capacity Development**

Foster interdisciplinary research through the development of a cadre of research fellows drawn from productive scholars in the School of Agriculture, from other schools and colleges across campus, and experts from SRDI and other regional centers. Define a set of protocol for recruiting research fellows to be members of the ASRI and organize fellows into issue-based problem solving teams

#### **Research**

Conduct research geared to developing data/ information/ knowledge repository, service modules- heuristic problem-solving devices to address current and future problems based on likely states. Study the application of problem-solving heuristic devices in participatory contexts and develop a collaborative problem solving model for addressing complex collective action problems.

The ASRI will also conduct research in the application of GIS to define market niches for small to medium scale rural agri-businesses and community enterprises. Study and develop detailed profile of businesses, products, production technology, managerial skills, limited capital, accessibility to credit, and other information will be collected through survey and geo-coded at the county level. This data will be overlaid on existing market centers, specific demographics in zip codes or metropolitan areas to identify niches for the products.

### **Teaching**

Develop undergraduate and graduate courses in knowledge management, problem-solving in complex social contexts, the application of GIS and spatial statistics to problems in agriculture and the social sciences

### **Outreach**

Establish links with community based organizations farmers' organizations and local municipalities. Work with these entities to develop a collaborative model, service modules, and problem solving heuristic devices tailored to their special needs.

### **Assets**

North Carolina A&T State University's Applied Survey Laboratory is equipped with the latest version of ArcGIS suite of software, which offers a wide range of GIS-based application. The lab is also the capacity to conduct large-scale telephone and mailed surveys. The ASRI will bring together very best social scientists, extension agents, agricultural economists, community development specialists from regional development centers and institutes to work with accomplished faculty drawn from the School of Agriculture. Most of these faculty members are leaders of their professional associations and recognized by their peers as leading scholars in their fields. Combining gifted scientists with the Applied Survey Laboratory's basic information gathering technologies provides the essential core foundational resources needed to ensure the success of this effort.

## **THEME 6: RURAL HEALTH AND AGRICULTURAL SAFETY**

**ISSUE:** There are sweeping economic changes that are taking place across rural America that are impacting the lives of many rural residents, especially the minority population. Among the most important impacts is proper health care. Prominent rural employment opportunities such as in manufacturing are on the decline due to companies seeking cheaper labor costs elsewhere. As a result, what little health care coverage these rural workers were receiving is now gone. Subsequently, they are now faced with making decisions between proper health care and the other essential needs that the family requires. In such cases, health care is usually sacrificed until the point that a once minor ailment now becomes one that requires extensive treatment, or even surgery. In either case, the productive capacity of these workers suffers, along with finding adequate job opportunities in rural areas. As such,



more research is required to redirect attention to the health care needs of the rural population, specifically those pertaining to minority health care needs in North Carolina.

With such handicaps that exist in rural areas as mentioned above, some unemployed rural workers seek agricultural-related jobs. These jobs do not pay high wages, nor do they offer many fringe benefits, including health care coverage. Furthermore, agriculture is one of the most dangerous professions. In North Carolina, agricultural occupations continue to result in a disproportionate share of injuries and illnesses among all occupations in the state. The nature of farming creates an environment conducive to accidents and illnesses. The home and work site are the same location for most farmers and this environment allows family members the potential for greater exposure to hazards associated with machinery, tools, and chemicals. Tractor related injuries and other farm machinery are a major source of morbidity. In addition to injuries and fatalities, farming can also impact the quality of life for youth. High school students with active involvement in farm work have been found to have evidence of early noise-induced hearing loss. Farm workers are aware of the dangers in farming, but make decisions that under more ideal conditions would have been considered dangerous. The costs of farm related injuries can include: repairs, loss of equipment, loss of production, medical bills, loss of income, loss of a limb and even death. In North Carolina approximate 10 percent of the farmers experience farm related injuries. On US farms, approximately 22,000 children younger than 20 years are injured annually while one-third of occupational fatalities among teenagers, 16- and 17-year-olds, can be attributed to work in agriculture.

Many small farmers have less than a high school education and most farming knowledge is learned on the job largely by trial and error or through word of mouth from the farm equipment and supply dealers. Therefore, educational programs are needed to promote a healthy and safe working environment for farm-related workers. Agricultural educators, including secondary agricultural teachers and extension agents are primarily responsible for delivering agricultural education in local communities. Through a cooperative effort including instructional courses and public service, the Department will conduct research aimed at promoting correct safety practices and positive safety and health attitudes for future agricultural teachers, extension agents, manufacturers, family members and agricultural workers. NC A&T State University is a member of the North Carolina Agromedicine Institute and this theme is in line with one of the six program areas of the SAES: *“Agromedicine, Nutrition and Food Safety.”*

**Goal 6.1:** Enhance research on rural health and farm safety issues

1. Outcomes Achieved

- One topical research has been initiated in rural health
- Comprehensive educational programs have been created and initiated in the area of youth farm safety

2. Assessment Measurements:

- Number of training workshops and seminars organized in the area of rural health and farm safety
- Number of individuals accessing the educational programs
- Number of proposals written and submitted
- Number of grants awarded
- Number of articles
- Number of presentations

3. Assessment Procedures (Based on the findings and recommendations of the CSREES Review Team)

Assessment procedures are similar to those outlined for other research-oriented goals in the strategic plan. They will include the development and submission of research grants, impact indicators of our research effort, support of research to graduate education, and research publications. Again the Office of Agricultural Research screens all research proposals to determine the extent to which it fits into the overall research mission of the School of Agriculture and Environmental Sciences. As part of the annual evaluation, each faculty member will be asked to report his/her activities in these areas. Information gathered will be incorporated into an annual report. Periodic reviews will be conducted to ascertain the adherence to funding agency and /or university guidelines. Another assessment procedure will be the development of impact indicators to determine the extent to which our research program is accomplishing the intended goals. Finally, all future research proposals will have a logic model component to ensure the attainment of research goals and anticipated impacts in a timely manner.

#### 4. Administration of Assessment Procedures:

The Department Chairperson works with three individual faculty members to ensure the attainment of this goal.

#### 5. Program Improvements

The findings will be used to:

- More specifically define and articulate the research agenda of the department and as it relates to the six SAES initiatives, SAES Strategic Plan, and the NC A&T strategic Blueprint for the Future goals and objectives
- Disseminate information on minority health care needs through development of publications and maintaining a database on minority health care needs made available to students and faculty at NCA&T, as well as to other institutions and organizations.
- Enhance the resources and infrastructure of NCA&TSU by creating a database that will be utilized by students and faculty to further analyze the relationships relating to the factors of minority health status of rural persons in North Carolina.

### **III. Department's Strategic Plan Relative to the Plan of SAES and the Mission and Goals of the University**

The department's 2004-2010 strategic plan is closely aligned with those of the School of Agriculture and Environmental Sciences and as well as with the University's mission and goals as outlined in the Blueprint for the Future. All three documents have well-articulated vision and mission statements; and clearly defined and attainable goals with timelines and responsible area(s). All three plans are driven by the tri-partite land grant mission of learning, discovery and engagement in an environment of operational excellence.

## GOALS of the UNIVERSITY'S FUTURES

- Goal One:** Establish and ensure an interdisciplinary focus for North Carolina A&T State University that mandates overall high quality, continued competitiveness, and effective involvement of global strategic partners in marketing and delivery of programs and operations.
- Goal Two:** Deliver visionary and distinctive interdisciplinary learning, discovery, and engagement that include collaborations and partnerships as part of the learning experience.
- Goal Three:** Foster a responsive learning environment that utilizes an efficiently integrated administrative support system for high quality programs, research and collegial interactions, and effectively disseminates consistent information to University stakeholders.
- Goal Four:** Provide superior, readily available student services and programs that recognize and respond to diverse student needs.
- Goal Five:** Enhance and diversify the University resource base through effective fund-raising, entrepreneurial initiatives, enhanced facilities, and sponsored research programs.

## GOALS of SAES STRATEGIC PLAN

### *Theme 1: Maintain a Responsive Learning Environment*

- Goal 1:** Produce graduates, who are competent, prepared to perform in the workplace and prepared to become outstanding leaders in an increasingly diverse society.
- Goal 2:** Enhance an academic culture that is challenging, supportive and fosters achievement and intellectual interaction.

Theme 2: Attract, Retain and Graduate Outstanding Students

**Goal 1:** Develop and implement innovative strategies to recruit outstanding students

**Goal 2:** Increase graduation and retention rates

Theme 3: Improve Minority and Environmental Health

**Goal 1:** Enhance the health and well-being of people ---- particularly minorities --- and the environment in which they live

**Goal 2:** Establish and enhance partnerships to promote minority health

**Goal 3:** Provide educational opportunities in minority health and environmental health

Theme 4: Ensure a Nutritious, Safe and Secure Food Supply

**Goal 1:** Enhance educational opportunities in nutrition-related health issues

**Goal 2:** Expand research and strengthen Extension programs in nutrition-related health issues

**Goal 3:** Expand innovative research, education and outreach efforts in food safety and security

Theme 5: Empower Individuals, Families and Communities

**Goal 1:** Strengthen the economic, social and physical well-being of individuals and families through educational programs

**Goal 2:** Improve the capacity of communities to address critical issues through programs in leadership development and civic engagement

**Goal 3:** Stimulate entrepreneurship and economic development in rural communities

*Theme 6: Advance Biotechnology and Biodiversity*

**Goal 1:** Strengthen research competitiveness in biotechnology and biodiversity

**Goal 2:** Provide new educational experiences in biotechnology and biodiversity

**Goal 3:** Enhance outreach activity in biotechnology and biodiversity

**Goal 4:** Develop a plan for campus program centers of excellence for biotechnology and biodiversity

*Theme 7: Ensure the Viability of Small-Scale Agriculture*

**Goal 1:** Enhance the sustainability and profitability of small-scale agriculture

**Goal 2:** Develop alternative marketing channels for small-scale producers

**Goal 3:** Assist farmers and small-scale landowners in managing assets, farm income, land, people and other resources

*Theme 8: Protect the Environment and Natural Resources*

**Goal 1:** Expand soil and water quality research and outreach

**Goal 2:** Enhance SAES instructional, research and Extension programs to embrace the new partnership with USDA/Natural Resources Conservation Service (NRCS)

**Goal 3:** Develop a renewable energy and bio-products center

*Theme 9: Promote International Trade and Economic Development*

**Goal 1:** Prepare faculty and students for life in a global society

**Goal 2:** Conduct research and develop solutions to international issues and problems

**Goal 3:** Assist small businesses and farmers in developing international markets

*Theme 10: Use of Innovative Technologies*

**Goal 1:** Position SAES to embrace relevant and appropriate technologies

**Goal 2:** Integrate technologies in the transfer of knowledge in teaching, research, outreach and Extension

A cursory look at the themes and goals of the Department’s Strategic Plan will show direct thematic alignments, between them and those of the SAES Strategic Plan and the Goals of the University FUTURES as summarized below:

**Table 11: Alignment of Themes of Department’s Strategic Plan with those of the SAES Strategic Plan and the Goals of the University’s FUTURES**

Department Theme	Corresponding SAES Theme	Corresponding FUTURES Goal
Theme 1	Theme 1 and Theme 2	Goals 1, 2, 3, &4
Theme 3	Theme 7	Goal 5
Theme 4	Theme 9	Goal 5
Theme 5	Theme 10	
Theme 6	Theme 4	Goal 5

Finally, the Department’s Strategic Plan is in line with the six Major Program Initiatives of the School of Agriculture and Environmental Sciences which are: 1) Human and Community Development; 2) Biotechnology and Biodiversity; 3) Water and Soil Quality; 4) Agro-medicine, Nutrition and Food Safety; 5) Small-Scale Agriculture; and 6) International Trade and Development.

## A. Student Profile

### 1. Admission Requirements

**Table 12: Undergraduate Admission Scores (2002 to 2007)**

Item	Year					
	02-03	03-04	04-05	05-06	06-07	5-yr avg.
Average High School GPA	2.85	2.86	2.91	2.86	2.93	2.88
AVG. SAT	899	889	889	893	883	891
HEADCOUNT	43	63	59	63	67	59

### 2. Total enrollment in department and program(s)

**Table 13: Departmental Enrollment by Program (2002 to 2007)**

Program	Undergraduate					Graduate				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
Agricultural Economics	32	41	40	34	36	19	20	18	15	12
Agricultural Education	19	27	33	26	31	28	22	21	40	45
Total	51	68	73	60	67	47	42	39	55	57



### 3. Number of majors in honor program

**Table 14: Number of Majors in Honor Program (2002 to 2007)**

Program	Honor Students					Honor Graduates				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
Agricultural Economics	10	11	12	11	13	0	1	7	3	2
Agricultural Education	7	9	12	12	12	1	4	2	3	4
Total	17	20	24	23	25	1	5	9	6	6

### 4. Number of transfers (average admission GPA)

**Table 15: Number of Transfers and Average Admission GPA (2002 to 2007)**

Item	Year					
	02-03	03-04	04-05	05-06	06-07	5-yr avg.
Number of Transfers	1	4	5	3	12	5.2
Average Admission GPA	1.56	3.41	3.00	-----	3.61	2.90

### 5. Progression requirement

The admission requirements for the undergraduate programs are in line with those set forth by the university. Undergraduate majors in Agricultural Education and Agricultural Economics must complete at least 127 semester hours of University courses.

Students must earn an average grade of “C” in all Agricultural Education courses in order to meet the major field requirements. Agricultural education majors must earn a minimum grade point average of 2.8 to be admitted to the teacher education program, in addition to other admission requirements. As mandated by the North Carolina State Department of Public Instruction, all candidates for teacher licensure will need to show evidence of computer competency. A basic skills test will need to be passed. Additionally, students must produce an electronic portfolio showing advanced technology for teaching skills during their program of study. The University, through course work, will provide opportunities for students to produce materials necessary to fulfill the technology portfolio requirement.

### Teacher Education Program

The goals and objectives of the Teacher Education Program in agricultural education, as mandated by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Department of Public Instruction (SDPI), address the development of competencies in the areas of animal science, soil science, plant science, agricultural and natural resources, horticulture, agricultural economics, agricultural mechanics, and agricultural communication. The goals of the program are twofold and are listed below:

1. Develop an understanding of and appreciation for teaching agricultural education; and
2. Develop competencies needed by individuals to teach agriculture in North Carolina public secondary schools.

The fourteen objectives of the agricultural education teacher preparation program are listed below:

- 1) To promote the agricultural education program in secondary schools; to meet the needs and interests of students and to satisfy employment demands;
- 2) To plan for effective public relations;
- 3) To plan for effective and comprehensive instruction;
- 4) To manage the classrooms and laboratories effectively;
- 5) To aid students in making career decisions;

- 6) To evaluate vocational agriculture programs and student progress;
- 7) To advise and manage the Future Farmers of America (FFA) as an integral part of instruction;
- 8) To extend learning experiences for students beyond the classroom through Supervised Occupational Experience Program;
- 9) To plan and conduct a program of career exploration and guidance and provide hands-on learning experiences in technical agriculture including animal science, soil science, plant science, agricultural and natural resources, agricultural economics and agricultural mechanics;
- 10) To plan and conduct a program to develop knowledge and skills needed for job entry into agricultural production occupations and/or to pursue further training in the subject area;
- 11) To plan and conduct a program to develop knowledge and skills needed for job entry into agricultural mechanics occupations and/or pursue further training in the subject area;
- 12) To plan and conduct a program to develop knowledge and skills needed for job entry into agricultural and natural resources occupations and/or pursue further training in the subject area;
- 13) To plan and conduct a program to develop knowledge and skills needed for job entry into forestry occupations and/or pursue further training in the subject area;
- 14) To plan and conduct a program to develop knowledge and skills needed for job entry into agricultural products and processing occupations and/or pursue further training in the subject area.

The general requirements for admission into the M.S programs are as outlined in the Graduate Catalogue. However, the agricultural education program has additional admission and progression requirements as summarized below:

**Criteria for admission to the program (Professional Licensure Track)**

Unconditional Admission (An index of the following will be used)

- Application (Including a writing sample, examined by an interdisciplinary committee)
- 3 Letters of Recommendation
- Formal Interview

- At least 1 year teaching Agricultural Education with an “A” License or equivalent. (Teaching experience may be waved depending on if all other factors are met and the individual is in their first year teaching).
- Undergraduate GPA of 3.0 or above.
- Graduate Exam (GRE, MAT or other)
- Provisional Admission:
- Application (Including writing sample examined by an interdisciplinary committee)
- Formal Interview
- 3 Letters of Recommendation
- Undergraduate GPA of 2.8 or above.
- Graduate Exam (GRE, MAT or other)

Based on the student’s application package, a committee of the department’s graduate faculty can grant a provisional admission depending on special circumstances or deficiencies, which will need to be completed before full admission, can take place. The major consideration will be the ability of the applicant to achieve in the program and continue is able to meet the needs of the students under their instruction. Students that do not complete the deficiencies within the specified time provided will be dropped from the Professional Licensure Track.

### **Documents reviewed in the admissions process**

- Application
- Writing Sample (examined by an interdisciplinary committee)
- 3 Letters of Recommendation
- Interview Responses (provided by those in the interview process)
- Transcripts of all University Work Attempted and/or Completed
- Copy of North Carolina Teaching License or Equivalent
- Letter of Employment
- Graduate Exam Scores (GRE, MAT or other)

### **Criteria for admission to the program (Professional Service Track)**

#### Unconditional Admission

- Application (Including a writing sample)
- 3 Letters of Recommendation
- Formal Interview

- Undergraduate GPA of 3.0 or above.
- Graduate Exam (GRE, MAT or other) is encouraged.
- Provisional Admission:
- Application (Including writing sample)
- Formal Interview
- 3 Letters of Recommendation
- Undergraduate GPA of 2.8 or above.
- Graduate Exam (GRE, MAT or other) is encouraged.

Based on the student's application package, a committee of department's graduate faculty can grant a provisional admission depending on special circumstances or deficiencies, which will need to be completed before full admission, can take place. The major consideration will be the ability of the applicant to achieve in the program and continue to meet the needs of the students under their instruction. Students that do not complete the deficiencies within the specified time provided will be dropped from the Professional Service Track.

#### **Documents reviewed in the admissions process**

- Application
- Writing Sample
- 3 Letters of Recommendation
- Interview Responses (provided by those in the interview process)
- Transcripts of all University Work Attempted and/or Completed
- Graduate Exam Scores (if submitted)

#### Departmental Requirements

#### Degree Information

Master of Science; Agricultural Education – Professional Licensure (Thesis/Non-thesis)

Master of Science; Agricultural Education – Professional Service (Thesis/Non-thesis)

#### Graduate Advisor and Graduate Advisory Committee

All students in the master's program must have a graduate advisor who is a member of the Graduate Faculty and is part of the Agricultural Education Faculty. The

graduate advisor is selected by the student and approved by the faculty member asked. The rest of the committee must include two additional members of the Graduate Faculty. One of those members must reside in the department of Agribusiness. Applied Economics and Agriscience Education (For Professional Licensure students this must be another member of the Agricultural Education Faculty). The other member must be from outside of the department and be related to the technical area the student has selected for their program (Professional Licensure students may select any member outside the department who represent one of the areas they are teaching or from the School of Education). This committee must be selected by the end of the first semester of the graduate course of study. Both the head of the department, and the Dean of the Graduate School must approve the committee.

The student's advisory committee is in charge of approving the following:	
Master of Science; Agricultural Education – Thesis Option	Master of Science; Agricultural Education – Non-thesis Option
Plan of Study Thesis Topic Written and Oral Comprehensives Professional Portfolio	Plan of Study Written and Oral Comprehensives Technical Internship Educational Inquiry Project Professional Portfolio

## 6. Enrollment in degree-credit distance learning

**Table 16: Enrollment Numbers in Degree-Credit Distance Learning Course (2002-2007)**

Program	Year				
	2002-03	2003-04	2004-05	2005-06	2006-07
Agricultural Economics	0	0	0	0	0
Agricultural Education	84	110	185	223	287
Total	84	110	185	223	287

## **B. Academic Major/Program**

### **1. Results of any licensure examinations**

In order for agricultural education students to become licensed teachers in the State of North Carolina they must be admitted to the teacher education program which requires passing the Praxis I Exam, completing the teacher education interview, and taking the 16 Personalities Inventory. Additionally they must maintain a 2.8 G.P.A. After this students must complete the rest of the coursework and successfully complete their respective student teaching internship, at which time application can be made for licensure. No students have taken the licensure examinations over the past three years.

### **2. Accreditation reviews**

The agricultural education program at both the initial and advanced levels successfully completed accreditation review from the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction in March 2002. The program was again passed accreditation review from both bodies in March 2007. The next review will take place in 2014.

### **3. Internal program reviews**

From October 26 -29, 2003, the Department of Agribusiness, Applied Economics and Agriscience Education underwent a comprehensive review by Cooperative State Research, Education, and Extension Service (CSREES) of the United States Department of Agriculture (USDA). The faculty and staff held series of meetings during the spring 2004 semester to determine the appropriate responses to the team's recommendation. This document is the department's response to the recommendations of the review team. Implementation plans for accepted recommendations are summarized in the form of a Departmental Strategic Plan.

## Findings of Review Team: Strengths, Weaknesses, Opportunities and Threats

Strengths: The team listed the following as strengths of the department:

- outstanding university and college leadership
- a strong land-grant university and 1890 institution commitment
- a departmental history of leadership to School of Agriculture and Environmental Sciences
- strong departmental faculty
- success in securing extramural funding
- an interdisciplinary focus
- departmental interest in all 6 SAES program initiatives
- international and global experience
- bright, enthusiastic undergraduate and graduate students

Weaknesses: The team identified several existing weaknesses within the department

- lack of sustainable critical mass of faculty
- a central core or foundation of curricula is not evident
- no female faculty, and a heavy dependence on international faculty
- outdated undergraduate and graduate curricula
- no formal Cooperative Extension Service function
- reactive rather than proactive

Opportunities:

- interdisciplinary leadership
- institutional motivation
- agricultural business growth in North Carolina
- experiential learning
- enhanced undergraduate enrollment



Threats:

The threat of doing nothing, both in response to immediate opportunities presenting themselves to the department, and with respect to the existing structural arrangement that places the department's critical mass at risk

Recommendations and Suggestions by CSREES Review Team

**Departmental Strategic and Structural Issues**

The team made five recommendations concerning departmental strategic and structural issues. They were:

- Conduct an internal SWOT analysis, paying particular attention to the effects of technology, economics, public policy, demographics, and the environment in defining opportunities for the department.
- Employ strategic-management techniques, considering the strategic issues identified to prioritize and allocate faculty resources for the teaching, research, and outreach programs of the department.
- Consider the need for, and the expense of, establishing a formal Cooperative Extension function in the department.
- Establish a prioritized agenda for the department's research, teaching, and extension programs that relates to the six SAES initiatives and the NC A&T strategic *Blueprint for the Future* goals and objectives
- Encourage the faculty to exploit the department's multidisciplinary strength and regional leadership to compete for funding for multi-disciplinary, multi-institutional and multi-state research.

