

University of North Carolina Tomorrow



UNC Tomorrow Phase II Response Plan North Carolina Agricultural and Technical State University



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University of North Carolina – General Administration

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UNC Tomorrow Phase II Response Plan

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North Carolina A&T State University

UNC Tomorrow Phase II Response Plan

Executive Summary

North Carolina A&T State University (NC A&T) is a learner-centered community that develops and preserves intellectual capital through interdisciplinary learning, discovery, engagement, and operational excellence. The University is committed to fulfilling its fundamental mission through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. The UNC Tomorrow initiative presents many opportunities for NC A&T to achieve these goals.

As the University moves forward with updating its strategic plan, UNC Tomorrow continues to serve as a foundation, and its Findings and Recommendations helped to identify key priorities to be integrated into the strategic planning process. As the University develops its strategic plan, other needs and opportunities consistent with the UNC Tomorrow Findings and Recommendations and the mission as a “high research activity” University will be appropriately considered.

In response to the major Findings and Recommendations identified in the UNC Tomorrow Commission Final Report, teams of individuals were appointed at NC A&T to develop a “UNC Tomorrow Phase I Response Plan”. In the Phase I Response Plan, the University categorized the major Findings and Recommendations in the Commission Final Report into three levels of priority for the University. Under each of the major Findings and Recommendations, the University identified the key set of priorities that it would seek to implement moving forward.

Teams of individuals were appointed to facilitate the development of the NC A&T’s Phase II Response Plan. The Phase II Response Plan was accomplished with a 10-member Campus Planning Team, eight Work Groups with nine to 20 members each, and four Action Teams with 10 to 11 members each. Each of the Work Groups was assigned the responsibility to develop the University’s Response Plan specific to the priorities identified in the Phase I Response Plan. Each of the Action Teams was assigned a UNC Tomorrow area of focus defined in the Phase II Guidelines issued by UNC-GA. In developing their Response Plans, the Work Groups and Action Teams solicited input from administrators, faculty, staff and students. The Campus Planning Team, with members representing all of the administrative and academic units across the campus, and chairs of each Work Group and Action Team were charged with the overall responsibility of collecting the draft Response Plans generated by the Work Groups and Action Teams, and consolidating them into a University UNC Tomorrow Phase II Response.

The University’s UNC Tomorrow Phase II Response Plan identifies how NC A&T is prepared to implement the key priorities in the context of the Commission’s Major Findings and Recommendations addressing the challenges facing North Carolina now and in the future. To effectively respond to the present and future needs of North Carolina, NC A&T is committed to maintaining and increasing high academic standards, the quality of its degree and research programs, and adding new academic degree programs to ensure graduation of well-educated students prepared for the competitive global economy.

After careful study by the Work Groups and evaluation by the Campus Planning Team and the Chancellor's Cabinet, the following priorities were agreed upon without substantial consideration for cost to implement.

<i>Rank</i>	<i>Phase II Priorities</i>
1	Increasing Access to Higher Education – North Carolina African American Male Initiative
2	Improving Public Education – Improve the Quantity, Quality, and Geographic Distribution of Public School Teachers in High Need Areas
3	Health – Increase the Number of Health Graduates in the Workforce, Especially Nurses
4	Global Readiness: Global Competitiveness – Create an Interdisciplinary Center for Global Affairs and Studies
5	Global Readiness: 21st Century Skills – Complete the Development of University Studies
6	Environment – Establish an Energy Conservation Program and Create a “Green” Campus
7	Economic Transformation, Community Development, Outreach and Engagement – Create a Center for Outreach, Engagement and Economic Development (COEED