## Academic Capacity

The team made eleven recommendations concerning departmental academic capacity. They were:

- Take immediate steps to ascertain the cause of low retention and graduation to increase undergraduate retention and graduation rates to change the university status of a “low-producing unit”
- Resolve the fundamental issue of the foundation of the department’s degree programs as either economics or business management.
- Review both the undergraduate and graduate curricula to ensure compatibility with the strategic vision of the department.
- Consider offering a university general education course to build interest and excitement for social science relating to agriculture and the environment, perhaps a topic like “Environmental Justice”, or “Rural North Carolina in the Contemporary Southern Economy”. Seek a USDA Higher Education Challenge grant or similar extramural funding.
- Define the core of the M.S. program.
- Expand the research activities of graduate students, especially earlier in their programs.
- Explore teaching opportunities for graduate students.
- As opportunities and resources permit, enhance the gender and cultural diversity of the faculty.
- Target new recruitment efforts toward young women, and toward urban, suburban, and rural, non-farm high school students.
- Approach key alumni to assist in recruitment activities, and to support departmental scholarships.

- Explore opportunities to expand internships and other experiential learning opportunities for undergraduate students.

### **Research Focus and Productivity**

The team made six recommendations concerning the research focus and productivity of the department. These were:

- More specifically define and articulate the research agenda of the department and incorporate it in a strategic plan, preferably one that relates to the six SAES initiatives and the NC A&T strategic *Blueprint for the Future* goals and objectives.
- The strategic plan should include a long-term goal of funding at least one, and preferable two, new tenure-track positions to meet the integrated teaching, research, and outreach goals of the department.
- Pursue larger and longer term, extramural research grant awards that include support for graduate research assistantships.
- Use the department's multidisciplinary social science strength to partner with faculty in other departments to compete for funding for multi-disciplinary or interdisciplinary research.
- Encourage more research faculty members to participate on competitive grants review panels.
- Engage graduate students in faculty research earlier in their programs.

### **International and Global Involvement**

The team made six recommendations concerning departmental strategic and structural issues. They were:

- Articulate how North Carolina citizens benefits from more emphasis on international agricultural (and perhaps general) business and trade exposure.
- Nurture an attitude of excitement and anticipation about emerging opportunities for international and global involvement in undergraduate and graduate students in the department.
- Seek to expand the focus upon global issues in courses, and in the papers and projects of undergraduate and graduate students.
- Set a lofty but achievable goal for the number of undergraduate and graduate students expected to have an international experiential learning opportunity prior to graduation.
- Seek to exploit the department's global experience and expertise more effectively to benefit both undergraduate and graduate student research, and in support of the strategic vision of the university.
- Realistically explore the strategic opportunities for revitalizing the International Trade Center in direct support of the SAES program initiative on international trade and development.

### **Response to Recommendations and Suggestions**

As part of the department's effort to respond to the above recommendations, the monthly faculty and staff meetings in January and February 2004 were devoted to two principal objectives: 1) To identify the strengths, weaknesses, opportunities and threats of the department in light of those strengths, weaknesses, opportunities and threats identified by the review team, and 2) Decide on the most efficient format to be used in addressing the recommendations.

- 1) Results of SWOT analysis indeed confirmed many, if not all, of the findings of the review team.

Identified strengths include the following:

1. Competent and motivated students
2. Commitment and work ethic of faculty
3. Friendship atmosphere among faculty and students
4. Demand for graduates by employees
5. Strong research program
6. Vibrant student organizations
7. Accredited programs in Agricultural Education
8. Innovative programs in Agricultural Education
9. Small class sizes
10. Magnet for African American students
11. Spirit of collaboration

Identified weaknesses include the following:

1. Lack of adequate tenure track positions
2. Lack of critical mass of faculty and staff
3. Low student enrollment
4. Low retention rate
5. Low graduation rate
6. Lack of adequate technical support
7. Inadequate personnel and support for department's computer labs.
8. Lack of space
9. Lack of cultural and gender diversity in faculty.
10. Lack of adequate reward mechanism
11. Inadequate support of graduate programs
12. Inadequate corporate support and interaction
13. Lack of adequate facilities especially classrooms

Opportunities identified included:

1. Administration that is supportive of the School of Agriculture and Environmental Sciences
2. Leadership in the School of Agriculture and Environmental Sciences with focused direction.
3. Well articulated program initiatives in the SAES and the University.
4. Role of sociology, economics and education in the new spirit of interdisciplinary activities.
5. Role of the department as effective partner in the shaping of a new economic development strategy for the state of North Carolina

The principal threat is the risk of not doing enough or even doing nothing in the face of the weaknesses identified.

Response format: It was decided that a well-articulated and feasible strategic plan was the best way to respond to the recommendations. In addition, a strategic plan would also serve as an effective monitoring system for the progress being made in achieving goals set out in response to the recommendations. The resulting strategic plan is outlined in section II of this report.

#### **4. Retention and graduation rates**

**Table 17: Departmental Retention Rates (1997 to 2004)**

	<b>Freshman Cohort</b>	<b>1 yr</b>	<b>2 yrs</b>	<b>3 yrs</b>	<b>4 yrs</b>	<b>5 yrs</b>	<b>6 yrs</b>	<b>7 yrs</b>	<b>8 yrs</b>
1997	7	100.0	85.7	85.7	42.9				
1998	4	50.0	50.0	25.0					
1999	10	70.0	60.0	40.0	20.0	10.0	10.0		
2000	7	85.7	85.7	85.7	42.9				
2001	7	85.7	85.7	85.7	14.3				
2002	13	84.6	61.5	61.5					
2003	14	71.4	64.3						
2004	7	100.0							

**Table 18: Departmental Graduation Rates (1997 to 2004)**

	<b>Freshman Cohort</b>	<b>1 yr</b>	<b>2 yrs</b>	<b>3 yrs</b>	<b>4 yrs</b>	<b>5 yrs</b>	<b>6 yrs</b>	<b>7 yrs</b>	<b>8 yrs</b>
1997	7				42.9	71.4	71.4	71.4	71.4
1998	4				25.0	25.0	25.0	25.0	
1999	10				20.0	30.0	30.0		
2000	7				28.6	71.4			
2001	7				57.1				
2002	13			7.7					
2003	14								
2004	7								

### 5. Graduates (alumni surveys)

As part of this assessment and evaluation process, a questionnaire was administered to the alumni of the department and their employers. The alumni questionnaire had two parts: part 1 solicited responses pertaining to the academic environment of the department and the university as a whole while part 2 dealt with academic preparedness and employment background. Most of the variables dealing with academic environment of the department and university received an evaluation of “good”. However, due to space limitation, only selected responses (extreme values) are included in this report. Half of the respondents considered the overall intellectual environment to be “excellent” while the other half gave it a “fair” ranking. A similar breakdown was obtained for “curricular and career advising” and “quality of faculty”. The respondents ranked “quality of faculty” as “good”. Accessibility of faculty members to students was ranked “excellent” by the respondents and they also felt that the faculty was excellent in terms of being helpful with class work. Questions related to academic preparedness and employment background received an overall “excellent” assessment. Most of the respondents indicated they participated in some form of internship or cooperative education program and felt very good about their experiential learning. Over half of the respondents indicated they were members of some type of agricultural organization while attending NC A&T State University.

## 6. Continuing education and employment

**Table 19: Continuing Education and Employment (Number of Graduates)  
2002-2007**

	Year									
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	AGEC	AGED	AGEC	AGED	AGEC	AGED	AGEC	AGED	AGEC	AGED
Graduate School	2	5	3	5	6	5	2	4		7
Industry	1	2	0	3	11	5	8	4		3
Public Sector	2	5	3	5	4	4	1	6		13
Unemployed	0	2	0	1	4	3	1	1		0
Total	5	14	6	15	25	17	12	15		23

## 7. Results of employer surveys

The employers were asked to provide an opinion about our students in areas such as level of technical knowledge; networking; attitude towards diversity; professionalism; communication skills; computer/technology skills; human relation skills; leadership ability; assessment and evaluation skills; and overall job performance. The evaluation scale ranged from “below average” (the lowest) to “above average” (the highest). The evaluation of the respondents ranged from “average” to “above average” in all areas. Overall job performance by our graduates was evaluated as “above average” by over 60 percent of the employers.

## 8. Evaluation of student experiences (Senior Exit and Sophomore Surveys)

The department routinely administers exit surveys to our seniors using the SAES standardized form. The ranking for the overall impression of the student’s academic experience at the University ranged from very good to excellent. However, a number of students gave a ranking of “fair” to “good” when asked about the student orientation class



in the department. Improvement is needed in this area. All the students indicated that they would recommend the University/SAES to their family and friends and over 80 percent did have an internship/coop during their undergraduate career. Most of the seniors cited the family-like atmosphere and the personal involvement of the faculty as the items they liked most during their tenure at A&T and SAES. Poor advisement was cited as the most negative experience.

#### **IV. Faculty Development and Quality**

##### **A. Faculty personnel policies regarding appointment, promotion, tenure and merit salary increases on basis of:**

**Appointments:** The Department adheres to all University policies regarding searches and appointments of faculty, including adjunct faculty. Given the small size of our senior faculty, all faculty members are involved in hiring new faculty by the establishment of search and screen committees.

**Faculty Reappointments, Promotion, and Tenure – Department:** The Department has established a Committee for Reappointments, Promotions and Tenure (CRPT) that is responsible for reviewing all applications for Reappointments, Promotions, and Tenure from within the department. The committee uses the criteria published in the Faculty Handbook (Appendices 2 and 6), and the current published standards for Reappointments, Promotions, and Tenure of the School of Agriculture and Environmental Sciences for its review. The Committee is comprised of the department chairperson and a maximum of six tenured faculty members who are selected by the department faculty from the following professorial ranks: professor, associate professor and assistant professor. Since the department has only two tenured faculty members (including the department chairperson), the current committee consists of these two individuals and the department chairperson. The department chairperson participates in the evaluation of all other departmental applications except his own. For the evaluation of the department chairperson, an alternate tenured faculty member is elected from the eligible tenured faculty of the department or of the other departments in the School of Agriculture and Environmental Sciences. The Committee elects a chairperson from its membership. Each initial appointment with a fixed or probationary term for two years or

longer, each promotion in rank, each reappointment to a fixed term, and each reappointment of an instructor, assistant professor, associate professor, or professor, whether or not the reappointment recommends the conferral of permanent tenure, is initiated by the candidate submitting an appropriate application (Appendix 6) to the department chairperson.

The department chairperson then convenes the department RPT committee which then elects a chairperson. The committee deliberates on the application, and reaches a positive or a negative decision by a majority vote. The committee members use the School of Agriculture and Environmental Sciences' current published standards for reappointments, promotion and tenure for their evaluations. The committee also prepares a written document containing the voting record and the written recommendation signed by all committee members. This is added to the candidate's application package. The department chairperson provides a copy of the document to the applicant, who is then given opportunity to give his/her response. The applicant's response is added to the package, and the department chairperson, then, submits the application to the Dean of the School of Agriculture and Environmental Sciences.

The Dean convenes the School RPT committee and the committee elects a chairperson. Again the committee deliberates on the application, and reaches a positive or negative decision by a majority vote. The committee uses the School's current published standards for reappointments, promotion and tenure for its evaluations. It then prepares a document that includes the voting record and a written recommendation that reflects the collective and individual evaluations of all committee members. All committee members sign the document which is then submitted to the Dean.

The Dean reviews the applicant's package. In relation to applicants for reappointment and tenure, the Dean's review is not limited to only judging the professional qualifications of the applicant, but also to determining whether the School has the resources to support the application, and whether a positive recommendation concerning the application will be consistent with the current School goals. Such factors as the following are considered in the Dean's review: tenure density, enrollment trends, needs in critical areas of specialization, and results of program audit and review. A document containing this decision with statements of justification, and signed by the Dean is added to the application package.

Of the three bodies (the department RPT committee, the School RPT committee, and the Dean) who have evaluated the application, if two or all three bodies support the application, the application is forwarded to the Provost, with a positive recommendation. If two or all three bodies do not support the application, the application is forwarded to the Provost with a negative recommendation. In either case, the Dean provides the candidate with copies of all documentation leading to the recommendation within a week after the package is forwarded to the Provost.

**Post-Tenure Review:** The purpose of post tenure review is to ensure continued faculty development and vitality (Appendix 3). This review lays out the expected levels of performance with definitions in the areas of teaching, research, service, professional growth and related activities. The university has given departments flexibility in setting evaluation criteria for post tenure portfolios. With this in mind the Department of Agribusiness, Applied Economics and Agriscience Education utilizes an evaluation system which gives faculty members flexibility in overall job performance. Specifically the department utilizes a system in which a faculty member who is judged deficient or between distinctly deficient and satisfactory in one area, can have that deficiency offset by an exemplary rating in the other two areas. A faculty member who is judged deficient in performance must establish a three-year plan for enhancing the quality of his/her performance. A faculty member who is not successful in bringing his/her service performance up to a satisfactory level by the end of his/her three-year plan faces possible sanctions.

**Merit Salary Increases:** The chairperson, in accordance with the procedures approved by the School of Agriculture and Environmental Sciences, evaluates faculty members annually. At the beginning of the academic year, each faculty is provided with a diskette containing a template of the evaluation instrument to allow faculty member to enter data/information throughout the year. At the beginning of the 2001-2002 academic year, this instrument was replaced with a performance expectation plan which, allowed the faculty member in conjunction with chairperson to develop a plan of work based on which the faculty would be evaluated at the end of the academic year. This plan is in part of Appendix 4. During the last week in April, the chairperson schedules an evaluation conference with each faculty member. In addition, each faculty is queried relative to the teaching, research and public service plans for the upcoming year. Following the evaluation of faculty, a decision on merit pay is made by the chairperson, discussed with the faculty member and forwarded to the Dean, School of Agriculture and Environmental

Sciences. Given the paucity of funds available for merit increases, differentiation of faculty performance is difficult at best, and resultant pay increase is not commensurate with the performance. Further, salaries of the Department are low compared to faculty in other Schools/Colleges on campus and to other agricultural faculty nationwide. Salary equity is a problem that definitely needs to be addressed. Given the number and quality of our adjunct faculty in the agricultural economics program, together with not being in tenure-track position, this is a very critical and important issue. Having said this, it is equally important to point out the strenuous efforts being made by the current Dean of the School of Agriculture and Environmental Sciences to correct this anomaly.

### **1. Teaching/Learning (evaluation of instructors and instruction)**

The Department employs a two-fold methodology to evaluate teaching: (1) student opinion survey and (2) peer reviews. The former method of evaluation has been institutionalized since the inception of the Department in 1979 while the latter was instituted in 1994. These evaluations are discussed with the faculty members at the beginning of the following semester and during the annual evaluation conference. When any potential problems are noted, (i.e. low ratings which is a ranking below 3.5 on 5.0 scale), they are discussed with the faculty members and corrective actions are taken. In general, the Department is fortunate to have some excellent teachers. Drs. Donald R. McDowell, Anthony K. Yeboah and Alton Thompson (presently the Dean of the School of Agriculture and Environmental Sciences) have received the “Excellence in Teaching Award” for the School of Agriculture and Environmental Sciences in 1995-96, 1996-97 and 1999-2000 respectively. Following a review by the chairperson, these evaluations are forwarded to the Dean’s office to be included in the aggregate database for the School of Agriculture.

### **2. Discovery (research and scholarly productivity and creative activities)**

In addition to being excellent teachers, all of our faculty members are aggressive researchers in that, over the past five years, the faculty has secured approximately \$7.5 million in competitive research funds. In addition, the faculty has obtained closed to \$2 million from the Evans-Allen research Program, formula-funded research from the

United States Department of Agriculture (Public Law 95-113, Section 1445). As such, the Department has developed a research infrastructure that has made it the flagship research unit on campus and among the 1890 institutions. For example, the Department has established a centralized research facility integrating the use of state-of-the-art survey methodologies with computer and communication technologies. The Applied Survey Research Laboratory (ASRL) consists of three major components, a telephone interviewing facility, a mail survey facility and a data processing facility. The ASRL provides four important services: 1) embellish the research skills of the faculty and extension personnel at the University to conduct applied social science research; 2) provide students with cutting-edge knowledge in research methodology and technologies; 3) contribute to the outreach mission of the University in addressing the social and economic needs of households and individuals in the local community and throughout the state; and 4) collaborate with the action agencies and state agencies in identifying and solving the problems adversely affecting life. As indicated above, plans are underway to upgrade the Applied Survey Research Laboratory into an institute.

Our faculty has worked diligently to secure a 1890/USDA “Center of Excellence” in International Agricultural Trade. The center is committed to promoting excellence, sharing, innovation, active engagement, inclusiveness, and globalization, both at NC A&T and in partnerships with industry and government. The center is also committed to goal-centered planning and results-driven management practices. The International Trade Center is continuously building a highly qualified interdisciplinary team, commensurate to the diverse challenges facing our clientele.

Finally, the faculty has been very active publishing articles, book chapters, technical bulletins as well as presenting scientific papers at professional meetings. Details of these activities over the past year are presented in the section below. A cursory glance at these pieces of information will reveal the yeoman effort of our faculty.

### **New research awards**

As an illustration, the departmental faculty was very active and successful in the area of new research awards during the 2006-2007 academic year. A total of eighteen proposals were submitted either individually or in collaboration with faculty members on campus or off-campus. Eight of these proposals received funding totaling about \$1.5 million. Of this total, \$494,779 was for instructional purposes and the rest, \$ 999,677 was

for research. United States Department of Agriculture was the main sponsor.

### **Scholarly productivity**

During the 2006-2007 academic year the faculty was equally productive in the area of scholastic endeavors. This productivity included six journal articles, and seven other articles.

### **Faculty Development Activities**

During 2006-2007, the faculty attended one short course, twenty-nine professional meetings, and sixty-three workshops and conferences. In addition, twenty-nine papers and posters were presented and ten other professional activities were undertaken.

### **3. Engagement (service activities)**

During the academic year, the faculty was engaged in fifty-two public service performances and seven public exhibits. In line with the increased importance of the university's demonstrated engagement in the community, the faculty increased its outreach activities over the past year. Furthermore, the department recognizes the importance of partnership development hence the annual work plan for each faculty member included a section dubbed "partnering for success." Below is a summary of individual faculty members' report of these two components of engagement.

### **OUTREACH REPORT (2006-2007)**

#### **Kenrett Jefferson-Moore**

In conjunction with the North Carolina A&T State University Chapter of the National Agri-Marketing Association (NAMA) and the Wilmington Housing Authority, the Department of Agribusiness, Applied Economics and Agriscience Education has developed an outreach initiative that promotes entrepreneurship to youth living in low-income households in the Wilmington, North Carolina and surrounding areas. The effort consisted of a workshop with activities centered on entrepreneurial/career education such

as the following:

- Furthering education and skills
- Turning a career idea into a business idea
- Developing a business plan
- Developing a marketing plan
- Understanding marketing
- How to finance the idea

### *Strategies*

The 2006 – 2007 Youth Entrepreneurship Workshop entitled, “Life Economics 101: Planning for the Future through Education and Skills,” was conducted in Wilmington, North Carolina at the New Hanover County Public Library on April 2, 2007. Dr. Kenrett Y. Jefferson-Moore served as the speaker, where the presentation and activities centered on entrepreneurial education on topics mentioned previously. Dr. Jefferson-Moore presented an overview on careers within agriculture, areas of concentration within the School of Agriculture and Environmental Sciences, opportunities and offerings of the Department of Agribusiness, Applied Economics and Agriscience Education, agribusiness as a system, entrepreneurship – advantages and disadvantages, how to get started in business, and understanding the marketing mix. Participants were asked to complete an exercise focusing on developing the necessary skills to fulfill their goals. Participants were given questions and tasks of completing identifying something that they enjoyed doing, followed by what would be the necessary educational path to take in order to obtain the knowledge and skills to transition the idea into a potential business venture.

### *Collaborations*

- The Department of Agribusiness, Applied Economics and Agriscience Education
- Wilmington Housing Authority

### *Expected Outcomes*

It was expected that through this project, underprivileged youth in Wilmington, North Carolina and surrounding areas would benefit from careers and entrepreneurship in agriculture and become familiar with alternatives to the job market and with the educational background to sustain themselves financially throughout their lives.

In addition, the department's collaborations with select rural county cooperative extension offices in the areas of agro-medicine and/or management could serve as source of laborers in the rural county work part or fulltime in the agricultural sector. Any outreach plan would also include the high school population. This is especially important for the agro-medicine component.

### *Impact Evaluation*

There were no assessment tools for this exercise due to the ages of participants (ages 14 – 17).

### *Outcome*

The participants shared positive verbal feedback to Dr. Jefferson-Moore along with the Wilmington Housing Authority and staff members at the YWCA Resource Center.

### *Summary*

Results from this observational assessment indicate positive receptiveness from the presentation and activity presented to participants in the Case Study – “Life Economics 101: Planning for the Future through Education and Skills.”

### Osei-Agyeman Yeboah

#### **The outreach program focused on the following area:**

- Trade and development to revitalize rural communities
- Marketing problems facing small farmers
- Providing technical assistance to small-to-medium sized businesses
- Expansion of the newly formed North Carolina Mushroom Growers into regional cooperatives emphasizing on production, processing, and marketing mushroom products
- Provide export assistance to Small-to-Medium Size Businesses.



## **Strategies**

Below are the strategies the incumbent used to achieve the reported success:

The incumbent conducted research and wrote grant proposals to seek funds to:

- Test models for value-added business development for farm and non-farm small businesses. Workshops on value-added development business plan and other marketing concepts were given to mushroom and small farmers in western North Carolina.
- Provide technical assistance to small businesses in Halifax County, NC. Workshops on business plan development, basic accounting, financial analysis, computer soft wares such as excel were given on Wednesday nights from 6PM to 9 PM at the Halifax Community College, Roanoke, NC.
- Investigate in alternative crops that have markets domestically and globally (e.g. muscadine grapes that have local demand for wineries in the state). This was done by estimating the domestic production and consumption.
- Trade impediment such as distance from the U.S., and trade preference factors such as common border, common language; exporter (importer) viability of contracts; and exporter (importer) rule are searched from FAS websites and other trade journals/articles and made available to newly-to-import/export business as well as existing ones.

## ***Partners***

Local Partners the incumbent collaborated for the success report are the following:

- Center for Business and Entrepreneurship- NC A&T State University
- N.C. Department of Agriculture and Consumer Services
- N.C. Grape Growers Council
- The North Carolina Institute for Minority Economic Development (NCIMED)
- N.C. Business Incubator Association
- The North Carolina Rural Center
- North Carolina Indian Economic Development Initiative, Inc.
- North Carolina Pork Council
- Duplin Winery
- North Carolina Sweet Potatoes Growers Association

National collaborators include the following:

- United States Department of Agriculture (USDA) Rural Business Cooperative Service
- USDA Foreign Agricultural Service (FAS)
- USA Department of Commerce Trade Information Cent
- SC-1016 Regional Research Committee on Trade and Domestic Policy
- NC-1016 Multi-State Research on Economic Assessment of Bio-terrorism Threats and Renewable Fuels Required on the US Grain and Oilseed sector

Benny Gray

- Worked with the Black Belt Initiative Working Group to promote research and community involvement in developing initiatives to address persistent poverty in the Black Belt Region. This initiative involves collaborating with the Director of Agricultural Communication to establish a website for the activities of the working group. It also involves collaborating with the community-based organization in the Black Belt Region to enlist their participation in the process and strengthening the level of their engagement with HBCUs.

**Partnering for Success Report (2006-2007)**

Antoine Alston

- **Educator Service School Focusing Upon Agricultural Mechanics for Agricultural Teachers (Sponsor – Husqvarna Lawn and Garden Corporation)**

Kenrett Jefferson-Moore

*Collaboration with Cargill [Project Cancelled]*

An internship program dealing with leadership program was to be developed by Cargill and NC A&T State University. Dr. Kenrett Y. Jefferson-Moore was to serve as the on-campus liaison for the program. However, this program called Cargill LEAD was cancelled.

### Collaboration with Elanco Animal Health

A partnership will be developed between Department of Agribusiness, Applied Economics and Agriscience Education, School of Agriculture and Environmental Science at NC A&T State University and Elanco™ Animal Health to encourage diversification of Elanco global workforce. Drs. Antoine J. Alston and Kenrett Y. Jefferson-Moore served as the on-campus liaisons for the initiative.

#### Description

As a corporation, Elanco is interested in establishing a dialogue with 1890 Land Grant Schools of Agriculture to identify factors that are impeding our respective students from successfully matriculating into their organization, and propose possible strategies that could be implemented to increase their presence within the Elanco workforce. In order to conduct this dialogue, Elanco Animal Health has proposed that a meeting be held at their corporate headquarters in Greenfield, Indiana, tentatively scheduled for the last week of June 2006, which would consist of representatives from various sectors of their organization in addition to at least one representative from each of the 1890 Schools of Agriculture.

#### Elanco™ 1890/HBCU Diversity Workshop

A retreat was scheduled for June 28 – 30, 2006 in Indianapolis, IN and Greenfield, IN headquarters to Eli Lilly and Company and Elanco™ Animal Health, respectively. Fourteen faculty representatives from 1890 land-grant, 1862 land-grant and other institutions serving minority students with agricultural programs were present. The objectives of the meeting were threefold:

1. Understanding: From an Elanco™ perspective, what barriers are presented in its recruiting, interviewing and retention process? As a faculty member, what can be done to increase the competitiveness of students in the interviewing and hiring process?
2. Identification: What are ways that Elanco™ can increase its recruiting brand within budget and time constraints? How can Elanco™ personnel best interact with you to increase its presence on campus? How can technology be utilized to reach students?
3. Implementation: How can Elanco™ and faculty attendees) most effectively implement the tactics identified in #2.

Elanco™ Strategies (May Vary by Participating Institution)

- Short-term
  - Technology Linkages – Webinars, Video Conferences, Video Taped Presentation, etc.
  - Increased involvement with Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS)
  - Visiting lecturers
  - Interviewing – Phone screening
- Long-term
  - Scholarships – Books, interns, etc.
  - Student leadership workshops
  - Elanco™ Advisor Awards
  - Evaluate opportunities for Research and Development Involvement  
North Carolina A&T Strategies
  - Provide and organize student pool with connection via visiting professors, guest lectures, use of DVDs, video conferencing, webinars, etc.
  - Serve as liaisons between Elanco™ and North Carolina A&T State University

#### Terrence Thomas

- 1) Worked with Black Belt Scholars group to promote university CBOs collaboration in addressing poverty issues
- 2) Worked with North Carolina Coalition of Rural Farm and Families and CMC Farmers Cooperative in developing demonstration units for mushroom and cut flowers production
- 3) Collaborated with Ege University, Izmir, Turkey in promoting faculty and student exchange and research
- 4) Provided technical advice to James Bass of a South Carolina Action Agency on developing a proposal for community development project

## Osei-Agyeman Yeboah

### **Local Partners the incumbent collaborated for the success report are the following:**

1. Center for Business and Entrepreneurship- NCA&T State University
2. N.C. Department of Agriculture and Consumer Services
3. N.C. Grape Growers Council
4. The North Carolina Institute for Minority Economic Development (NCIMED)
5. N.C. Business Incubator Association
6. The North Carolina Rural Center
7. North Carolina Indian Economic Development Initiative, Inc.
8. North Carolina Pork Council
9. Duplin Winery
10. North Carolina Sweet Potatoes Growers Association
11. The NC Coalition of farm and Rural Families (NCCFRF).

### National collaborators include the following:

1. United States Department of Agriculture (USDA) Rural Business Cooperative Service
2. USDA Foreign Agricultural Service (FAS)
3. USA-ERS
4. SC-1016 Regional Research Committee on Trade and Domestic Policy
5. NC-1016 Multi-State Research on Economic Assessment of Bio-terrorism Threats and Renewable Fuels Required on the US Grain and Oilseed sector
6. Southern Extension and Research Activity Group (30)

### **Results of Partnering for Success Report**

- I. Increased number of small farmers producing and marketing high value-added products.
- II. Increased number of small farmers, businesses and entrepreneurs who are trained in developing business plans, accounting, finance, and with computer skills.
- III. Increased number of potential entrepreneurs who eventually become entrepreneurs.
- IV. Increased number of small-to-medium-size businesses and new-to-export businesses that are provided with trade leads.
- V. Increased number of small farmers going into grape production.

### Godfrey Ejimakor

Worked with other members of the S1021 regional project to enhance the profitability of producers of horticultural and ornamental plants

### Anthony K. Yeboah

Met with Elizabeth and John Duncan to discuss the possibility of partnering with North Carolina Central University to develop a program dealing International Law

### Kofi Adu-Nyako

- Efforts put into recruiting international students in partnership with Michigan State University.
- Dr. Helen Jensen, Head Nutrition Policy Division, CARD Iowa University discussed collaborative arrangements regarding student exchange for advanced studies, and planning for food policy center.

### Benny Gray

- Collaborated with Dr. Jane Walker on an Evans-Allen Project - “Factors Influencing Leadership Development and Community Involvement in Limited Resource Communities”
  - Made two presentations
- Collaborated with Dr. Millie Worku – submitted a capacity proposal, **“Understanding Factors Underlying Adoption and Utilization of Agricultural Biotechnology in North Carolina” (Pending) w/Millie Worku**
- **Collaborated with Drs. Terrence Thomas and Osei Yeboah - USDA/CSREES** Capacity Grant – “Developing and Testing a Best Practices Model for Global Agricultural Studies Programs (GASP) in HBCUs. Amount: \$481,095 (Co-Pi w/Terrence Thomas and Osei Yeboah)

**B. Faculty profile (distributed by):**

The data in Table 20 show the faculty density broken down by rank, age, gender, ethnic background, highest degree earned and age. A glaring weakness in the tenure density picture, besides the low numbers, is the absence of gender and ethnic diversity: all except one are males and only two are non-black. Consequently the department will continue to reflect the need for diversity in any future hiring.

**Table 20: Faculty Density by Rank, Age, Gender, Program Area and Ethnic Background**

Program Area	Rank				Gender		Ethnic Background			Highest Degree		Age	
	Other	Assistant Professor	Associate Professor	Professor	Male	Female	Black	White	Other	M.S.	Ph.D.	<45	=>45
Agricultural Economics	1	3	2	3	8	1	7	2	0	1	8	3	6
Agricultural Education	0	1	2	0	3	0	3	0	0	0	3	2	1
<b>Total</b>	1	4	4	3	11	1	10	2	0	1	11	5	7

**1. Highest degree earned**

There are twelve faculty members in the department and each has a Ph.D. in his/her major field except one who has a master’s degree (Table 20).

**2. Rank and tenure**

The distribution by rank indicates three full-professors, four associate professors, four assistant professors and one instructor. (Table 20) The number of tenure-track positions stands at six (Table 10): with four (two tenured) in agricultural economics and two (one tenured) in agricultural education. The department is in the process of filling another tenure track position in agricultural economics by fall 2006 and it is hoped that

the current budget reductions will not undermine this situation. Effective fall 2005, the department has received authorization to tenure faculty in research positions. The procedure and policies for reappointment, promotion and tenure are similar to those outlined for faculty in teaching positions and the criteria are in Appendix 2. Recent years have witnessed enrollment growth in the agricultural education program. Hence there is a need to provide additional faculty resource commensurate with this growth.

### **3. Age ranges**

Just over 58 percent of the faculty members are at least 45 years old and of this more than 85 percent are in the agricultural economics program (Table 20).

### **4. Gender**

The overall faculty profile again shows the absence of diversity in terms of gender. All the faculty members in the department except one are males.

### **5. Race**

The faculty profile again demonstrates lack of ethnic diversity. Two of the faculty members are White and the rest are Black (Table 20).

## **V. Progress Toward University's Mission**

### **A. Access (past 3-5 years)**

#### **1. Enrollment patterns and trends of undergraduate and graduate students, where applicable, provide age, sex, race)**



**Table 21: Enrollment Patterns and Trends by Program and Gender (2002-2007)**

Year	Classification	Gender	Program		Total
			Agricultural Economics	Agricultural Education	
2002-03	Undergraduate	Male	21	16	37
		Female	11	3	14
	Graduate	Male	10	13	23
		Female	9	15	24
2003-04	Undergraduate	Male	25	22	47
		Female	16	5	21
	Graduate	Male	8	11	19
		Female	12	11	23
2004-05	Undergraduate	Male	23	25	48
		Female	17	8	25
	Graduate	Male	7	12	19
		Female	11	9	20
2005-06	Undergraduate	Male	17	19	36
		Female	17	7	24
	Graduate	Male	8	25	33
		Female	7	15	22
2006-07	Undergraduate	Male	17	21	38
		Female	19	10	29
	Graduate	Male	9	19	28
		Female	3	26	29

**2. Enrollment of undergraduate transfers**

Data are not available for this section.

### 3. Enrollment in degree-credit distance learning

**Table 22: Enrollment Numbers in Degree-Credit Distance Learning Course (2002-2007)**

Program	Year				
	2002-03	2003-04	2004-05	2005-06	2006-07
Agricultural Economics	0	0	0	0	0
Agricultural Education	84	110	185	223	287
Total	84	110	185	223	287

### 4. Awarding of degrees (past 3 years)

See data in Table 23: Awarding of Degrees by Program, Level and Gender (2003 to 2007).

**Table 23: Awarding of Degrees by Program, Level and Gender (2003 to 2007)**

Year	Classification	Gender	Program		Total
			Agricultural Economics	Agricultural Education	
2002-03	Undergraduate	Male	1	1	2
		Female	2	1	3
	Graduate	Male	1	6	7
		Female	1	6	7
2003-04	Undergraduate	Male	2	2	4
		Female	1	2	3
	Graduate	Male	1	4	5
		Female	2	6	8
2004-05	Undergraduate	Male	7	5	12
		Female	4	0	4
	Graduate	Male	7	6	13
		Female	7	6	13
2005-06	Undergraduate	Male	4	6	10
		Female	3	2	5
	Graduate	Male	2	5	7
		Female	3	2	5
2006-07	Undergraduate	Male	5	9	14
		Female	2	7	9
	Graduate	Male	5	6	11
		Female	2	4	6

### 5. Degrees by division or level

The degrees by division information is found in Table 23: Awarding of Degrees by Program, Level and Gender (2003 to 2007)

**B. Faculty Development**

**1. Discovery (organized research)**

**a. Number of applications**

**Table 24: Number of Extramural Proposals Submitted by Program (2003 – 2007)**

Program	Year					Total	5-yr avg
	02-03	03-04	04-05	05-06	06-07		
Agricultural Economics	19	19	22	29	10	99	19.8
Agricultural Education	11	12	10	10	8	51	10.2
Total	30	31	32	39	18	150	30

**b. Number of awards or grants and total amount**

The number of awards and grants are found in Table 25.

**Table 25: Number and Dollar Amount of Extramural Awards by Program (2003-2007)**

Program	Year									
	02-03		03-04		04-05		05-06		06-07	
	#	\$	#	\$	#	\$	#	\$	#	\$
Agricultural Economics	13	82,261	11	932,084	7	845,88	10	1,109,084	10	1,94,456
Agricultural Education	6	1,495,480	4	317,422	4	328,626	1	100,000	8	400,000
Total	19	1,577,741	15	1,249,506	11	1,173,814	11	1,209,084	18	1,494,456

**2. Engagement (public and community service)**

**a. Number and dollar amounts of grants and contracts**

Table 26 provides the information pertaining to the number and dollar amounts of grants and contracts.

**Table 26: Number and Dollar Amount of Engagement Grants by Program (2003-2007)**

Program	Year									
	02-03		03-04		04-05		05-06		06-07	
	#	\$	#	\$	#	\$	#	\$	#	\$
Agricultural Economics	5	747,768	0	0	0	0	0	0	0	0
Agricultural Education	0	0	0	0	1	893	0	0	0	0
<b>Total</b>	<b>5</b>	<b>747,768</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>893</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**b. Community service activities**

Table 27 provides the information pertaining to community service activities.

**Table 27: Number of Public and Community Service Activities by Program (2003-2007)**

Program	Year						
	02-03	03-04	04-05	05-06	06-07	Total	5-yr avg.
Agricultural Economics	26	25	24	33	28	136	27.2
Agricultural Educations	23	28	13	19	24	107	21.4
<b>Total</b>	<b>49</b>	<b>53</b>	<b>37</b>	<b>52</b>	<b>52</b>	<b>243</b>	<b>48.6</b>

### 3. Other scholarly and creative activities (publications, presentations, portfolios, exhibits, performances, etc.)

Table 28 provides the information pertaining to other scholarly and creative activities.

**Table 28: Number of all other Scholarly and Creative Activities by Program (2003-2007)**

Program	Year						Total	5-yr avg.
	02-03	03-04	04-05	05-06	06-07			
Agricultural Economics	47	81	118	145	108	499	99.8	
Agricultural Educations	50	71	63	60	27	271	54.2	
Total	97	152	181	205	135	770	154	

#### C. Interdisciplinary Activities

- The department has established two certificate programs: Commodity Merchandising Certificate program and a Certification Program in Agricultural and Natural Resources Information Science
- The department encourages its students to enroll in the waste management certificate program and the entrepreneurship certificate program
- A faculty member teaches a course in the Global Studies program
- The department was very active in developing the university studies program and has several courses in a number of the thematic clusters.

## **VI. Analysis and Summary of Data**

### **A. Trends (opportunities and threats)**

As stated elsewhere, the opportunities for the department include an administration that is supportive of the School of Agriculture and Environmental Sciences and leadership in the School with a focused direction including a well developed and articulated strategic plan and program initiatives coupled with a University's FUTURE'S vision. The department, through its sociological, economic and educational components is playing an active role in the new spirit of interdisciplinary activities. In addition, the department has the opportunity to play the role of an effective partner in the shaping of a new economic development strategy for the state of North Carolina. The only potential threat is the risk of doing nothing in the face of the remaining challenges. In this light, the department has taken several steps including revising the undergraduate agricultural economics/agribusiness curriculum and has also submitted proposals to the faculty senate to revise the graduate curriculum in agricultural economics. Furthermore, the department is seeking approval from the faculty senate to establish a certificate program in commodity merchandising.

### **B. Strengths of the department/program(s)**

The major strengths of the department emanate from the commitment and work ethic of our faculty working with competent and motivated cadre of students. The faculty, staff and students interact in a very friendly atmosphere. This is made possible in part due to the small sizes of our classes that enhance familiarity between the different groups. These factors coupled with vibrant student organizations result in well-trained students and a strong demand by employees. Furthermore, the department has a very strong program and a collaborative spirit. The agricultural education program is accredited by NCATE and SDPI and has several innovative programs such as the 2+2 Online Program. All these factors make the department a strong magnet for African-American students wishing to have careers in the food and fiber industry.

### **C. Challenges and potential solutions**

Despite the above-mentioned strengths, the department faces a number of challenges. These include low student enrollment, lack of critical mass of faculty and staff, and low retention and graduation rates. Other challenges include lack of space and adequate facilities especially classrooms. Additional challenges that were cited by the USDA/CSREES review team included lack of adequate tenure track positions, lack of cultural and gender diversity in faculty, lack of adequate reward mechanism, inadequate support for graduate programs and inadequate corporate support and interaction. However, since the review, the department has been working diligently to ameliorate these challenges.

### **D. Analysis of the three-to-five year enrollment trends in your department /program**

Table 13 presents data on 5-year enrollment trend in the department. The data show a fluctuation in both undergraduate and graduate enrollments with averages of 63.8 and 48 respectively. The undergraduate enrollment in the Agricultural Education program has grown from a low 19 students in 2002-2003 academic year to a high of 31 during 2006-2007 academic year with an average of 27.2. The corresponding numbers for the Agricultural Economics/Agribusiness program are 32 and 36 respectively with an average of 36.6. For the Agricultural Education graduate program, the 5-year average enrollment is 48 with the lowest being 39 and the highest being 57. Corresponding figures for the Agricultural Economics program are 16.8, 12 and 20 respectively. In summary, there is a need for enrollment growth in both programs at both levels, however, the problem is more acute for the graduate program in Agricultural Economics.

### **E. Analysis of retention trends in your department/program.**

The data in Table 17 present a summary of the retention rates for the department. For the last five years, (2000-2004) the rates for first time, full time students were 85.7%, 85.7%, 84.6%, 71.4 % and 100 % respectively. Even though these numbers are higher than most of the corresponding School rates (75.8%, 76.8%, 78.8%, and 81.8%), they are still low. The department has therefore developed a plan to increase retention rate by 3 percent over the next three years. This is in line with the SASES Retention Action Plan.



The department has appointment a faculty member to serve as the Retention Coordinator and a tutorial/retention office is being established. Other strategies include: posting of office hours, early warning system instituted through e-mail communications, development of plan of work for each student, and faculty conducting individual and group tutorial sessions.

**VII. Student Learning Outcomes (Please complete the attached forms A-D for each degree program being reviewed).**

**AGRICULTURAL ECONOMICS**

**North Carolina A&T State University  
Form A**

College/School/Department: School of Agriculture and Env. Sciences  
Program/Degree Level: B.S in Agricultural Economics  
Academic Year Assessment Period: 2006-2007  
Date Submitted: May 10, 2007

**Student Learning Outcomes**

*Please use this form to list the student learning outcomes for all degree programs in you department/school. Use a separate form for each degree program. The space allotted can be expanded.*

1. Acquire an understanding of the fundamental concepts and quantitative methods underlying intermediate applied economic analysis including applications in the agricultural production sector, agribusiness sector, environmental and resource management issues, and general policy and business decision making.
2. Gain the ability to critically integrate the tools of economic concepts and quantitative methods into logical decision-making constructs to assist policy makers and target groups such as consumers, government, and enterprises dealing with agricultural commodities
3. Develop verbal and written communication skills that are necessary for efficient and clear dissemination of economic analysis, as well as for success in private and public sector careers that logically follow the degree program. Graduates will be capable of communicating the results of economic analyses in a clear, compelling and informative fashion in both oral and written forms.
4. Acquire the basic management concepts needed to implement organizational procedures that achieve an appropriate use and management of inputs or resources.
5. 4. Acquire knowledge in environmental and natural resource issues and policies and understand the concepts needed for managing environmental and natural resources.

**North Carolina A&T University  
Form A**

**Student Learning Outcomes (cont.)**

6. Exhibit an understanding of the fundamentals of management, marketing, futures and finance concepts necessary for designing and implementing integrated resource allocation decisions within the context of modern multi-faceted Agribusiness firms.

**Overall Program Outcomes** *such as job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction; persistence and time to degree, etc. Be specific, e.g. "At least ¼ of each graduating class will apply to graduate school."*

5. One hundred percent (100%) of graduates will be gainfully employed or will enroll in a graduate school program

# North Carolina A&T State University

## Form B

College/School/Department: School of Agriculture and Env. Sciences  
Program/Degree Level: B.S in Agricultural Economics  
Academic Year Assessment Period: 2006-2007  
Date Submitted: May 10, 2007

### II. Evaluation Methods

*In each row, please list measurements used to assess student learning outcomes and program outcomes. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

<b>Commercially Available Tests/Surveys</b>	
There are no commercially available tests/surveys for students in this program	
.	

## North Carolina A&T State University

### Form C

College/School/Department: School of Agriculture and Env. Sciences  
 Program/Degree Level: B.S in Agricultural Economics  
 Academic Year Assessment Period: 2006-2007  
 Date Submitted: May 10, 2007

#### II. Evaluation Methods

*List Qualitative and/or quantitative measurements. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

Locally Developed Methods	
<p>1) Instructors of all agricultural economics/agribusiness courses specify core topic and learning goals specific for their course and institute grading standards tied to these topics, so that a "C" or better requires a basic understanding of the core topics and an "A" indicates a complete mastery of these topics. Class grades are forwarded by instructors through the registrar's office to the undergraduate academic advisors. Students are also required to participate in an internship. This provides external evaluation of these skills in a professional context. (Outcome 1, 4, 5 and 6)</p>	<p>5) Alumni Surveys- alumni are mailed a 50-item questionnaire (Some variables/areas included are assessment of intellectual environment of the department, curricular and career advising, specialized facilities, scholarly and professional competency of faculty and relevance of degree requirements to their field of employment (over 90% of alumni surveyed indicate a response of "good" or "excellent" in the above areas) (Outcomes 1, 2, 3, 4, 5 and 6)</p>
<p>2) All students in agricultural economics/agribusiness take at least</p>	<p>6) Senior Exit Interviews-All seniors are interviewed individually using a</p>

<p>three 400-level integrative class (AGEC 432, 434, and 436) . Courses use assignments that require a knowledge of core economic and quantitative methods concepts, critical and evaluative thinking, and concept integration. Class tests and term papers are used to assess each student's critical and evaluative thinking, analytical skills, and concept integration performance. (Outcome 2)</p>	<p>standardized format developed by the School of Agriculture and Environmental Sciences. Some variables/areas in the instrument include post-graduation plans, overall evaluation of the department, effectiveness of curricula, the best experience of the department, the worst experience of the department and whether or not they will recommend the program to others. ave exit interviews, either individually or in focus groups (90% of students expressed satisfaction with the agricultural economics/agribusiness program) (Outcomes 1, 2, 3, 4, 5 and 6)</p>
<p>3) All students take coursework in oral and written communication that meets the NC A&amp;T State University's university studies requirements (UNST103, 110, 130). In addition, all students take ENGL 101 ("Ideas and Their Expression) which provides students with additional experience in various models of writing and techniques of writing research paper and analyzing literary selections. These courses require significant writing assignments, including a term project or paper. Furthermore, students take at least one course in speech fundamentals (SPCH 250). Also students in B.S. Agricultural Economics program take at least six hours of</p>	<p>7) Retention and graduation rates are obtained from Office of Institutional Planning, Assessment, and Research. Enrollment and the numbers are analyzed. (Outcomes 1,2,3,4, 5 and 6)</p>

<p>foreign language courses. Class grades are forwarded to the undergraduate academic advisors for review. (FOLA) Finally students are required to participate in an internship which requires document outcomes through post-internship interviews and contacts with supervisors. This provides external evaluation of communication skills in a professional context (Outcome 3)</p>	
<p>4) Employer Survey: The Department annually conducts a survey of employers of our students a year after graduation. The objectives of this survey are to: 1) determine the major strengths of the agricultural economics/agribusiness program, and 2) determine improvements needed in the program. (Outcomes 1, 2, 3, 4, 5, and 6)</p>	<p>8) Student Evaluation of Courses: This assessment procedure is administered by the departmental administrative assistant at the end of each semester using a standardized instrument developed by the university. Results are returned to the department upon completion of the appropriate analysis. Some of the questions embodied in the evaluation instrument include whether or not course syllabus was distributed at the beginning of the course, was course objectives clearly explained at the beginning of the course, was course carefully planned, were course readings related to the course goals, and whether or not the instructor demonstrated mastery of the subject matter. (Outcomes 1, 2, 3, 4, 5, and 6)</p>

## North Carolina A&T State University

### Form D

College/School/Department: School of Agriculture and Env. Sciences  
Program/Degree Level: B.S in Agricultural Economics  
Academic Year Assessment Period: 2006-2007  
Date Submitted: May 10, 2007

### III. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

*Please list the major findings and program improvements made as a result of assessing student learning and programs outcomes. Describe the decision-making process and persons/groups involved. Link the findings to the methods used. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

The assessment procedure shows that many of our students have a basic understanding of the core topics and some demonstrating complete mastery. However, a few of them do have problems meeting the minimum requirements especially in the area of intermediate macroeconomics and quantitative methods. Furthermore, it has been determined that some of our students do lack the necessary communication skills. Consequently the department has instituted tutorial programs in intermediate macroeconomics and quantitative methods to provide extra help to the students. Also the department is working the Center for Student Success to organize workshops in developing practical communication skills. In addition, these findings are used in making suggestions for overall curriculum review, specific course content and teaching approaches to enhance opportunities to more fully achieve intended learning outcomes. Performance results are used to compare student skills with perceived needs in the market place.



The last survey of our alumni and employers, produced four significant findings: 1) about 30 percent of our alumni believe the curriculum and system of academic advisement need improvement 2) over 75 percent of our graduates have full-time employment 3) the employers cited the need to improve the communication skills training of our students 4) the employers recommend more agribusiness-related courses and courses dealing with communication in our curriculum. As a result of these findings, the Department has completely revised its undergraduate agricultural economics/agribusiness curriculum to address these shortcomings. These include the addition of three agribusiness courses and retaining ENGL 101 in addition to the other UNST requirements

The Senior Exit Interviews showed that our students have a very positive evaluation of the overall academic environment in the department. Over 90 percent identified as their best experience, the devotion and caring nature of our faculty and staff. However, a number of the expressed concern about the quality of academic advisement. Consequently, the department is working with the Center for Student Success to organize workshops for all faculty members aimed at improving academic advisement. Student evaluation of courses show that students consistently gave our courses an average grade of 4.6 out of 5. This is the highest in the school and among the highest on campus. The retention and graduation rates for the department are low and so the department has embarked on activities designed to improve these numbers. A retention coordinator has been appointed and a departmental retention plan has been developed in line with those of the School of Agriculture and Environmental Sciences. As part of this plan the department is establishing a Retention and Advisement Room in suite 154 Carver Hall that will be fitted with the necessary equipment and materials to provide additional support to our students.

**North Carolina A&T State University**  
**Form A**

College/School/Department: School of Agriculture and Env. Sciences  
Program/Degree Level: M.S in Agricultural Economics  
Academic Year Assessment Period: 2006-2007  
Date Submitted: May 10, 2007

**Student Learning Outcomes**

*Please use this form to list the student learning outcomes for all degree programs in your department/school. Use a separate form for each degree program. The space allotted can be expanded.*

1. Graduates will understand economic theory and quantitative methods at an advanced level: Advanced economic theory and quantitative methods will be well understood for applied economic analysis and empirical research in the field.

2. Graduates will be rigorously-trained in critical, integrative, and evaluative thinking: Graduates will be able to rigorously apply economic theory, quantitative methods, and institutional knowledge relating to the economic problem context to conduct relevant analysis that facilitates the ability of consumers, agricultural and nonagricultural firms, and/or policy makers to make economically rational decisions. Graduates will be capable of rigorous analysis and evaluation of broad economic and social problems concerning the allocation of individual, firm and social resources.

3. Graduates will have advanced communication skills: Advanced written and oral communication skills are necessary for efficient and clear dissemination of the knowledge generated from rigorous economic analysis, as well as for success in private and public sector careers in the various subfields of economics. Graduates will develop advanced communication skills through writing and presenting the content of class assignments and research papers written as requirements in graduate courses, as well as in the writing and oral presentation of a Master's project or thesis.

**North Carolina A&T University  
Form A**

**Student Learning Outcomes (cont.)**

**Overall Program Outcomes** *such as job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction; persistence and time to degree, etc. Be specific, e.g. "At least ¼ of each graduating class will apply to graduate school."*

5. One hundred percent (100%) of graduates will be gainfully employed or pursue further studies at the doctoral level.

# North Carolina A&T State University

## Form B

College/School/Department: School of Agriculture and Env. Sciences  
Program/Degree Level: M.S in Agricultural Economics  
Academic Year Assessment Period: 2006-2007  
Date Submitted: May 10, 2007

### II. Evaluation Methods

*In each row, please list measurements used to assess student learning outcomes and program outcomes. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

<b>Commercially Available Tests/Surveys</b>	
No commercially available tests/surveys are utilized for the agricultural economics program at this time.	
.	

# North Carolina A&T State University

## Form C

College/School/Department: School of Agriculture and Env. Sciences  
 Program/Degree Level: M.S in Agricultural Economics  
 Academic Year Assessment Period: 2006-2007  
 Date Submitted: May 10, 2007

### II. Evaluation Methods

*List Qualitative and/or quantitative measurements. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

Locally Developed Methods	
<p>1. Instructors of all AGECE courses specify core topics and learning goals for their course and institute grading standards tied to these topics, so that a "B" or better requires a strong understanding of the core topics and an "A" indicates a complete mastery of these topics. All graduates successfully complete core courses in microeconomic theory (AGECE 710), macroeconomic theory (AGECE 720) and advanced statistics (AGECE 705) and for graduates taking the non-thesis option, a course in econometrics (AGECE 708) is required. Instructors of these courses specify core topics for the course and institute grading standards tied to these topics, so that a "B" requires a clear understanding of</p>	<p>4. Employer Survey - This is given to the employers of graduates, one year after the alumnus has matriculated through the advanced program. This is given to measure the employer's opinion as to how effectively their respective employee was prepared professionally by the agricultural economics graduate program. (Student Learning Outcomes 1, 2, and 3)</p>

<p>the core topics and an "A" indicates a complete mastery of these topics. (Student Learning Outcomes 1 and 2)</p>	
<p>2. All graduates take at least 9 credits of economic application involving integrative classes that provide institutional context for problems in their program track of interest. In addition, all graduates also write a research paper or thesis. Furthermore students doing taking AGEC 708 has to write an econometric project. Furthermore all graduates take at least 3-credit hours of research methods (AGEC 725 or AGED 703). Each student's critical, analytical, evaluative and integrative thinking skills, as demonstrated in the research paper, or thesis is then analyzed. (Student Outcome 2)</p>	<p>5. Alumni Survey - This is given one year after graduation to measure the overall effectiveness of the program in preparing the student professionally for their given career choice in the field of agricultural economics. (Student Learning Outcomes 1, 2 and 3)</p>
<p>3. All graduates write a research paper or thesis. In addition all students take research methods (AGEC 725 or AGED 703) and students in AGEC 708 write an econometric project. An evaluation of these activities demonstrates each student's writing skills of each student. Furthermore, using a seminar format, the students present research papers, class projects and theses. An evaluation of these presentations, demonstrate the communication skills of each student. research methods class and econometric projects. (Outcome 3)</p>	<p>6. Comprehensive Examination: All graduates take comprehensive examinations in microeconomic theory and advanced statistics. These exams are designed to provide an assessment of the overall understanding of the student in these areas. Students have two attempts to pass both exams after which the student would have to petition the comprehensive committee for a third attempt. Failing the third attempt results in summarily dismissal from the program. (Student Learning Outcome 1)</p>

# North Carolina A&T State University

## Form D

College/School/Department: School of Agriculture and Env. Sciences  
Program/Degree Level: M.S in Agricultural Economics  
Academic Year Assessment Period: 2006-2007  
Date Submitted: May 10, 2007

### III. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

*Please list the major findings and program improvements made as a result of assessing student learning and programs outcomes. Describe the decision-making process and persons/groups involved. Link the findings to the methods used. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

1. Course grades for the student are forwarded to the academic advisor. If a student makes a grade of less than a "B", the advisor meets with the student to determine the appropriate course of action including retaking or auditing the course. The assessment of the core courses and program track courses indicates that most of the students are performing at grade "B" or better. However, microeconomic theory and advanced statistics seem to pose the most problems to them. As a further reflection of this finding, a number of our students do not pass the comprehensive examination at the first attempt. As a result, we encourage less-than-exceptional applicants to take remedial courses in these two core topics before beginning the graduate program. In addition, suggestions relating to the overall program curriculum, or to specific course content or teaching approach have been made as appropriate by the Department Chairperson and the Curriculum Committee. (Student Learning Outcomes 1 and 2)

2. An evaluation of each student's writing skills as demonstrated in the research paper or thesis, an oral communication skills as demonstrated in the oral defense of the research paper or thesis is forwarded to the academic advisor for review. A major finding of this effort, including results of employer survey, is that some of our students lack the necessary communication skills. As a result of this finding, the Department is working with the Office of Career Services to organize workshops to enhance student's oral and written communication skills. In addition, all instructors are encouraged to have a communication component to all courses and to reflect this in the grading schemes. (Student Learning Outcome 3)



AGRICULTURAL EDUCATION

**North Carolina A&T State University  
Form A**

College/School/Department: School of Agriculture and Env. Sciences  
Program/Degree Level: B.S in Agricultural Education  
Academic Year Assessment Period: 2006-2007  
Date Submitted: May 10, 2007

**Student Learning Outcomes**

*Please use this form to list the student learning outcomes for all degree programs in your department/school. Use a separate form for each degree program. The space allotted can be expanded.*

- |  |
|--|
| 1. Teachers of agriculture plan and conduct a program of knowledge and skill to prepare students for entry into global agricultural occupations.   |
| 2. Teachers of agriculture plan and conduct a program of knowledge and skill to manage the agricultural laboratory.                                |
| 3. Teachers of agriculture plan and conduct a program of knowledge and skill to prepare students for entry into plant science occupations.         |
| 4. Teachers of agriculture plan and conduct a program of knowledge and skill to prepare students for entry into environmental science occupations. |
| 5. Teachers of agriculture plan and conduct a program of knowledge and skill to prepare students for entry into animal science occupations.        |

**North Carolina A&T University  
Form A**

**Student Learning Outcomes (cont.)**

6. Teachers of agriculture demonstrate instructional and assessment methods that are appropriate for Agricultural Education programs.
7. Teachers of agriculture coordinate FFA, the career-technical student organization, according to State and National Guidelines.
8. Teachers of agriculture use strategies that facilitate student development of workplace knowledge and skills.
9. Teachers of agriculture integrate career development into the program, including career planning and readiness
10. Teachers of agriculture are committed to professional development.
11. Teachers of agriculture conduct successful Agricultural Education Programs.

**Overall Program Outcomes** such as job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction; persistence and time to degree, etc. Be specific, e.g. "At least ¼ of each graduating class will apply to graduate school."

1. One hundred percent of graduates matriculating through the agricultural education program will be gainfully employed or enter graduate school upon graduation.
2. At least 90% of graduates entering the secondary education track of the agricultural education program will successfully complete the teacher licensure program and obtain licensure for secondary agricultural education in North Carolina.
3. At least 80% of agricultural education students will obtain a summer internship during their undergraduate tenure.

# North Carolina A&T State University

## Form B

College/School/Department: School of Agriculture and Env. Sciences  
Program/Degree Level: B.S in Agricultural Education  
Academic Year Assessment Period: 2006-2007  
Date Submitted: May 10, 2007

### II. Evaluation Methods

*In each row, please list measurements used to assess student learning outcomes and program outcomes. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

<b>Commercially Available Tests/Surveys</b>	
No commercially available test is utilized for the agricultural education program at this time.	

## North Carolina A&T State University

### Form C

College/School/Department: School of Agriculture and Env. Sciences  
 Program/Degree Level: B.S in Agricultural Education  
 Academic Year Assessment Period: 2006-2007  
 Date Submitted: May 10, 2007

#### II. Evaluation Methods

*List Qualitative and/or quantitative measurements. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

Locally Developed Methods	
<p>1. Alumni surveys are given to students one year after they graduate to measure their opinions of how the program prepared them in the areas of animal, plant, soil, and environmental science. Additionally the survey measures program effectiveness in relation to various areas of core professional education knowledge, in addition to preparation in overall professional characteristics such as leadership, networking, collaboration, and attitude towards diversity. (Student Learning Outcomes 1 - 11 and Overall Program Outcomes 1 - 3)</p>	<p>3. Student Teaching Portfolios - This serves a summative document given to students to measure their overall knowledge base gain and professionalism as a result of their student teaching internship. (Student Learning Outcomes 1 - 11 and Program Outcomes 1-3)</p>
<p>2 The Department of Agribusiness, Applied Economics and Agriscience</p>	<p>4. Professor designed test to measure content knowledge (Student Learning</p>

<p>Education annually conducts a survey of employers (principals) of agricultural education graduates exactly one year after graduation. The objectives of this survey are to: 1) determine the major strengths of the agricultural education program, and 2) determine improvements needed in the agricultural education program.</p>	<p>Outcomes 1 - 11)</p>
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# North Carolina A&T State University

## Form D

College/School/Department: School of Agriculture and Env. Sciences  
Program/Degree Level: B.S in Agricultural Education  
Academic Year Assessment Period: 2006-2007  
Date Submitted: May 10, 2007

### III. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

*Please list the major findings and program improvements made as a result of assessing student learning and programs outcomes. Describe the decision-making process and persons/groups involved. Link the findings to the methods used. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

Graduates revealed that strengths of the agricultural education program are as following; technical courses in agriculture, quality courses in agricultural education, field experiences, educational experiences that enhance students leadership and social skills, faculty interest in students, program diversity, career development, and internships. (Student Learning Outcomes 1 - 11 and Program Outcomes 1-3)

The findings revealed the following needs in the agricultural education program: curriculum revisions, more agricultural education faculty, student financial assistance, more technical agriculture courses especially in the area of plant propagation, more training in utilizing instructional technology and newer equipment, more training in special education, and academic advisement. (Student Learning Outcomes 1 - 11 and Program Outcomes 1-3)

#### Program Improvements

1) Peer review of course content for each of the agricultural courses. Attending professional workshops to upgrade technical knowledge in subject matter areas.

(Student Learning Outcomes 1 - 11 and Program Outcomes 1-3)

2) Attending advisement workshops sponsored by the school of agriculture and advising students to enroll in more technical agriculture courses to strengthen their background for a teaching profession. (Student Learning Outcomes 1 - 11 and Program Outcomes 1-3)

3) Infusion of more technology in the agricultural education program with the implementation of an updated computer laboratory and distance learning classroom. (Student Learning Outcomes 1 - 11 and Program Outcomes 1-3)

4) The addition of an university development officer to seek funding for scholarships and other student projects. (Student Learning Outcomes 1 - 11 and Program Outcomes 1-3)

5) Curriculum revisions made included the addition of a plant propagation course and special education course. (Student Learning Outcomes 1 - 11 and Program Outcomes 1-3)

Below is a summary of employer opinions from the following academic years: 2002 – 2005.

Employers revealed the following results in relation to the effectiveness of the agricultural education graduates currently employed by their organizations:

- Employers indicated that agricultural education graduates are above average in relation to their level of technical knowledge.

- In relation to networking and collaborative cooperation skills, Agricultural Education graduates were ranked as slightly above average by employers.

- Agricultural education graduates were ranked as slightly above average in relation to their attitude towards diversity.

- Computer/ Technology Skills were ranked as above average by the majority of employers.

- In relation to human relations skills and leadership ability agricultural education graduates were ranked as above average in these categories.

- Assessment and Evaluation Skills were ranked as slightly above average by employers.

- Professionalism and Overall Job Performance were ranked as slightly above average by the employers. (Student Learning Outcomes 1 - 11 and Program Outcomes 1-3)

Changes as a result of employer surveys:

- A course in special populations was included in the curriculum to address the attitude towards diversity, particular with special needs children.

- Curriculum revision in the program design and evaluation courses to aid in improving graduates evaluation skills.

- More emphasis on professionalism will be infused throughout all courses. (Student Learning Outcomes 1 - 11 and Program Outcomes 1-3)



**North Carolina A&T State University**  
**Form A**

College/School/Department: School of Agriculture and Env. Sciences  
Program/Degree Level: M.S in Agricultural Education  
Academic Year Assessment Period: 2006-2007  
Date Submitted: May 10, 2007

**Student Learning Outcomes**

*Please use this form to list the student learning outcomes for all degree programs in your department/school. Use a separate form for each degree program. The space allotted can be expanded.*

1. Instructional Expertise: Applies the theoretical, philosophical, and research bases for educational practice in elementary, middle, and secondary school classrooms to improve student learning. Plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical stance and with best practices emerging from educational research

2. Knowledge of Learners: Incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning. Plans, implements, and evaluates instruction that is responsive to wide variations in students' learning needs and learning styles

3. Research Expertise: Understands and employs methods of research to examine and improve instructional effectiveness and student achievement

4. Connecting Subject Matter and Learners: Understands and links subject matter and students' developmental and diverse needs in the context of school settings. Plans, implements, and evaluates instruction that reflects intellectual rigor and depth of knowledge in both subject matter disciplines and students' diverse learning needs.

**North Carolina A&T University  
Form A**

**Student Learning Outcomes (cont.)**

5. Professional Development and Leadership: Demonstrates self-directed, self-reflective professional behavior and provides leadership to colleagues and communities through collaboration.

**Overall Program Outcomes** such as job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction; persistence and time to degree, etc. Be specific, e.g. "At least ¼ of each graduating class will apply to graduate school."

1. One hundred percent of graduates matriculating through the agricultural education advanced program will be gainfully employed or pursue further studies at the doctoral level.
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2. One hundred percent of students in the professional licensure track will complete the program and obtain their "M" level teacher's license.
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3. One hundred percent of the students in both the professional service and professional licensure track will display advanced performance on their job as a result of completing the master's program in agricultural education.
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# North Carolina A&T State University

## Form B

College/School/Department: School of Agriculture and Env. Sciences  
Program/Degree Level: M.S in Agricultural Education  
Academic Year Assessment Period: 2006-2007  
Date Submitted: May 10, 2007

### II. Evaluation Methods

*In each row, please list measurements used to assess student learning outcomes and program outcomes. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

<b>Commercially Available Tests/Surveys</b>	
No commercially available test are utilized for the agricultural education program at this time.	

## North Carolina A&T State University

### Form C

College/School/Department: School of Agriculture and Env. Sciences  
 Program/Degree Level: M.S in Agricultural Education  
 Academic Year Assessment Period: 2006-2007  
 Date Submitted: May 10, 2007

#### II. Evaluation Methods

*List Qualitative and/or quantitative measurements. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

Locally Developed Methods	
<p>1. Alumni Survey - This is given one year after graduation to measure the overall effectiveness of the program in preparing the student professionally for their given career choice in the field of agriculture. (Student Learning Outcomes 1-5 and Program Outcomes 1 - 3)</p>	<p>3. Advanced Product of Learning Portfolio - This is a summative collection of documents indicating the students attainment of the advanced competencies in the master's program, this is evaluated by the candidate's graduate committee during their final semester in the program. (Student Learning Outcomes 1-5 and Program Outcomes 1 - 3)</p>
<p>2. Employer Survey - This is given to the employers of graduates, one year after the alumnus has matriculated through the advanced program. This is given to measure the employer's opinion as to how effectively their respective employee was prepared professionally by the agricultural education advanced program. (Student Learning Outcomes 1-5 and Program Outcomes 1 - 3)</p>	

## North Carolina A&T State University

### Form D

College/School/Department: School of Agriculture and Env. Sciences  
Program/Degree Level: M.S in Agricultural Education  
Academic Year Assessment Period: 2006-2007  
Date Submitted: May 10, 2007

### III. Major Findings and Changes Made to Program as a Result of Assessing Outcomes/Goals

*Please list the major findings and program improvements made as a result of assessing student learning and programs outcomes. Describe the decision-making process and persons/groups involved. Link the findings to the methods used. Indicate in parentheses at the end of each measurement the student learning and/or program outcome being assessed (see example forms).*

The Department of Agribusiness, Applied Economics and Agriscience Education annually conducts the survey of graduates exactly one year after graduation. The objectives of this survey are to: 1) determine the major strengths of the agricultural education program, and 2) determine improvements needed in the agricultural education program. Below is a summary of program graduates opinions from the following academic years 2002 – 2003, 2003 – 2004, and 2004 – 2005. (Student Learning Outcomes 1-5 and Program Outcomes 1 - 3)

In addressing the first objective graduates indicated that the agricultural education either was slightly above average or average in preparing them in the areas of technical knowledge, networking/collaboration/cooperation, attitude toward diversity, professionalism, communication skills, computer skills, computer/technology skills, human relation skills, leadership ability, assessment and evaluation skills, and overall job performance. (Student Learning Outcomes 1-5 and Program Outcomes 1 - 3)

In addressing the second objective regarding program improvements even though overall no weaknesses were identified the agricultural education faculty saw the need to add more technical content through the AGED 709 course in the area of horticulture and biotechnology, which were done during the 2003-04 academic year. Also more case study based testing was added to each course to encourage high level cognition within master's candidates. (Student Learning Outcomes 1-5 and Program Outcomes 1 - 3)

The Department of Agribusiness, Applied Economics and Agriscience Education annually conducts a survey of employers (principals) of agricultural education graduates exactly one year after graduation. The objectives of this survey are to: 1) determine the major strengths of the agricultural education program, and 2) determine improvements needed in the agricultural education program. Below is a summary of employer opinions from the following academic years: 2002 – 2003, 2003 – 2004, and 2004 – 2005.

1. Slightly above average to above average in technical knowledge,
2. Slightly above average to above average in networking, collaboration and cooperation,
3. Slightly above average to above average in attitude toward diversity,
4. Slightly above average to above average in professionalism,
5. Slightly above average to above average in communication skills,
6. Slightly above average to above average in computer/technology skills,
7. Slightly above average to above average in human relation skills,
8. Slightly above average to above average in leadership ability,
9. Slightly above average to above average in assessment and evaluation skills,
10. Slightly above average to above average in overall job performance. (Student Learning Outcomes 1-5 and Program Outcomes 1 - 3)

#### Program Improvement Strategies As a Result of the Employer Survey:

Even though no program weaknesses were identified by employer's agricultural education faculty felt the need to place increased emphasis upon networking and collaboration skills in addition to professionalism in AGED 700 and 704. (Student Learning Outcome 5 and Program Outcomes 1 - 3)

## **APPENDIX 1: SAES Student Exit Interview**

**School of Agriculture and Environmental Sciences (SAES)  
North Carolina A&T State University**

**Student Exit Interview**

Greetings:

On behalf of the entire SAES family we would like to congratulate you on this milestone accomplishment. We are very happy you choose A&T and more so the SAES to prepare you for future careers. We wish you much success as you share with the world what you have learned and experienced at this great institution.

As you leave us, we would like to ask you to share your perspective on your experiences at the university by completing the questions below. This information will not only help the SAES build on its strength, but also enable us to become more conscious of needs for improvements in specific areas. Better understanding our responsibilities to students will assist us in efforts to recruit, retain and enhance the student educational experience while at NCA&TSU.

We commit to holding all of your responses in strict confidence and will only use the data gathered in summary reports to study student satisfaction.

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Name:

Department:

Degree (BS /MS) and Major:

Graduation Date:

Initial Enrollment Date:

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**Overall Impression of your experience at North Carolina A&T State University**



Please evaluate the overall quality of each of the following: (Circle one of the following: 5= Excellent; 4 = Very Good; 3 = Good; 2 = Fair; 1 = Poor)

I would rate my overall academic experience in the SAES as 1 2 3 4 5

The new student orientation class in my department was? 1 2 3 4 5

My major curriculum was 1 2 3 4 5

The overall quality of instruction at the University was 1 2 3 4 5

The overall quality of instruction in the SAES was 1 2 3 4 5

The interaction with faculty in the SAES was 1 2 3 4 5

The interaction with staff in the SAES was 1 2 3 4 5

The overall quality of my education was 1 2 3 4 5

The social environment in the department was 1 2 3 4 5

### **Experiential Questions**

Would you recommend the University/SAES to your family and friends? ( ) Yes No ( )

Did you actively participate in student organizations? ( ) Yes No ( )

Did you utilize the services offered by the Office of Career Services ( ) Yes No ( )

Did you attend summer school during your tenure at A&T ( ) Yes No ( )

Did you have an internship/coop during your undergraduate career ( ) Yes No ( )

**Substantive Questions**

What are your career plans? (If you plan to start a new job or attending graduate school, please specify with the name of company, institution and starting date)

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If you have accepted a position, please circle your yearly salary range:

- |                   |                   |
|-------------------|-------------------|
| < \$20,000        | \$40,000 – 49,999 |
| \$20,000 – 29,999 | \$50,000 – 59,999 |
| \$30,000 – 39,999 | 60,000 or >       |

What did you like most during your tenure at A&T about the SAES?

What did you like least during your tenure at A&T about the SAES?

Additional Comments:

Please provide us with the requested information:

Permanent Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Telephone Number \_\_\_\_\_

Email Address \_\_\_\_\_

**APPENDIX 2 - Application Summary Form for Reappoint, Promotion  
and Tenure**



1. Courses or Labs Taught

Course or Lab Taught Elsewhere	Semester	Enrollment

Course or Lab Taught at A&T	Semester	Enrollment

Note: For the remainder of this Summary Form, give only the number or frequency. Do not list details unless requested.

	A&T	Elsewhere
2. New Courses developed and taught		
3. Undergraduates Advised/year (Average)		
4. Student Organization Involvement		
5. Graduate Students (Total Completed) As Advisor/As A Committee Member		
6. Graduate Students (Current Advisor) As Advisor/As A Committee Member		

**III. RESEARCH AND/OR PROFESSIONAL EXPERIENCE**

Years of Research at NCA&TSU: \_\_\_\_\_ Elsewhere: \_\_\_\_\_

Years of Non-teaching Research/Professional Experience: \_\_\_\_\_

	A&T	Elsewhere
1. Research Grants /Contracts Applied for As PI /CO-Invest	/	/
2. Research Grants /Contract Awarded- As PI /CO-Invest	/	/
3. Publications in Refereed Journals- As Author/Co-Author	/	/
4. Journal Articles Accepted for Publication- As Author/Co-Author	/	/
5. Journal Articles Under Review- As Author/Co-Author	/	/
6. Conference Proceedings-Published/Accepted for Publication	/	/

7. Conference Presentations: \_\_\_\_\_
8. Research -Related Final Reports Completed: \_\_\_\_\_
9. Workshops and Seminars Conducted: \_\_\_\_\_
10. Conference and/or Session Organized/Seminars Conducted: \_\_\_\_\_
11. Study beyond Terminal Degree (E.G., Short Courses, Workshops) \_\_\_\_\_
12. Memberships in Professional Societies: \_\_\_\_\_
13. Professional Society Leadership Activities: \_\_\_\_\_
14. Non-Research Grants Awarded (E.G., Development, Travel, Etc.): \_\_\_\_\_
15. Books/Chapters Authored or Edited: \_\_\_\_\_
16. Reviews of Articles, Papers and Books: \_\_\_\_\_
17. Number of Graduate Students Supported (List in V.): \_\_\_\_\_
18. Number of Undergraduate Students Supported: \_\_\_\_\_
19. Consulting Activities: \_\_\_\_\_

**IV. SERVICE TO THE UNIVERSITY**

1. Department Committees or Service \_\_\_\_\_
2. School Committees or Service \_\_\_\_\_
3. University Committees or Service \_\_\_\_\_
4. Community Service \_\_\_\_\_

5. Other (describe) \_\_\_\_\_

**V. LIST OF RESEARCH UNDERGRADUATE AND GRADUATE STUDENTS THAT WERE ADVISED AND SUPPORTED FINANCIALLY DURING LAST FIVE YEARS**

Student Name	Status	Research Responsibilities	Year	Degree



## **Form FE 104A**

Teaching and other professional experience:

Show inclusive dates, rank and/or title, institution or agency, and indicate first appointment at current institution with rank and any changes to date. (Attach additional sheet if needed.)

ACADEMIC EXPERIENCE:

PROFESSIONAL EXPERIENCE:

Publications (may be written up in summary form)

List membership(s) in professional organizations

List honors and awards

## Teaching performance

1. Summarize available evidence of effectiveness in teaching.
2. Summarize special contributions to course and curriculum development, experimentation with new methods, materials, etc.
3. Summarize evidence of effectiveness in academic advising and counseling. Including member of undergraduate students advised each semester and member of graduate students advised.



Service to the University

1. Indicate significant committee and administrative responsibilities and contributions.

Department - Responsibilities and Contributions

School - Responsibilities and Contributions

University - Responsibilities and Contributions

Service to the University continued

2. Special grants and programs brought to the University:

Dates

Source or Type

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Signature of Applicant

FOR ADMINISTRATORS' USE ONLY

Recommended for Promotion to \_\_\_\_\_

Not Recommended for Promotion to \_\_\_\_\_

Recommended for Tenure

Not Recommended for Tenure

BY: \_\_\_\_\_ Date \_\_\_\_\_

Head of Department

Recommended for Promotion to \_\_\_\_\_

Not Recommended for Promotion to \_\_\_\_\_

Recommended for Tenure

Not Recommended for Tenure

BY: \_\_\_\_\_ Date \_\_\_\_\_

Dean or Division Director

**APPENDIX 3 - North Carolina A&T State University Post Tenure  
Review Policy**



**North Carolina A&T State University**  
***Post Tenure Review Policy***  
**Approved by the University Senate Sept. 24, 2002**

**I. PREAMBLE**

The post tenure review (PTR) process outlined herein is part of North Carolina Agricultural & Technical State University's, as well as the University of North Carolina System's effort, to ensure faculty development and to promote faculty vitality. It is implemented to meet a 1997 mandate from the Board of Governors. The first recommendation adopted by the Board of Governors was: "The purpose of the review shall be to support and encourage excellence among tenured faculty by recognizing and rewarding exemplary faculty performance." While slightly more than half of this document is devoted policies related to deficiencies, it is important to keep that disproportion in perspective. Two perspectives are offered: (1) as noted above the primary function of PTR is to reward excellence; and (2) in 1999-2000 and 2000-2001 a total of 52 tenured faculty at NCA&T underwent PTR evaluations, five were judged deficient in 1999-2000, none was judged deficient in 2000-2001.

Teaching is North Carolina Agricultural and Technical State University's primary mission. While certainly not ignoring faculty responsibilities in the areas of research and service, Post Tenure Review (PTR) is above all aimed at encouraging and maintaining excellence in the classroom. The primacy of quality teaching is evident in the quite distinct ways in which the PRT policies address a deficiency in teaching performance and a deficiency in research:

- A faculty member who is judged deficient in teaching performance must establish a three-year plan for enhancing the quality of his/her teaching.
- A faculty member who is judged satisfactory or exemplary in teaching performance but deficient in research, rather than establishing a three-year plan to bolster his/her research, the faculty member's strength in teaching may be capitalized upon by assigning the faculty member teacher-mentoring responsibilities or additional teaching responsibilities.
- A faculty member who is not successful in bringing his/her teaching performance up to a satisfactory level by the end of his/her three-year plan faces possible sanctions.
- A faculty member who was judged satisfactory or exemplary in teaching performance and is not successful in bringing his/her research performance up to a satisfactory level by the end of his/her three-year plan may be assigned teacher-mentoring

Post tenure review is intended to assure continuous improvement in the performance of the faculty as they carry out the institutional mission of teaching, research, creative work and service.<sup>1</sup> The objectives of a performance review are to identify and reward exemplary faculty performance, and to identify and plan to improve less than satisfactory faculty performance. Performance review is also a means of enhancing performance of tenured faculty by stressing formative as well as summative evaluation. These evaluations should lead to effective and useful feedback, appropriate intervention, and timely and positive assistance to ensure that every tenured faculty member continues to experience professional development and accomplishments during the faculty member's career. A fundamental purpose supporting post tenure review is to enable the faculty member to engage in a peer-coordinated performance evaluation to assess level of performance, productivity, and/or career development over a longer term than is usually provided by an annual review. North Carolina A&T State University's PTR will help to continually ensure a distinguished faculty in all degree programs at the baccalaureate, master's and doctoral levels. This policy will be reviewed every five years.

## **II. PTR EVALUATION PROCEDURES**

PTR evaluations are based on performance standards developed by the department faculty. After the initial round of PTR evaluations, they shall occur once every five years for each tenured faculty member.

### **Standards for Performance**

The calendar for establishing standards shall be as follows:

- By March 31 2003 departments shall have approved their standards
- By April 29 2003 the School/College committee shall have approved all the department standards
- By the end of the 2003 Spring semester the department chairperson shall submit a copy of the department standards to the office of the Provost/Vice Chancellor for Academic Affairs

Tenured and tenure-track faculty within each department shall develop a narrative

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<sup>1</sup> As the University moves forward with its Future's Mission/Vision statement subsequent PTR policies may refer to teaching, research, creative work and service as "learning, discovery and engagement."

statement of the department's standards for performance by tenured faculty.<sup>2</sup> Standards for Exemplary and Satisfactory shall be established for **each** of the areas: (1) Teaching Performance, (2) Research Performance, Professional Growth and Related Activities and (3) Service to the University. Departments may establish their standards for Deficient and/or Satisfactory in one of two ways:

- Standards that give the Performance Review Committee (PRC) flexibility in assessing a faculty member's overall strength when judging whether performance is Satisfactory
- Standards that when met in a given area the PRC is required to judge the performance as Satisfactory in that area

Departments wishing to give the PRC flexibility to judge the overall portfolio should establish standards for Satisfactory and for Exemplary for each of the areas: (1) Teaching Performance, (2) Research Performance, Professional Growth and Related Activities and (3) Service to the University. The department should also establish standards for Distinctly Deficient for each of the three areas. The department should also write a narrative that makes it clear that when a portfolio is judged to fall between Distinctly Deficient and Satisfactory in one area, that shortfall **may** be offset by a strength in another area. For example, being judged between Distinctly Deficient and Satisfactory for Research Performance, Professional Growth and Related Activities shall require a Teaching Performance that is above Satisfactory in order for the Research Performance, Professional Growth and Related Activities to be judged Satisfactory. The narrative should provide guidelines PRCs are to employ when allowing a strength in one area to offset a between Distinctly Deficient and Satisfactory judgment in another area. When there is no offsetting strength then a portfolio that is judged to fall between Distinctly Deficient and Satisfactory in one area will be judged Deficient in that area. Furthermore, being judged Distinctly Deficient in one area may **not** be offset by strengths elsewhere in the portfolio.

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<sup>2</sup> Department Chairpersons are considered administrators. As such they are not subject to PTR evaluation but rather to an administrator's evaluation. The writing of the department performance standards is a faculty task and as such the Department Chairpersons may not participate. While Department Chairpersons are considered administrators for purposes of PTR, they are considered faculty for purposes of promotion and tenure and as such are held to the standards set for faculty when assessing their application for promotion and/or tenure.

Service, while important, is a tertiary faculty responsibility. The department narrative should make it clear whether or not an above Satisfactory judgment in service will be allowed to offset a judgment of between Distinctly Deficient and Satisfactory in teaching or in research. The department narrative should also make it clear whether or not being judged between Distinctly Deficient and Satisfactory in two areas can be offset by a strength in the third area. The department needs to establish standards for Exemplary, standards that specify a level of performance that must be met or exceeded in order for the faculty member to be judged Exemplary in a given area.

Alternatively departments may elect to circumscribe the PRC's judgments. In such cases Departments shall establish standards for Satisfactory and for Exemplary in each of the three areas. Failure to meet a standard for Satisfactory in a given area shall result in the PRC's being required to judge the faculty member as Deficient in that area regardless of strengths elsewhere in the portfolio.

Regardless of the approach taken by the department, its standards shall be consistent with the **Faculty Handbook**, and shall reflect the standards of excellence and appropriate balance of teaching, research or other creative activity, and service as prevail in the discipline and the department. In addition, these statements shall be consistent with standards used for annual performance evaluations. The University shall provide reasonable resources needed by the faculty to achieve the required level and quality of performance.

These statements shall be as specific as possible without unduly restricting the recognition of diverse valuable contributions of individual faculty members. The department standards criteria give the department the opportunity to specify what evidence it considers essential for the portfolio. For example, including criteria for faculty scores on student evaluations would mean portfolios should include student evaluations, while not specifying criteria for faculty scores on student evaluations would leave it up to the reviewees to decide whether they wished to include student evaluations in their portfolio.

These statements should be approved by the departmental tenured and tenure-track faculty by March 31, 2003. These departmentally approved standards shall, with the exception of the School of Nursing, be reviewed by a School/College committee. The tenured and tenure-track faculty of each department shall elect a representative to this School/College committee. The School/College committee, with input from the Dean, will seek to assure some uniformity of standards across departments and to assure that faculty performance standards are consistent with the established mission and do not fall

below those standards of the School/College. For those departments that elected to give the PRC flexibility in assessing a faculty member's overall strength, the School/College committee shall also attempt to assure consistency in the department narratives regarding how the PRC shall balance a strength in one area with a between Distinctly Deficient and Satisfactory judgment in another area. The School/College committee should complete its review process by April 29, 2003. The statement of standards, approved by the departmental tenured and tenure-track faculty and the School/College committee, shall be the basis for evaluating a tenured faculty member's performance. The Department Chairperson shall forward the statement of standards to the Provost/Vice Chancellor for Academic Affairs by the end of the Spring 2003 semester. The forwarded standards should include a check sheet on which the Department Chairperson verifies that the standards have (1) been written and approved by the tenured and tenure-track departmental faculty; and (2) have been approved by the School/College standards committee.

As the mission of the Department, School/College, or University changes, or the standards of excellence and appropriate balance of teaching, research or other creative activity, and service as prevails in the discipline and the Department change, Department's standards may also change. The revised statement of standards, approved by the departmental tenured and tenure-track faculty and the School/College committee, will be the basis for evaluating a tenured faculty member's performance. The Department Chairperson shall forward the revised statement of standards to Provost/Vice Chancellor for Academic Affairs. The forwarded standards should include a check sheet on which the Department Chairperson verifies that the standards have (1) been written and approved by the tenured and tenure-track departmental faculty; and (2) have been approved by the School/College standards committee.

Because it would be inappropriate to subject faculty to stricter standards immediately prior to their post tenure review, faculty shall undergo their subsequent post tenure reviews under the standards that were in place in the first year of the five-year cycle of post tenure reviews. This gives faculty a four years lead-time. The determination of which standards apply for faculty who are currently tenured but have not yet undergone post tenure review or who were among the first three cohorts to undergo review shall be as follows:

- Faculty scheduled for post tenure review in the 2002-03 and 2003-04 academic years shall be evaluated by the departmental standards used for the 2001-02 academic year post tenure reviews

- Faculty who underwent post tenure review in the 1999-00, 2000-01 and 2001-02 academic years shall also undergo their next post tenure review under the standards used for the 2001-02 academic year post tenure reviews

**Schedule of Evaluation**

To initiate the first round of performance reviews, 1999-2003, the Provost/Vice Chancellor for Academic Affairs will identify the population of all tenured faculty, and indicate the academic year in which they received tenure or their most recent promotion, if later. Those faculty who were tenured or promoted before the inauguration of the PTR shall undergo a performance review according to the following schedule:

Academic Year Tenured or Academic Year of <u>most recent Promotion</u>	Academic Year of <u>Post Tenure Review</u>
1981-82 or before	1999-2000
1982-83 - 1988-89	2000-2001
1989-90 - 1992-93	2001-2002
1993-94 - 1994-95	2002-2003
1995-96 - 1998-99	2003-2004

Faculty tenured since 1998-99 shall undergo their first post tenure review five years after receiving tenure. Five years after the year of the initial review, the cycles will repeat with new names added in the appropriate year, as they become eligible for review. A successful application for a promotion, after a faculty member receives tenure results in the five-year counting process beginning anew. Similarly, a faculty member who establishes a Performance Development Plan following a PTR evaluation shall undergo his/her next PTR evaluation five years after completing his/her Performance Development Plan.<sup>3</sup> The five-year counting process shall be put on hold for a faculty member while on an official leave of absence and shall resume when the leave is over. The same holding and restarting shall apply to faculty members who move from their teaching position to an administrative one and then return to the teaching faculty. This means that when a faculty member moves into an administrative position after 1999-2000 and returns to the teaching faculty, he/she will come up for a PTR evaluation in the

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<sup>3</sup> Both a successful application for promotion and a successful completion of a Performance Development Plan are cumulative reviews and satisfy the Guideline in the General Administration Memorandum 371, dated June 24, 1997, that faculty undergo "a cumulative review no less frequently than every five years."

number of years he/she had pending to his/her next PTR evaluation before moving into an administrative role. This also means that for an individual who was in an administrative role in 1999-2000, upon returning to the teaching faculty, his/her PTR evaluation shall be in the number of consecutive years he/she was in an administrative role prior to 1999-2000, with five years being the maximum allowed

A faculty member may request postponement of a scheduled performance review for extenuating circumstances, such as health problems or returning to faculty status from an administrative position. The request must be in writing, and be approved by the faculty member's Department Chairperson, Dean and the Provost/Vice Chancellor for Academic Affairs. Faculty who have submitted to their Department Chairperson and Dean a certified letter of irrevocable intent to retire and/or resign, effective within three years of their scheduled PTR, may elect not to undergo a PTR.<sup>4</sup>

### **III. PTR EVALUATION PROCEDURES**

The calendar for PTR evaluation procedures shall be:

- Last Friday in September: the Department Chairperson shall notify the faculty member in writing that a performance review will be conducted.
- Last Friday in October: the faculty member shall notify his/her Department Chairperson of his/her two PRC selections.
- Last Friday in November<sup>5</sup>: the faculty member shall submit his/her portfolio to the Department Chairperson, who forwards it to the PRC.
- Last Friday in January<sup>6</sup>: the PRC submits its report.

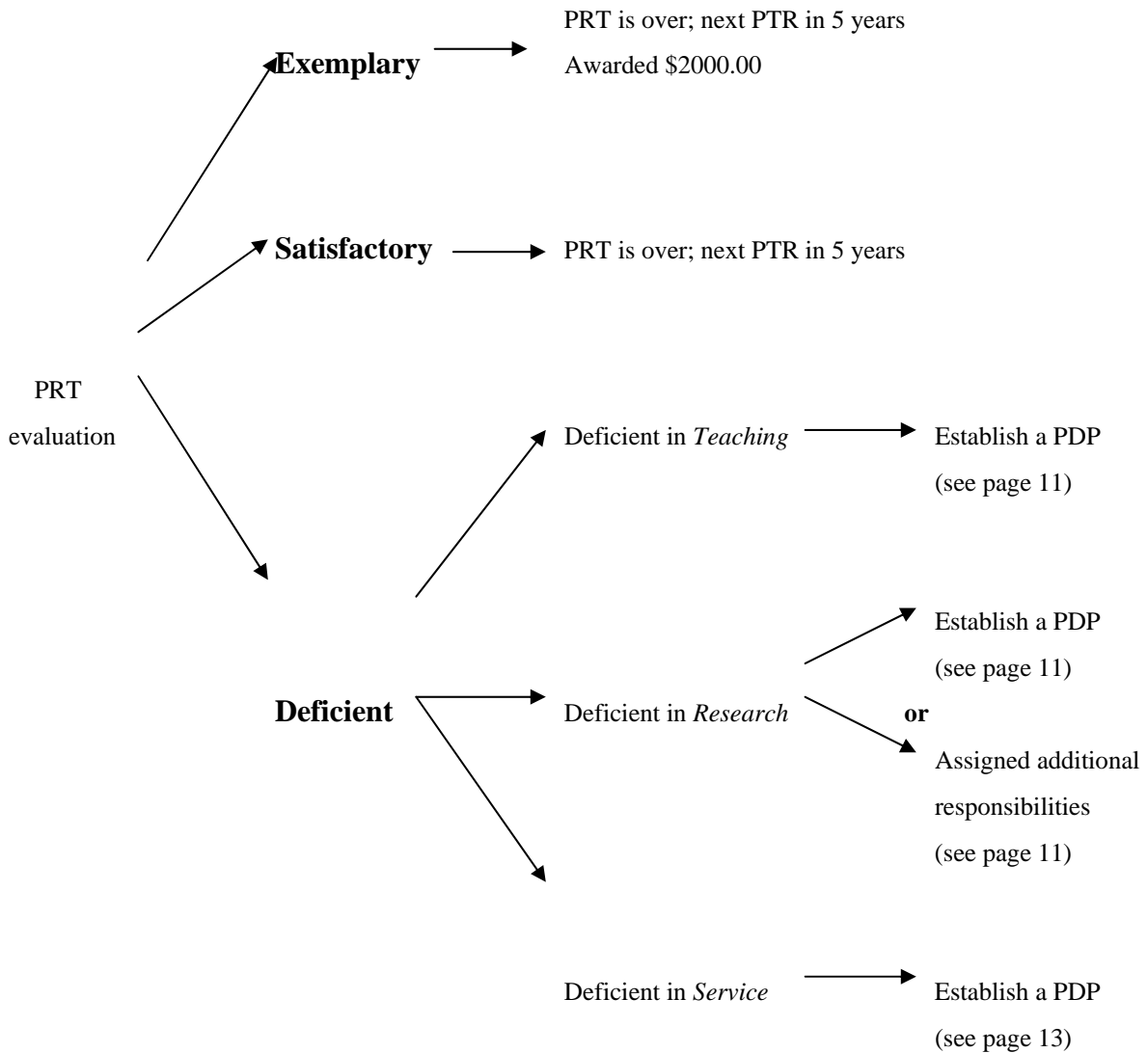
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<sup>4</sup> Faculty members who have entered into a Phased Retirement Program with the University, as part of their agreement have relinquished tenure and consequently are not subject to PTR.

<sup>5</sup> Or 60 days after receiving the letter of notification from the Department Chairperson or a negotiated and agreed upon submission date, whichever is the later date.

<sup>6</sup> Or 50 days after the PRC receives the portfolio.

## OVERVIEW OF PRT OUTCOMES



### Notification of Review

The Department Chairperson shall, by the last Friday in September, notify the faculty member in writing that a performance review will be conducted by a Performance Review Committee (PRC). The notification letter shall include the following quote from the PTR policy: "Tenured faculty in all departments in all Schools/Colleges shall constitute the pool eligible to serve as members of a PRC. While reviewees may select tenured faculty members who are undergoing PRT that year, they may not serve on one



another's PRCs that same year. Administrative tenured faculty are ineligible to serve on a PRC. ...Two of the three committee members shall be selected by the reviewee, and one member shall be selected by the tenured faculty from the reviewee's department." Furthermore, the notification letter should include the web site addresses of the University's PRT policy and a copy of the PTR submission form. (See Attachment A.)

### **Selection of Performance Review Committee**

Tenured faculty in **all** departments in all Schools/Colleges shall constitute the pool eligible to serve as members of a Performance Review Committee (PRC). While reviewees may select tenured faculty who are undergoing PRT that year, they may not serve on one another's PRCs that same year. Administrative tenured faculty are ineligible to serve on a PRC. The Office of the Provost/Vice Chancellor for Academic Affairs shall verify annually the eligibility of all committee members and maintain records of the members of the University-wide PRCs. From this pool, three faculty members shall be selected to serve on the PRC for a tenured faculty member who has been identified for a performance review. Two of the three committee members shall be selected by the reviewee, and one member shall be selected by the tenured faculty from the reviewee's department. Reviewees shall notify their Department Chairperson of their two PRC selections by the last Friday in October. Once the reviewees have notified the Department Chairperson of their selections, the Department Chairperson shall forward these selections to the department's most senior tenured faculty member. The Department Chairperson shall ask this senior faculty member to convene a meeting of the department's tenured faculty for the purpose of selecting the third member of the PRCs and shall remind the faculty that they are not restricted to choosing a third PRC member from among department faculty. The Department Chairperson will not attend this meeting. Tenured faculty who are undergoing PTR should participate in such a meeting, but should leave the room when the discussion involves the selection of their third PRC member. When there are two or fewer tenured faculty in the Department, the senior faculty in the Department shall participate in the selection of the third committee member.

The Office of the Provost/Vice Chancellor for Academic Affairs shall endeavor to provide a training session for PRC members relative to peer review.

### **The Review Portfolio**

While all reviewees are expected to use the PTR submission form, this does not preclude departments from establishing their own guidelines for the review portfolio. Departments wanting to set their own portfolio guidelines should (a) elect a committee of tenured

and/or tenure-track faculty to draft the guidelines and (b) have the guidelines approved by the department's tenured and tenure-track faculty.

The faculty member selected for review shall submit a review portfolio to his/her Department Chairperson by the last Friday in November or 60 days after receiving the letter of notification from his/her Department Chairperson, whichever is the later date. If the faculty member needs additional time, he/she may request an extension from his/her Department Chairperson. The new deadline, and the reasons for the extension, shall be put in writing and signed by the faculty member and the Department Chairperson. The Department Chairperson shall send a copy of such an extension agreement to the Dean. If the Dean has reservations about the extension, he/she shall meet with the faculty member and the Department Chairperson to arrive at a resolution.

The faculty member has the right and obligation to provide all the documents, materials, and statements relevant and necessary for review, and all materials submitted shall be included in the portfolio. The documentation shall include evidence of teaching, research, creative work, professional growth and service to the University. Other materials, at the discretion of the faculty member, may include a maximum of three letters of support from NCA&TSU colleagues attesting to the faculty member's performance, and a maximum of three additional letters from persons external to the university. The portfolio shall be submitted in one three-ring notebook binder with a table of contents, and tabbed sections for ease in locating sections and materials. The faculty member has final determination regarding the contents of the review portfolio.

When a faculty member fails to submit a portfolio by the appropriate deadline (the last Friday in November or 60 days after receiving written notification from the Department Chairperson or the approved extension), the Department Chairperson shall consult with the faculty member to determine the reason for noncompliance and shall notify the Dean of the situation. The Dean shall schedule a meeting with the faculty member and the Department Chairperson. At that meeting the Dean shall advise the faculty member, in writing, that failure to submit a portfolio on a timely basis may result in disciplinary actions.<sup>7</sup> If the meeting results in the submission of the portfolio by an agreed upon time the matter of the delay is dropped.

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<sup>7</sup> Included in such actions is the possibility of dismissal, suspension of employment, reduction in rank or reduction in rank with commensurate reduction in salary. If the faculty member fails to submit the portfolio, the Dean shall so advise the Provost/Vice Chancellor for Academic Affairs. Penalties may be imposed only in accordance with the procedures prescribed in Appendix B, Section 4 - **Faculty Handbook** and with Chapter VI of **The Code** of Board of Governors of the University of North Carolina. (See the

#### **IV. THE REVIEW PROCESS**

The performance review focuses on the faculty member's (1) Teaching Performance, (2) Research Performance, Professional Growth and Related Activities and (3) Service to the University, based on the department standards.

##### **Evaluation of Portfolio**

Upon receiving a portfolio the Department Chairperson shall forward it to the member of the PRC who was selected by the department faculty. The Department Chairperson shall ask that PRC member to convene the initial meeting of the PRC. The first order of business of this meeting shall be the committee's selection of its chairperson. The PRC shall conduct its performance review and shall submit its report by the last Friday in January or within 50 days receiving the portfolio.

The PRC shall render a judgement of Exemplary, Satisfactory or Deficient in **each** of the three areas. Additionally, the review is to provide informed and candid feedback to the faculty member concerning the quality of his/her contributions, as well as any weaknesses or deficiencies in the portfolio, along with constructive recommendations for improvement. The PRC, after reaching its decisions, shall collectively draft its findings. The PRC is expected to write a minimum of 75 words in support of its findings for **each** of the three areas. The chairperson of the PRC shall write a finished version of the committee's report and circulate it to committee members for agreement and/or suggested changes. Finalized copies of the report shall be signed by each of the three committee members. By the last Friday in January or within 50 days after the PRC receives the portfolio, the chairperson of the PRC shall, on the same day, give the report to the reviewee and a copy to the Department Chairperson

##### **PTR Overall Assessments**

The performance review shall result in one of three possible overall assessments: Exemplary, Satisfactory, One or More Deficiencies. An overall assessment of Exemplary or Satisfactory concludes the reviewee's PTR for that year. An overall assessment of One or More Deficiencies shall result in the reviewee's having to address the deficiencies. The overall assessments are outlined as follows:

**Exemplary** - An overall judgment of Exemplary requires that the faculty member is judged Exemplary in Teaching Performance and in Research Performance, Professional Growth and Related Activities and is Exemplary or Satisfactory in Service to the

University. Letters of commendation, written by the Department Chairperson and by the Dean, shall be placed in the faculty member's personnel file housed in the Office of the Provost/Vice Chancellor for Academic Affairs. The Board of Governors wrote, as its first point regarding PTR, that the "purpose of the review shall be to support and encourage excellence among tenured faculty by recognizing and rewarding exemplary faculty performance." In recognition of this mandate to reward excellence, the University shall remunerate an Exemplary faculty member with the awarding of a check for two thousand dollars (\$2,000.00) as part of the Honors Convocation.<sup>8</sup> The faculty member's performance shall **also** be recognized or rewarded in one or more of the following ways:

- the faculty member will be considered for a professional development grant, i.e., a monetary award, which may be used for such things as travel to professional meetings, professional association memberships, computer hardware/software, office supplies, etc.;
- the faculty member may be recommended for priority consideration for a one-semester three-hour teaching load reassignment as approved by the Department Chairperson and Dean;
- the faculty member will be recommended by the Department Chairperson for consideration by the School/College Awards Committee/University Awards Committee, including the UNC Board of Governor's Excellence in Teaching Award.

**Satisfactory** - An overall judgment of Satisfactory requires that the faculty member is judged at least Satisfactory in Teaching Performance and in Research Performance, Professional Growth and Related Activities and in Service to the University.

**One or More Deficiencies** - An overall judgment of One or More Deficiencies requires that the faculty member is judged Deficient in one or more of Teaching Performance or Research Performance, Professional Growth and Related Activities or Service to the University.

**Department Chairperson and Dean Responses to a PRC Report**

The Department Chairperson shall write a letter to the faculty member, with copies to the PRC members, indicating his/her agreement or disagreement with the PRC's findings. A copy of the letter and the PRC report shall be forwarded to the Dean. When the

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<sup>8</sup> Conditional on the availability of funds.

Department Chairperson disagrees with the PRC's findings, the faculty member and the members of the PRC-- individually or collectively-- may respond in writing to the Department Chairperson's disagreement, with copies to the Dean.

The Dean shall write a letter to the faculty member, with copies to the PRC members and the Department Chairperson, indicating his/her agreement or disagreement with the PRC's findings. The Dean shall send a copy of this letter, along with a copy of the PRC report and any correspondence from the reviewee, the Department Chairperson and members of the PRC to the Provost/Vice Chancellor for Academic Affairs. When the Dean disagrees with the PRC's findings, the faculty member and the members of the PRC-- individually or collectively-- may respond in writing to the Dean's disagreement, with copies to the Provost/Vice Chancellor for Academic Affairs.

When the Dean disagrees with the PRC report he/she may consult with the faculty member, the PRC, and the Department Chairperson. The Dean's consultation with PRC shall be done with all three PRC members present and should be construed as the Dean's seeking clarification on the PRC's assessment. The Dean may seek to influence the PRC to reconsider its findings under two circumstances:

The Dean provides evidence that the faculty member's portfolio, upon which the PRC based its report, contains untruthful claims

The Dean believes the PRC has flagrantly misapplied a standard. For example, the PRC has judged the faculty member Satisfactory on Research Performance, Professional Growth and Related Activities when the standard calls for at least one publication in a refereed journal and the faculty member has none.

## **V. NEXT STEP IN THE PTR EVALUATION PROCESS**

When the faculty member is judged Exemplary or Satisfactory there is no next step for such an overall assessment ends the PTR process for the current five-year cycle. When the faculty member is Deficient in One or More Areas, the PTR process is not yet over for the faculty member needs to address each deficiency. Whether a deficiency requires the establishment of a Performance Development Plan (PDP) or calls for the assignment of additional responsibilities depends on the area of the deficiency and a consultation involving the faculty member, the Department Chairperson and the Dean.

### **Third Party Input**

The School/College Committee on Reappointment, Promotion and Tenure (CRP&T) and two tenured department faculty members shall be brought into the assessment process under the following conditions:

The faculty member, the Department Chairperson and the Dean cannot come to consensus regarding whether to assign additional responsibilities or to develop a PDP. The Department Chairperson and the Dean disagree regarding the acceptance of a PDP

The tenured and tenure-track faculty in the reviewee's department shall elect two tenured departmental faculty members to participate in the deliberations. When, besides the reviewee, there are two or fewer tenured faculty members in the Department, the senior faculty in the Department shall participate in selecting and serving as the two departmental faculty. The CRP&T shall elect three of its members to participate in the deliberations. The Department Chairperson shall provide the elected faculty members with the appropriate documents. The Dean shall call a meeting of the faculty member, the Department Chairperson and the two tenured department faculty members and the three members of the CRP&T. If after due deliberation the Dean, the Department Chairperson, the two elected tenured Department faculty and the three CRP&T faculty, cannot reach a unanimous decision, then the decision at hand shall be determined by a vote. The Dean shall have one vote. The Department Chairperson and the two tenured department faculty shall have one vote. When the Department Chairperson and the two tenured department faculty are not in agreement, the one vote shall reflect the majority view of the three. The CRP&T as a whole shall have one vote. In the event the three CRP&T representatives are not in agreement, the CRP&T's vote shall reflect the majority view of the CRP&T representatives. While the faculty member may actively participate in the meeting, he/she has no vote. The Dean shall give the faculty member a written statement of the meeting's outcome with copies to the other parties at the meeting and a copy to the Provost/Vice Chancellor for Academic Affairs.

### **Additional Responsibilities or a Performance Development Plan**

A faculty member who is Deficient in Teaching Performance shall develop a Performance Development Plan (PDP). A faculty member who is Deficient in Research Performance, Professional Growth and Related Activities, but is Satisfactory or Exemplary in Teaching Performance, shall be assigned additional responsibilities **or** shall formulate a PDP. A faculty member who is Deficient in Service to the University shall develop a PDP.

### A. Deficient in Teaching Performance

In such instances the faculty member is required to devise a PDP in consultation with his/her Department Chairperson. The PDP should be formulated within 30 days of the faculty member's receiving the PRC report. The PDP shall be designed for completion within a three-year period. Although each PDP is tailored to individual circumstances, the PDP will:

- identify specific strengths and weaknesses of the faculty member's performance
- define specific goals or outcomes necessary to remedy the deficiencies
- outline the activities to be undertaken to achieve the necessary outcomes
- set appropriate time lines for accomplishing the activities and achieving intermediate and ultimate outcomes
- indicate appropriate criteria by which the faculty member could monitor progress
- identify institutional resources to support the PDP.

Failure of the faculty member and the Department Chairperson to reach an agreement on a PDP shall necessitate mediation by the Dean.

The Department Chairperson shall submit the PDP to the Dean. When the Dean accepts the PDP, the faculty member and the Department Chairperson are so informed in writing by the Dean who also forwards a copy to the Provost/Vice Chancellor for Academic Affairs. When the Dean does not accept the PDP, the two elected tenured Department faculty and the three CRP&T faculty are brought into the process. (See the *Third Party Input* section above.)

The Dean in particular and the University in general shall endeavor to make resources available to allow the faculty member to improve his/her Teaching Performance. This may include working with mentors, on and off campus, working with the Academy for Teaching and Learning and facilitating the faculty member's attending teaching workshops.

### B. Deficient in Research Performance, Professional Growth and Related Activities

When a faculty member is also Deficient in Teaching Performance, he/she shall develop a PDP to address the deficiencies. (See above section *Deficient in Teaching Performance* for details about developing a PDP.)

When a faculty member who is Deficient in Research Performance, Professional Growth and Related Activities, but who is Satisfactory or Exemplary in Teaching

Performance, in such instances the faculty member, Department Chairperson and Dean shall consult. The consultation may result in an agreement to assign additional responsibilities **or** in a decision to develop a PDP. When the faculty member requests an opportunity to demonstrate his/her professional ability to overcome a deficiency in research and related activities by formulating a PDP, the Department Chairperson and the Dean shall accept such a request. When the faculty member, the Department Chairperson and the Dean cannot come to consensus regarding the assignment of additional responsibilities **or** the requirement of a PDP, the three CRP&T faculty shall be brought into the process. (See the *Third Party Input* section above.)

When the decision is to assign additional responsibilities, the tenor of determination of what additional responsibilities are most appropriate should be one of working to the faculty member's strengths and determining how the University's interests and the career development of the faculty member can best be meshed. The spirit should not be one of punishment of a faculty member who has become less active in the area of Research Performance, Professional Growth and Related Activities. The additional responsibilities shall be the faculty member's new career plan designed to lead to improvement in overall professional services rendered to the University.

The additional responsibilities may include, among other things, the assignment of significant administrative and/or other responsibilities and/or the assignment of an increased teaching load. When the faculty member is judged Exemplary or well above Satisfactory in Teaching Performance, he/she might be assigned responsibilities in the Academy for Teaching and Learning and/or prescribed mentoring tasks. The challenge is to be creative in using the strengths of the faculty member. A faculty member might, for example, while mentoring a junior faculty member might also be assigned responsibility for some of the grading tasks in order to allow the junior faculty member to devote more time to his/her class preparation and/or research.

The amount of time associated with the additional responsibilities should be commensurate with the amount of time faculty in the department typically devote to research. In particular, when the additional responsibilities involve an increased teaching load, several factors should be kept in mind:

- Any increase in teaching load besides being commensurate with the amount of time faculty in the School/College and/or department typically devote to research, should also take into account the faculty member's normal teaching load and typical class sizes. The assignment of additional teaching may range from an additional course each semester in a setting where the normal teaching load is three courses coupled with significant research expectations, to one additional course every two or three



years in a setting where normal teaching load is four courses and class sizes are large.

- The assignment of an increased teaching load refers only to the Fall and/or Spring semesters, not to a Summer Session.

The assignment of additional responsibilities shall result in a three-part written understanding that takes the place of a PDP. One part shall be a clear delineation of the faculty member's new responsibilities. Another part shall specify the criteria by which the faculty member shall be judged in regard to meeting his/her additional responsibilities. When the faculty member is judged Satisfactory in Teaching Performance, the written agreement may specify Teaching Performance standards that are more demanding than the department standards for Satisfactory, but that are less demanding than the department standards for Exemplary. When the faculty member is judged Exemplary in Teaching Performance, the written agreement may include the expectation that the faculty member maintain an Exemplary rating in Teaching Performance. The third part shall be a statement that in future PTR evaluations, future PRCs shall **not** judge Research Performance, Professional Growth and Related Activities as Satisfactory so long as the faculty member has successfully performed his/her additional assignments which are part of his/her new career plan. When the assignment of additional responsibilities take the place of a PDP, the expectation is that such additional responsibilities shall continue for the duration of the faculty member's career **or** until such time as the faculty member negotiates establishing a PDP rather than continuing the additional responsibilities. The written understanding shall be signed by the faculty member, the Department Chairperson and the Dean. A copy of the understanding shall be sent to the Provost/Vice Chancellor for Academic Affairs.

The outcome of the consultation among the faculty member, the Department Chairperson and the Dean may be the decision to formulate a PDP. In such instances the faculty member's future PTR evaluations shall continue to include being judged on Research Performance, Professional Growth and Related Activities. (See above section *Deficient in Teaching Performance* for details about developing a PDP.)

D. C. *Deficient in Service to the University*

In such instances the faculty member is required to develop a PDP in consultation with the Department Chairperson. (See above section *Deficient in Teaching Performance* for details about developing a PDP.)

## **VI. ASSESSMENT**

Assigned additional responsibilities and/or a PDP require periodic assessment.

### **Third Party Input**

The School/College Committee on Reappointment, Promotion and Tenure (CRP&T) and two tenured department faculty members shall be brought into the assessment process under the following conditions:

The Department Chairperson and the Dean disagree in their assessment regarding whether additional responsibilities have been successfully carried out **or** whether the objectives of a PDP have been successfully met

The outcome of a decision regarding the successfully carrying out additional responsibilities **or** the successful meeting of the objectives of a PDP may result in the faculty member's facing possible sanctions or being assigned additional responsibilities

The tenured and tenure-track faculty in the reviewee's department shall elect two tenured departmental faculty members to participate in the deliberations. When, besides the reviewee, there are two or fewer tenured faculty members in the Department, the senior faculty in the Department shall participate in selecting and serving as the two departmental faculty. The CRP&T shall elect three of its members to participate in the deliberations. The Department Chairperson shall provide the elected faculty members with the appropriate documents. The Dean shall call a meeting of the faculty member, the Department Chairperson and the two tenured department faculty members and the three members of the CRP&T. If after due deliberation the Dean, the Department Chairperson, the two elected tenured Department faculty and the three CRP&T faculty cannot reach a unanimous decision, then the decision at hand shall be determined by a vote. The Dean shall have one vote. The Department Chairperson and the two tenured department faculty shall have one vote. When the Department Chairperson and the two tenured department faculty are not in agreement, the one vote shall reflect the majority view of the three. The CRP&T as a whole shall have one vote. In the event the three CRP&T representatives are not in agreement, the CRP&T's vote shall reflect the majority view of the CRP&T representatives.<sup>9</sup> While the faculty member may actively participate in the meeting, he/she has no vote. The Dean shall give the faculty member a written

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<sup>9</sup> This three-way voting procedure parallels the three-way voting procedure prescribed in the promotion and tenure process adopted in 20002.

statement of the meeting's outcome with copies to the other parties at the meeting and a copy to the Provost/Vice Chancellor for Academic Affairs.

#### **Assessment of Additional Responsibilities**

The faculty member and Department Chairperson shall meet semiannually to review the faculty member's satisfactory completion of his/her additional responsibilities. A progress report shall be forwarded to the Dean by the second Friday in April.

When the Department Chairperson and the Dean agree that the additional responsibilities are being successfully carried out, the additional responsibilities and their assessment shall continue. The faculty member may request a consultation with the Department Chairperson and Dean to redefine his/her additional responsibilities. Similarly, the Department Chairperson or Dean may call for a three-way consultation to redefine the additional responsibilities.

When the Department Chairperson and the Dean disagree that the additional responsibilities are being successfully carried out or they agree that the additional responsibilities are not being successfully carried out, the CRP&T shall be brought into the process. (See the above *Third Party Input* section.) The faculty member, the Department Chairperson, the Dean and the CRP&T shall meet by the last Friday in April. When the outcome of the meeting is that the additional responsibilities are being successfully carried out, the additional responsibilities and their assessment shall continue.

When the outcome of the meeting is that the additional responsibilities are not being successfully carried out, the faculty member shall be required to develop a PDP and to follow the procedures associated with a PDP. (See above section *Deficient in Teaching Performance* for details about developing a PDP.) The faculty member may appeal this decision. (See the **APPEAL** section.)

#### **Assessment of Completion of a PDP For a Deficiency Other than in Teaching Performance**

The faculty member and the Department Chairperson shall meet semiannually to review the faculty member's progress toward remedying the identified deficiencies. A progress report shall be forwarded to the Dean at the end of the academic year. In the third year of the PDP the Department Chairperson shall make a final report by the first Friday in April. The final meeting and report may come earlier if the faculty member is ahead of schedule in completing his/her PDP. The PDP is a cumulative review and the faculty member's next PTR evaluation shall come five years after this cumulative review.

When the Department Chairperson concludes that the objectives of the PDP have been met, the Department Chairperson shall make a final report to Dean and send a copy

to the faculty member. When the Dean accepts the report, the faculty member and the Department Chairperson are so informed, by the second Friday in April, and a copy is forwarded to the Provost/Vice Chancellor for Academic Affairs. This ends the PDP process.

When the Department Chairperson and the Dean disagree that the objectives of the PDP have been met, or agree that the objectives of the PDP have not been met, the two elected tenured Department faculty and the CRP&T are brought into the process. (See the above *Third Party Input* section.) The faculty member, the Department Chairperson, the Dean and the CRP&T shall meet by the third Friday in April. When the conclusion of the meeting is that the objectives of the PDP have been met, the Dean shall write a letter to the faculty member with copies to the Department Chairperson, the PRC and the Provost/Vice Chancellor for Academic Affairs.

When the conclusion of the meeting is that the objectives of the PDP have not been met, the meeting shall next decide whether or not failure to meet the objectives constitute good cause for the University to take action. When the decision is that, while the PDP objectives were not met, that they do not constitute good cause for the University to take action, the Dean shall write a letter to the faculty member with copies to the Department Chairperson and the Provost/Vice Chancellor for Academic Affairs.

When the decision is that failure to meet the PDP objectives constitutes good cause for the University to take action, the meeting shall choose between two options: (1) assign the faculty member additional responsibilities **or** (2) recommend that the University impose sanctions. The faculty member may appeal this decision. (See the **APPEAL** Section.)

When the decision is to assign additional responsibilities, the faculty member, the Department Chairperson and the Dean shall consult. The tenor of the consultation is to arrive at a productive meshing of the University's interests and the career development of the faculty member. The spirit, particularly if the faculty member has made a good faith effort during the three years of the PDP, should not be one of punishment of a faculty member who has become less successful in the area of Research Performance, Professional Growth and Related Activities. (See the above section *Additional Responsibilities or a Performance Development Plan* for a discussion of the assignment of additional responsibilities.)

When the decision is that sanctions should be imposed, the Dean shall, by the first Friday in May, recommend an appropriate sanction to the Provost/Vice Chancellor for Academic Affairs and forward all the relevant reports. The Dean shall send copies of his/her letter to the faculty member, the Department Chairperson, and the chairperson of

the CRP&T. The Provost/Vice Chancellor for Academic Affairs shall, by the third Friday in May, write a letter to the Dean supporting his/her recommended sanction or replacing it with an alternative sanction. When the Provost/Vice Chancellor for Academic Affairs recommends an alternative sanction, the Dean may ask to consult with the Provost/Vice Chancellor for Academic Affairs to resolve their differences. The Provost/Vice Chancellor for Academic Affairs shall send copies of his/her letter to the faculty member, the Department Chairperson, and the chairperson of the CRP&T. The faculty member may appeal the sanction. (See the **APPEAL** section.)

**Assessment of Completion of a PDP for a Deficiency in Teaching Performance**

For the first two years of the PDP the faculty member and Department Chairperson shall meet semiannually and the Department Chairperson sends a progress report to the Dean, with a copy to the faculty member, at the end of the academic year. In the third year the faculty member and the Department Chairperson shall meet by the last Friday in February.

When the Department Chairperson concludes that the objectives of the PDP have been met, the Department Chairperson shall make a final report to Dean and send a copy to the faculty member. When the Dean accepts the report, the faculty member and the Department Chairperson are so informed, by the first Friday in March, and a copy is forwarded to the Provost/Vice Chancellor for Academic Affairs. This ends the PDP assessment process.

When the Department Chairperson and the Dean disagree that the objectives of the PDP are being met or agree that the objectives are not being met, the two elected tenured Department faculty and the CRP&T are brought into the process. (See the above *Third Party Input* section.) The faculty member, the Department Chairperson, the Dean and the CRP&T shall meet by the second Friday in March.<sup>10</sup> When the conclusion of the meeting is that the objectives of the PDP have been met, the Dean shall write a letter to the faculty member with copies to the Department Chairperson, the PRC and the Provost/Vice Chancellor for Academic Affairs. This ends the PDP assessment process.

When the conclusion of the meeting is that the objectives of the PDP have not been met, the meeting shall next decide whether or not failure to meet the objectives constitute good cause for the University to take action. When the decision is that, while the PDP objectives were not met, that they do not constitute good cause for the University to take action, this ends the PDP assessment process. The Dean shall write a letter to the faculty member with copies to the Department Chairperson and the

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<sup>10</sup> Or the third Friday when the second Friday occurs during Spring Break.

Provost/Vice Chancellor for Academic Affairs.

When the decision is that failure to meet the PDP objectives constitutes good cause for the University to take action, the Dean shall initiate an administrative review. Copies of the letter shall be sent to the faculty member, the Department Chairperson and the chairperson of the CRP&T. The faculty member may appeal this decision. (See the **APPEAL** Section.)

#### An Administrative Review

The administration shall use peer review to obtain additional information regarding the quality of the reviewee's teaching performance. The calendar for the collection of additional information shall be:

- First Friday in April: Peer Review Team Reports due
- Third Friday in April: Third Peer Review Team Report due, if needed
- Last Friday in April: CRP&T report due
- First Friday in May: Dean notifies relevant parties of the final decision regarding whether the PDP objectives have or have not been met.
- Third Friday in May: Provost/Vice Chancellor for Academic Affairs decides about PDP and writes the appropriate parties

The Department Chairperson and the chairperson of the CRP&T shall randomly draw four tenured and/or tenure-track faculty from the reviewee's department. In the event there are fewer than four tenured and tenure-track faculty in a department, tenured faculty from other departments may be randomly selected. The Department Chairperson shall establish two peer review teams of two persons each from the randomly selected four faculty members. The Department Chairperson shall assign one team of peer reviewers to one of the reviewee's courses or sections and the other team to a different course or section. Each team shall conduct two peer reviews, that is, attend two class sessions. Both team members should visit the same class sessions so as to have shared experiences. The peer reviewers shall give the faculty member at least 24-hours notice of a class visit. After its second visit each team shall write a report on the reviewee's teaching performance and submit it to the Department Chairperson by the first Friday in April. These reports should make reference to the department standards for Teaching Performance and provide elaborated reasons for concluding that the standards have or have not been meet. When the reviewee's department has given PRCs flexibility in assessing the overall strength of a portfolio, now that only Teaching Performance is being assessed, the faculty member must surpass the standard for Satisfactory. The report should be signed by both team members. Should one team report conclude that the

faculty member is Satisfactory in Teaching Performance and the other that the faculty member is Deficient, the Department Chairperson and the chairperson of the CRP&T shall randomly select a third team. That team shall make two visits to yet a third course or section and submit an elaborated and signed report to the Department Chairperson by the third Friday in April.

The Department Chairperson shall co-ordinate the administering of the student evaluations in all of the reviewee's courses and sections. The reviewee may invite his/her Department Chairperson and/or Dean to sit in on a class.

Upon receiving the team reports, the Department Chairperson shall forward them along with his/her final PDP report and the student evaluations to the chairperson of the CRP&T. Members of the CRP&T may visit the reviewee's classes. The CRP&T shall write an elaborated report regarding the reviewee's Teaching Performance and submit it to the Dean by the last Friday in April. The report shall be signed by all Committee members.

When the Dean concurs with the CRP&T report, the Dean shall, by the first Friday in May, so notify the Provost/Vice Chancellor for Academic Affairs in writing, with copies to the faculty member, the Department Chairperson and the chairperson of the CRP&T. The Dean shall forward copies of all the relevant reports to the Provost/Vice Chancellor for Academic Affairs. When the CRP&T and the Dean agree that the faculty member has not satisfied his/her PDP, the Dean's letter shall recommend an appropriate sanction. The Provost/Vice Chancellor for Academic Affairs shall, by the third Friday in May, write a letter to the Dean supporting his/her recommended sanction or replacing it with an alternative sanction. When the Provost/Vice Chancellor for Academic Affairs recommends an alternative sanction, the Dean may ask to consult with the Provost/Vice Chancellor for Academic Affairs to resolve their differences. The Provost/Vice Chancellor for Academic Affairs shall send a copy of his/her letter to the faculty member, the Department Chairperson, and the chairperson of the CRP&T. The faculty member may appeal the sanction. (See the **APPEAL** section.)

When the Dean does not concur with the CRP&T report, the Dean shall, by the first Friday in May, recommend an appropriate action, that is, recommend no sanction or recommend a specific sanction, to the Provost/Vice Chancellor for Academic Affairs. The Dean shall forward all the relevant reports and send copies of his/her letter to the faculty member, the Department Chairperson, and the chairperson of the CRP&T. The CRP&T may submit a letter to the Provost/Vice Chancellor of Academic Affairs supporting its report. The Provost/Vice Chancellor for Academic Affairs shall reach a decision regarding whether the PDP has been satisfied and what sanction, if any, is

appropriate. This deliberation may include consultation with the Dean, the Department Chairperson, the chairperson or all members of the CRP&T and/or anyone else the Provost/Vice Chancellor for Academic Affairs deems appropriate. By the third Friday in May, the Provost/Vice Chancellor for Academic Affairs shall write a letter to the faculty member, the Dean and the chairperson of the CRP&T with his/her decision. When the Provost/Vice Chancellor for Academic Affairs judges that the PDP has not been satisfied, his/her letter shall also include a sanction. The Dean may ask to consult with the Provost/Vice Chancellor for Academic Affairs in the event they disagree regarding the PDP and/or the sanction. The faculty member may appeal the sanction. (See the **APPEAL** section.)

## **VII. APPEAL**

A faculty member may appeal

- a decision that the additional responsibilities are not being successfully carried out, the faculty member shall be required to develop a PDP and to follow the procedures associated with a PDP
- a decision that failure to meet the PDP objectives constitutes good cause for the University to take action
- a decision that failure to meet the PDP objectives constitutes good cause for the University to take action and the Dean initiates an administrative review
- if the faculty member believes the performance review process and/or decision has been unjustly or arbitrarily applied

Within five days after receiving a written notice of a decision the faculty member wishes to appeal, he/she may in writing request a private conference with the Dean. This request shall be granted, and the conference held forthwith, within five days after receipt of the request, if possible.

Within five days after the conference, the Dean shall give the faculty member an unelaborated, written statement of whether the original decision remains in effect.

Within five days after receiving notice that the original decision remains in effect, the faculty member may in writing request a conference with the Provost/Vice Chancellor for Academic Affairs. This request shall be granted, and the conference held forthwith, within five days after receipt of the request, if possible.

Within ten days of this conference, the Provost/Vice Chancellor for Academic Affairs shall send a written evaluation of the matter to the faculty member, the Dean and the Department Chairperson. The evaluation may be in the form of an unelaborated



concurrence with the decision; an expression of disagreement with the decision, with or without supporting reasons; or a recommendation for reconsidering the decision, with or without suggestions for specific procedures in doing so.

Within five days of receiving an evaluation from the Provost/Vice Chancellor for Academic Affairs that disagrees with the decision or recommends its reconsideration, the Dean shall give the faculty member and the Provost/Vice Chancellor for Academic Affairs and a response in writing.

Within five days after receiving notice that the original decision remains in effect, the faculty member may file a grievance under the provisions of Appendix B, Section 4, **Faculty Handbook** and with Chapter VI of **The Code** of the Board of Governors of the University of North Carolina.

## **ATTACHMENT A: SUBMISSION FORM**

### **North Carolina A&T State University Submission for Faculty Post Tenure Review**

#### **1. Teaching Performance**

- a. Summarize evidence of effectiveness in teaching in the last five years. This may include:
  - Brief discussion of teaching methods used in classroom
  - Summary of student evaluation results □ discussion of additional efforts to collect student evaluations.
  - Attendance at workshops, seminars and conferences in specialty area.
  - Relationships maintained with other professionals in specialty area.
- b. Summarize special contributions to course and curriculum development, experimentation with new methods, materials, etc. in the last five years. This may include:
  - Description of courses developed and taught
  - Use of appropriate technologies in the classroom
  - Use of other materials (e.g., journal articles, study guides, etc.)
  - Innovative approaches to teaching
  - Other devices used to enhance the learning experience (e.g., field trip)
- c. Summarize evidence of effectiveness in academic advising and counseling.

#### **2. Research Performance, Professional Growth and Related Activities.**

- a. List in bibliographic form publications in the last five years. OR describe creative works/performances in the last five years.
- b. Summarize evidence from last five years of funded research.
- c. Summarize evidence of professional growth with the past five years. This may include:
  - Professional meetings/conferences/workshops/seminars attended
  - Professional memberships/registrations maintained

#### **3. Service to the University**

- a. List significant committee and administrative responsibilities and contributions. Provide evidence of level of participation/contribution.
  - Department

- School/College
  - University
- b. Indicate significant contributions to the broader community outside the University.
- Consulting/professional activities outside of the University
  - Other contacts with and/or participation in professional organizations
  - Workshops/seminars conducted

## **PERFORMANCE EVALUATION PLAN AND REPORT**

### ***I. BACKGROUND***

Faculty Name \_\_\_\_\_ Date of Employment \_\_\_\_\_  
 Rank/Position \_\_\_\_\_ Year of Current Position \_\_\_\_\_  
 Department Chair/Director \_\_\_\_\_ Peer Mentor Chairperson \_\_\_\_\_  
 Appointment % Teaching \_\_\_\_\_ Scholarly/Creative \_\_\_\_\_ Service \_\_\_\_\_  
 Term: First One Year \_\_\_\_\_ Tenure: \_\_\_\_\_

### **Peer Evaluation Committee**

- 1.
- 2.
- 3.
- 4.
- 5.

## **II. POSITION DESCRIPTION**

Performance Period: \_\_\_\_\_ to \_\_\_\_\_

**(See current year description)**

**Teaching, Research, and Scholarly and Creative Activities**

**III. TEACHING (\_\_\_%)**

**1a. Teaching Activities in Natural Resources and Environmental Design -  
Weights ( %)**

- 1.
- 2.
- 3.
- 4.

**Note:**

**1b. Plan of Action with Timeline**

**1c. Documentation and Evidence of Performance**

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

**2a. Advisement Activities with undergraduate and graduate students--  
Weights ( %)**

**2b. Plan of Action with Timeline**

**2c. Documentation and Evidence of Performance**

- 1.
- 2.
- 3.
- 4.

***IV. SCHOLARLY AND CREATIVE ACTIVITIES ( \_\_\_ %)***

**1a. Research Proposal and Research Article Activities-- Weights ( \_\_\_ %)**

- 1.
- 2.

**1b. Plan of Action with Timeline**

**1c. Documentation and Evidence of Performance**

- 1.
- 2.
- 3.

**Note:**

**2a. Professional Development Activities--Weights ( \_\_\_ %)**

**2b. Plan of Action with Timeline**

**2c. Documentation and Evidence of Performance**

- 1.
- 2.
- 3.

V. SERVICE AND PUBLIC OUTREACH ACTIVITIES (\_\_\_%)

1a. Recruitment Activities--Weights ( %)

**1b. Plan of Action with Timeline**

- 1.
- 2.
- 3.
- 4.

**1c. Documentation and Evidence of Performance**

- 1.
- 2.
- 3.
- 4.
- 5.

**2a. Committee Assignments**

- 1.
- 2.
- 3.
- 4.

**2b. Plan of Action with Timeline**

- 1.
- 2.
- 3.
- 4.

**2c. Documentation and Evidence of Performance**

- 1.
- 2.
- 3.
- 4.

**OTHER**

***VI. COMPLETION DATES & DUTY AGREEMENT***

<b>Performance Document Report</b>	<b>Completion Date(s)</b>
------------------------------------	---------------------------

***Department Director/Chair Annual Evaluation Report:***

***Faculty Annual Evaluation Report:***

***Student Opinion Rating Summary :***

Peer Review Summary Report:

Self-Appraisal Report:

***Portfolio Review and Presentation:***

External Reviewers Summary (Optional):

Other	Supportive	Documentation
(Optional)	_____	

I \_\_\_\_\_ /, agree on \_\_\_\_\_ that the written performance evaluation

Faculty/Chairperson

plan listed above, is accurate and that if changes occur or are modified during the course of the year, all parties will agree upon the said changes. Such changes should include all signatures of the said parties.

**VII. POST ASSESSMENT OF 2000-2001 ACADEMIC PERFORMANCE**

**Faculty Post-Assessment Comments (Total Performance Weights):**

<b>Teaching</b>	<b>%</b>	<b>Research</b>	<b>%</b>	<b>Service</b>	<b>%</b>
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**Peer Mentoring Committee Post-Assessment Comments (Total Performance Weights):**

<b>Teaching</b>	<b>%</b>	<b>Research</b>	<b>%</b>	<b>Service</b>	<b>%</b>
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**Chairperson Post-Assessment Comments (Total Performance Weights):**

<b>Teaching</b>	<b>%</b>	<b>Research</b>	<b>%</b>	<b>Service</b>	<b>%</b>
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VIII. COMMENTS

**Faculty Comments:**

*Faculty Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

\_\_\_\_\_ Approved \_\_\_\_\_ Rejected \_\_\_\_\_ Pending



**Peer Mentoring Comments:**

*Peer Mentoring Committee Member's Signature:*

*Date:* \_\_\_\_\_

\_\_\_\_\_Approved \_\_\_\_\_Rejected \_\_\_\_\_Pending

**Chairperson Comments:**

*Chairperson Signature:*

*Date:* \_\_\_\_\_

\_\_\_\_\_Approved \_\_\_\_\_Rejected \_\_\_\_\_Pending

**APPENDIX 4 - Annual Faculty Evaluation School of Agriculture and  
Environmental Sciences**

**ANNUAL FACULTY EVALUATION  
SCHOOL OF AGRICULTURE AND ENVIRONMENTAL SCIENCES**

*Year* \_\_\_\_\_ *Department* \_\_\_\_\_

*Name* \_\_\_\_\_

**Appointment Percent:** \_\_\_\_\_ **Teaching** \_\_\_\_\_ **Research** \_\_\_\_\_ **Extension**

**I. GENERAL RESPONSIBILITIES, PROFESSIONAL AND SERVICE**

	Superior	Above Average	Average	Not Applicable
Professional Development				
Membership Service to Professional Societies				
University and College Committees, Service				
Intra-Department Relation/Service				
Consultant Activities				
Community Activities				
Others				

**II. TEACHING**

	Superior	Above Average	Average	Not Applicable
Curriculum and Program Development				
Innovative Teaching Activities				
Student-Instructor Relationship				
Field Trips, Industry or Professional Meetings with Students				
Demonstrates good communication skills				
Preparation of Course Materials (syllabus, labs, etc.)				
Student Evaluation of Instructor				
Peer Evaluation				

### III. RESEARCH

	Superior	Above Average	Average	Not Applicable
Innovation and Relevance of Research Program				
Cooperative Research Efforts				
Grants Applied for and/or Received				
Publications and Other Accomplishments				
Research Presentations				
Creative Activities and Achievements				
Trains Graduate and Undergraduate Students, Utilizing Research Projects				

### IV. EXTENSION

	Superior	Above Average	Average	Not Applicable
Program Planning, Development, Implementation				
Innovation and Relevance of Extension Programs				
Publications and Other Accomplishments				
Demonstrated Leadership Skills with Youth, Adult Clientele				
Other				

***V. ADVISING, RECRUITMENT AND MARKETING***

	Superior	Above Average	Average	Not Applicable
Regularly Monitors Undergraduate Advisees' Performance				
Keeps Appointments with Students				
Actively Recruits Students				
Makes Efforts to Retain Students				
Helps Students to Obtain Jobs				
Graduate Student Advising, Supervision, Committees				

**ANNUAL FACULTY EVALUATION RATING SHEET**

1. RECOMMENDATION: Rating (Circle one): a) Superior  
b) Above Average  
c) Average  
d) Not Applicable

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Department Chairperson's Signature:

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Date \_\_\_\_\_

2. FACULTY RESPONSE:

( ) Accept                      ( ) Witnessed                      ( ) Disagree

---

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Faculty Member's Signature:

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Date

---

Dean's Signature:

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Date

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## **APPENDIX 5 – Criteria Tenure and Promotion Research Appointment**



# *Criteria*

## *Tenure and Promotion Research Appointment*



**School of Agriculture and Environmental Science  
North Carolina Agricultural and Technical State University**

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**NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY**  
**School of Agricultural and Environmental Sciences**

***CRITERIA FOR TENURE AND PROMOTION***  
***RESEARCH APPOINTMENT***

**I. Overview**

North Carolina Agricultural and Technical State University (NCA&TSU) is an “1890” Land Grant University established through the Second Morrill Act by Congress in 1890. The Agricultural Research Program was established in 1977 when Congress established this Program at all 1890 institutions and Tuskegee University through the Public Law 95-113 (Farm Bill). Evans-Allen funding for agricultural research was appropriated by Section 1445 of this legislation, administered by the Cooperative State Research, Education, and Extension Service (CSREES), a division of the United States Department of Agriculture (USDA).

The “land grant” designation gives NCA&TSU its breadth and emphasis in the tripartite mission for Teaching, Research, and Service (which includes Cooperative Extension and Outreach). Teaching includes the general areas of instruction and advisement; research includes both basic and applied research and other forms of scholarship and creative activity; and service includes the professional activities provided by Cooperative Extension as well as the broad range of activities provided by faculty to the University, the public and their profession. Over time the basic missions for teaching, research, and service have broadened to reflect societal changes and the comprehensive activities of the University.

**II. Eligibility**

To be eligible for advancement either in academic rank (i.e., Associate or Full Professor), advancement in academic rank and tenure, or just tenure, the faculty member must hold a research scientist position funded through the Evans-Allen Program. Prior to application for advancement in academic rank or tenure, a researcher must have a minimum of four years as Principal Investigator or Co-Principal Investigator for an Evans-Allen funded research project and must have a doctorate degree or terminal degree in their respective profession.

### **III. University Tenure and Promotion Policy**

NCA&TSU and the School of Agriculture and Environmental Sciences (SAES) seek to appoint and retain faculty who have the highest qualifications. It is the University's policy that each unit/school, through its administrative head and senior faculty, establish a written policy describing the criteria, standards, and procedures for tenure and promotion. The information presented in this document is supplemental to and consistent with the University's Tenure and Promotion Policy. This information is provided to assist the University and the School of Agriculture and Environmental Sciences Tenure and Promotion Committees in evaluating faculty with research appointments for academic tenure and promotion. The application of these criteria outlined in this document for faculty with a research appointment are in accordance with the University's published tenure and promotion regulations ("Regulations on Academic Freedom, Tenure and Due Process" prepared in accordance with the provisions in the University of North Carolina Code, January, 1999, submitted for approval on April 15, 2004) in the North Carolina Agricultural and Technical State University Faculty Handbook. The following statement is included relative to Tenure and Promotion for faculty with Research appointments:

"The federal funds provided to North Carolina Agricultural Extension Service through the Smith-Lever Act and to the Evans-Allen Agricultural Research Program provided through Section 1445, Public Law 95-113 (Farm Bill) shall be considered to be permanent trust funds." (SECTION D (6), Continued Availability of Special Funding." (FACULTY HANDBOOK)

### **IV. Research Faculty Roles and Expectations**

Within the Land Grant University most faculty have teaching/advising as a primary role, some have a primary role in the area of research, and some have a primary role in a specific area of professional service and outreach such as Extension. All faculty members, regardless of role, are expected to provide general service. This document provides guidelines for tenure and promotion evaluation of university faculty whose primary role is research.

As delineated in Section V of this document, research and creative activity refers the conduct of basic or applied studies and inquiries designed to generate new knowledge in a discipline, synthesize extant knowledge, or find novel ways to use existing knowledge to solve problems and improve the quality of life. Teaching refers to the broad area of learner/faculty interaction for educational purposes. General service refers to work that draws upon one's professional expertise for the welfare of their institution, profession and community.

## **V. Criteria and Performance Standards for Promotion and Tenure**

The criteria and standards set forth for the evaluation of faculty performance with research appointments described in this document reflect the philosophy and mission of the Agricultural Research Program (ARP) in the School of Agriculture and Environmental Sciences. The ARP mission is three-fold: (1) to identify, to seek solutions and to have impact on current and emerging agricultural issues at the local, state, national, and international levels, including the improvement of agricultural methods and products and the improvement of the lives and communities, especially of rural under-served and under-represented groups; (2) to provide experiential learning opportunities for graduate and undergraduate students in the food, agricultural, family and environmental sciences; and (3) to articulate the meaning of science and technology in agriculture. Thus, the emphasis in Tenure and Promotion decisions relative to the research component of a faculty member's appointment should be demonstrated abilities in the research and creative activities, classroom teaching, scholarship and service.

**Promotion** shall be based on recognized performance and achievement in each of the areas (teaching, research, and service) as appropriate to the position description and particular responsibilities assigned to each faculty member. **Tenure** shall be based on the potential for future achievement in the areas as indicated by performance during the provisional appointment.

Tenure and Promotion involve two separate decisions. Generally, non-tenured individuals who see advancement in rank also apply for tenure, though it is possible to seek one whether advancement in rank or tenure without applying for the other status.

Criteria for Tenure and Promotion represent three broad categories (1) Research, (2) Teaching, and (3) Service. The following criteria and performance standards for

promotion in academic rank and consideration for tenure for research faculty are described below and summarized in the associated tables. All criteria and standards must be addressed in the application for Promotion and/or tenure. For non-applicable criterion, the candidate must state the criterion does not apply and a brief statement of justification.

## **A. Research Criteria and Standards**

### General Expectations

Faculty members with a research appointment are expected to devote the majority of their time to the development and implementation of independent, productive research programs aimed at producing new knowledge or synthesizing existing knowledge. They are expected to:

- Disseminate findings regularly in professional journals and other appropriate outlets such as professional meetings;
- Seek ways to achieve impacts with their findings;
- Seek and secure extramural funding;
- Actively collaborate with other researchers and Cooperative Extension personnel;
- Involve graduate and undergraduate students in their research work.
- Participate in professional organizations.

### Description and Documentation of Criteria and Performance Standards for Research Activities

The types of evidence that is needed for determining an individual's candidacy for tenure and/or promotion are presented below. Each subsection represents a criterion that must be addressed either by provision of the requested documentation or by a statement of non applicability. The specific criteria are listed below with suggested means of documentation. Table 1 summarizes the criteria and performance standards (expected level of activity) used in the evaluation for tenure and promotion. Documentation showing achievement of the criteria needs to be based on work completed or in progress within the past five years or since the last promotion from the date of application for tenure and/or promotion.

## Specific Criteria for Research

### Refereed Publications

These include any publications that the candidate is an author or co-author that have been peer reviewed (formally evaluated by scholars in the field for purposes of improving relevance, clarity, and content). They may represent:

- Professional articles in refereed journals.
- Books, book chapters, and other published material.

### Non-Refereed Publications

These include publications that have **not** been peer-reviewed (published with only editorial corrections, without scholarly review by peers). They may include:

- Publications such as reviews, book reviews, research notes, monographs, bulletins, articles and other scholarly works.
- Description of new computer software, video, or multimedia program development.

### Grants/Contracts Received

These include projects, grants, and contracts that have received intramural or extramural funding for which the candidate is/was a Principal Investigator or co-Principal Investigator. For each grant/contract provide the following:

- Title
- Name of PI and all co-PIs
- Funding Source
- Date or Term of the Grant/Contract
- Funded Amount
- Role(s) of candidate on the project

### Funding Proposals Submitted

These include all intramural or extramural proposals submitted for funding for a project, grant, or contract by the candidate as a Principal Investigator or co-Principal Investigator. For each proposal provide the following:

- Title
- Name of PI and all co-PIs
- Funding Source

- Date or Term of the Grant/Contract
- Requested Funding Amount
- Role(s) of candidate on the project

#### Professional Meetings Attended (professional development)

This includes a record of participation in professional conferences, seminars, and workshops. For each meeting provide the following:

- Purpose/Description/Title of the Meeting
- Name of the Sponsoring Organization
- Date(s) of attendance
- Purpose of attendance/Role(s) – presenter, presider, assistance with logistics, etc.

#### Presentations at Professional Meetings

This includes a record of presentations of research at technical and professional meetings including abstracts, posters, and oral presentations. For each presentation provide the following:

- Title of presentation
- First and secondary authors of the presentation
- Name of meeting/conference/group
- Date and place of presentation
- Type of presentation (oral vs. poster)
- Published (if applicable) materials such as an abstract or conference proceedings
- Program cover and listing of participation.

#### Creative Work

This includes descriptions of all creative work done by the candidate in his/her capacity as a research scientist for the University. For each instance of creative work provide the following:

- Name of the work
- Sponsor of the work or project
- Description of the purpose of the work
- Date of completion
- Audio, video, or other media encapsulation of work (portfolio, pictures, recordings, computer program, graphical displays, etc).



### Documented Impacts

This includes descriptions of measurable impact that has been reported by others of the benefits or changes that have resulted as products of the candidate's research findings or related activities. Also include accomplishments of former students in terms of graduate student placement, recruitment by government and industry, and research accomplishments.

### Refereed Manuscript Review

This includes all scholarship activity relating to the review and editing of manuscripts and other materials submitted to refereed sources for publication. This activity includes:

- Membership on editorial boards reviewing publications
- Scholarly reviews of manuscripts submitted for publication

### Proposal Funding Review

This includes all scholarship activity relating to role of reviewing proposals submitted to an outside (non-University related) organization for funding consideration. For this activity include:

- Name of funding organization
- Role as reviewer (primary or secondary)
- Purpose or areas of specialty of the proposals
- Date(s) of participation

### Number of Citations of Published Work

This represents a count of citations of the candidate's work in professional journals by other research professionals. This count may be obtained from the Citation Index available in Bluford Library.

### Patents and Disclosure Agreements

This includes evidence of research or creative accomplishments that have been recognized for their uniqueness and proprietary value. These may include patents (received/applied for), disclosure agreements, and documentation of new product development.

### Graduate and Undergraduate Student Development

This includes examples of students' scholarly achievements, such as presentations, workshops, seminars, involvement in student organizations, experiential learning, service learning, publications, awards, and grants, for which the candidate has been a primary mentor. Also include activities related to service on student's thesis and doctoral committees. For each thesis/doctoral student provide:

- Name of the student
- Title of the thesis/dissertation
- Committee role (chair versus member)
- Date or expected date of completion.

### Collaborative Partnerships

This represents activities in which the candidate has an explicit role as a collaborative partner in research with colleagues within and outside the individual's research discipline. This includes instances of collaboration on research work within the School, across the university, with industry/agencies, and in the community.

### Honors and Awards

This represents any honors and awards the candidate has received for research activities.

### Other

Include here any other evidence of impact on society of research scholarship and accomplishment not covered by the above criteria. This might involve a variety of activities, such as invited to serve on special panels, invitations to speak at conferences, and other appropriate activities not included in categories previously listed.

## **B. Teaching/Advising Criteria**

### General Expectations

Effective teaching includes communicating knowledge to students and developing in them the desire and skill to continue learning. Teaching effectiveness includes evaluation by student questionnaires, peer evaluations, evaluations by department chairpersons, comments from former students and comments from external reviewers. Formal

academic advising is a responsibility of faculty and should be an integral part of the evaluation.

Faculty members with research appointments are permitted to teach one course per semester, as deemed necessary by the Department Chair. Exceptions for more than one course per semester are allowed only through a written request by the Department Chair and upon written approval by the Associate Dean for Research in the School of Agriculture and Environmental Sciences. Funds for teaching must be from a source other than the Evans-Allen funding.

### Description and Documentation of Criteria and Performance Standards

The types of evidence that is needed for determining an individual's candidacy for tenure and/or promotion are presented below. Each subsection represents a criterion that must be addressed either by provision of the requested documentation or by a statement of non applicability. The specific criteria are listed below with suggested means of documentation. Table 2 summarizes the criteria and performance standards (expected level of activity) used in the evaluation for tenure and promotion. Documentation showing achievement of the criteria needs to be based on work completed or in progress within the past five years or since the last promotion from the date of application for tenure and/or promotion.

### Specific Criteria for Teaching

#### Student Evaluations

Documentation for this criterion includes:

- Quantitative evaluations for each course
- Representative student comments with positive and negative comments
- Letters of evaluation by former students

#### Peer Evaluations

Documentation for this criterion includes peer teaching evaluation by colleagues/supervisors.

### Chair Evaluations

Documentation for this criterion is represented by copies of Chair evaluations relating to the candidate's teaching/classroom performance.

### Courses Taught

Documentation for this criterion includes a listing of courses (names and codes) taught by semester and year.

### New Courses/Curriculum Development or Revision

Documentation for this criterion includes a listing of new courses developed or substantially modified by the candidate. Also to be included is the candidate's role in the establishment or development of interdisciplinary courses, programs or curricula and/or honors seminars, and independent student research projects/mentoring.

### Innovations in Teaching

Documentation for this criterion includes use of new teaching materials, techniques, curricula, programs of study and/or the development and incorporation of innovative teaching technologies in the classroom.

### Teaching Advising and Technology Workshops Attended

Documentation for this criterion includes a listing of all advising and technology workshops attended by title, date, and location.

### Student Advisement/Retention (Undergraduate)

Documentation for this criterion includes a listing of activities the candidate has been involved relating to advising and retaining undergraduate students.

### Student Advisement/Retention (Graduate)

Documentation for this criterion includes a listing of activities the candidate has been involved relating to advising and retaining graduate students.

### Professional Licensure

Documentation for this criterion includes any professional licensure obtained/maintained related to teaching activities.

### Other

Include here documentation of any other teaching related activity not covered by the criteria listed above. These may include:

- Selection for teaching special courses
- Participation in special teaching activities outside the university (International assignments, special lectureships, panel presentations, seminar participation)
- Membership of teaching accreditation teams
- Invitations to testify before academic or governmental groups concerned with educational programs
- Receipt of monies and competitive grants to fund innovative teaching activities or to fund stipends of students
- Special recognition and awards

## **C. Service Criteria**

### General Expectations

Service or the scholarship of engagement involves (1) participation in University, School, and Departmental activities, (2) competence in extending the University expertise to the general public, and (3) active contributions to professional organizations.

### Description and Documentation of Criteria and Performance Standards

The types of evidence that is needed for determining an individual's candidacy for tenure and/or promotion are presented below. Each subsection represents a criterion that must be addressed either by provision of the requested documentation or by a statement of non applicability. The specific criteria are listed below with suggested means of documentation. Table 3 summarizes the criteria and performance standards used in the evaluation for tenure and promotion. Documentation showing achievement of the criteria needs to be based on work completed or in progress within the past seven years or since the last promotion from the date of application for tenure and/or promotion.

### Specific Criteria for Service

#### Department Committees

Documentation for this criterion includes role and dates of service pertaining to:

- Participation in Department committees pertaining to governance and function
- Special academic and/or administrative service assignments

### School Committees

Documentation for this criterion includes role and dates of service pertaining to:

- Participation in School committees pertaining to governance and function
- Special academic and/or administrative service assignments

### University Committees

Documentation for this criterion includes role and dates of service pertaining to:

- Institutional governance and academic policy committees
- University Faculty Senate and Graduate Council activities
- Special academic and/or administrative service assignments

### Board Memberships

Documentation for this criterion includes listing of all board memberships and leadership positions and dates of service.

### Professional Organizations--Service and Involvement

Documentation for this criterion includes role and dates of service pertaining to election to offices, committee activities, and important service to professional organizations, including editorial work and peer review as related to research and other creative activities

### Community Organizations—Service and Involvement

Documentation for this criterion includes role and dates of service pertaining to:

- Assistance and consultation to educational, agricultural and family and consumer sciences organizations, public organizations, government and private citizens.
- Participation in non-University functions based on the candidate's professional expertise
- Membership in community organizations

### Community Volunteerism

Documentation for this criterion includes role and dates of service pertaining to any volunteer work in the community.

### Student Organizations Advised

Documentation for this criterion includes a listing of activities the candidate has pertaining to student organization activities.

### Recruitment Activities

Documentation for this criterion includes a listing of activities the candidate has pertaining to student recruitment activities.

### Other

Include here documentation of any other service related activity not covered by the criteria listed above. These may include:

- Awards and recognition
- Committees at state, national and international levels

<b>Table 1: RESEARCH PERFORMANCE STANDARDS*</b> <b>Tenure and Promotion—Research Appointment</b> <b>School of Agriculture and Environmental Sciences</b> <b>North Carolina A&amp;T State University</b>			
<b>ITEM</b>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Professor</i>
<b>Refereed Publications</b>	<b>4</b>	<b>7</b>	<b>10</b>
<b>Non-Refereed Publications</b>	<b>3</b>	<b>4</b>	<b>4+</b>
<b>Grants Received</b>	<b>3</b>	<b>4</b>	<b>4+</b>
<b>Proposals Submitted</b>	<b>5</b>	<b>7</b>	
<b>Professional Meetings Attended (professional development)</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Presentations at Professional Meetings</b>	<b>4</b>	<b>5</b>	<b>6</b>

<b>Creative Work (as applicable)</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>
<b>Documented Impacts</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>
<b>Proposals/Manuscripts Reviewed</b>	<i>4</i>	<i>5</i>	<i>6</i>
<b>Number of Citations</b>	<i>Actual Number</i>	<i>Actual Number</i>	<i>Actual Number</i>
<b>Patents Applied/Received</b>	<i>Actual Number</i>	<i>Actual Number</i>	<i>Actual Number</i>
<b>Undergraduate/Graduate Student Development</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>
<b>Collaborative Partnerships</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>
<b>Honors and Awards</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>
<b>Other (Describe)</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>

\* Documentation showing achievement of the criteria needs to be based on work completed or in progress within the past five years or since the last promotion from the date of application for tenure and/or promotion.



**Table 2: TEACHING PERFORMANCE STANDARDS\***  
**Tenure and Promotion—Research Appointment**  
**School of Agriculture and Environmental Sciences**  
**North Carolina A&T State University**

<b>ITEM</b>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Professor</i>
<b>Student Evaluations</b>	<i>University Average <math>\pm 3</math></i>	<i>University Average <math>\pm 3</math></i>	<i>University Average <math>\pm 3</math></i>
<b>Peer Evaluations</b>	<i>Above Average</i>	<i>Above Average</i>	<i>Above Average</i>
<b>Chair Evaluations</b>	<i>Above Average</i>	<i>Above Average</i>	<i>Above Average</i>
<b>Courses Taught</b>	<i>Actual Number</i>	<i>Actual Number</i>	<i>Actual Number</i>
<b>New Courses/Curriculum Development or Revision</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>
<b>Innovations in Teaching</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>
<b>Teaching Advising and Technology Workshops Attended</b>	<i>At least 2</i>	<i>At least 2</i>	<i>At least 3</i>
<b>Student Advisement/Retention (Undergraduate)</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>
<b>Student Advisement/Retention (Graduate)</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>

<b>Professional Licensure (as appropriate)</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>
<b>Other (Describe)</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>

\* Documentation showing achievement of the criteria needs to be based on work completed or in progress within the past five years or since the last promotion from the date of application for tenure and/or promotion.

<b>Table 3: SERVICE PERFORMANCE STANDARDS*</b>			
<b>Tenure and Promotion—Research Appointment</b>			
<b>School of Agriculture and Environmental Sciences</b>			
<b>North Carolina A&amp;T State University</b>			
<b>ITEM</b>	<i>Assistant Professor</i>	<i>Associate Professor</i>	<i>Professor</i>
<b>Department Committees</b>	<i>2 or more</i>	<i>3 or more</i>	<i>3 or more</i>
<b>School Committees</b>	<i>1 or more</i>	<i>2 or more</i>	<i>3 or more</i>
<b>University Committees</b>	<i>At least 1</i>	<i>At least 2</i>	<i>At least 2</i>

<b>Board Memberships</b>	<i>Actual Number</i>	<i>Actual Number</i>	<i>Actual Number</i>
<b>Professional Organizations—Service and Involvement</b>	<i>Actual Number</i>	<i>Actual Number</i>	<i>Actual Number</i>
<b>Community Organizations—Service and Involvement</b>	<i>Actual Number</i>	<i>Actual Number</i>	<i>Actual Number</i>
<b>Community Volunteerism</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>
<b>Student Organizations Advised</b>	<i>Actual Number</i>	<i>Actual Number</i>	<i>Actual Number</i>
<b>Recruitment Activities</b>	<i>Actual Number</i>	<i>Actual Number</i>	<i>Actual Number</i>
<b>Community Design Assistance</b> (as appropriate)	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>
<b>Other (Describe)</b>	<i>Evidence</i>	<i>Evidence</i>	<i>Evidence</i>

\* Documentation showing achievement of the criteria needs to be based on work completed or in progress within the past five years from the date of application for tenure and/or promotion.

**APPENDIX 6 – Application Packet for Tenure and Promotion**  
**School of Agriculture and Environmental Sciences**  
***RESEARCH APPOINTMENT***

# APPLICATION PACKET FOR TENURE AND PROMOTION

School of Agriculture and Environmental Sciences

*RESEARCH APPOINTMENT*

## Table of Contents

### SECTION ONE: Information and Application Forms Only

#### I. Letters of Recommendations

- A. Departmental Tenure and Promotion Committee (required)
- B. Chair (required)
- C. College/School Tenure/Promotion Committee (required)
- D. Dean (required)
- E. Others (co-workers, students and others)

#### II. Applicant's Statement

One to three page narrative in the applicant's own words as to why she/he should be considered for tenure and/or promotion.

#### III. Official University Application Form (F. E. Form 104-A)

#### IV. Curriculum Vitae (SHOULD INCLUDE THESE ITEMS)

- A. Education
- B. Employment history
- C. Honors and awards
- D. Professional organizations, including offices held and services performed
- E. Career highlights (most important contributions to one's academic profession)
- F. Funding received (for entire career)
- G. List of courses taught (for entire career)
- H. List of books published (for entire career)
- I. List refereed journal publications (for entire career)
- J. List of papers in conference proceedings (for entire career)
- K. List of patents received
- L. List of unpublished papers submitted and pending publication
- M. List of research reports
- N. List of unpublished *Invited* manuscripts/presentations (for entire career)

- O. List of unpublished manuscripts/presentations contributed to conferences that were not formally Invited (for entire career)
- P. List of other scholarly/creative material

**V. Chairperson's Annual Evaluation since appointment or last promotion**

## SECTION TWO: Evidence and Supporting Material

### I. Evidence of teaching effectiveness since appointment or last promotion

- A. Typical Course syllabi (One per course)
- B. Courses developed (Title, Description, Syllabus, etc)
- C. Utilization of teaching aids (sample)
- D. Student advisement (student organizations, graduate students, etc)
- E. Summary of student evaluations authenticated by the Chair (or computer printout showing statistics)
- F. Peer evaluations

II. **Document or statement** describing the criteria for judging faculty scholarly/creative productivity in departments where performance in this area is not normally measured by publications in books, journals, and conference proceedings.

### III. Publications since appointment or last promotion

- A. Copy of cover of each book showing title, publisher, date, and related information. (Maximum of two pages for each publication)
- B. Copy of cover of each **refereed journal article** showing title, publisher, date, and related information plus first pages (Maximum of two pages for each publication).
- C. Copy of cover of each conference proceeding showing title, publisher, date, and related information. (Maximum of two pages for each publication)
- D. Copy of cover of each patent received showing title, co-holders, publisher, date, and related information plus letter. (Maximum of two pages for each patent)
- E. Letter of acceptance or receipt and first page of unpublished papers showing title, publisher, date, and related information plus first page of article. (Maximum of two pages for each publication)
- F. Copy of cover of each research report showing title, publisher, date, and related information plus Table of Contents and Executive Summary
- G. Letter and first page of unpublished Invited Manuscripts/presentations. (Maximum of two pages for each publication)
- H. Copy of first page of article and the pertinent page of citations of your work by other authors. (Maximum of two pages each)

**IV. Grants applied for and/or received since appointment or last promotion.**

- A. Letter from Agricultural Research Office listing titles, investigators, funding sources and amounts.
- B. Submit a brief description of each project including the objectives and deliverables. (Maximum of three pages each)

**V. Letters from collaborators and description of other scholarly/creative material completed since appointment or last promotion.** (Maximum of two pages each)

**VI. Letters, certificates, and registration** of workshops, seminars, conferences, and other meetings attended where no presentations were given by applicant since appointment or last promotion.

**VII. Service since appointment or last promotion**

- A. Service to the Department
- B. Service to the School
- C. Service to the University
- D. Service to the community
- E. Service to the nation
- F. Service to the international community

**VIII. Documentation of other involvements that support the promotion and tenure requested.**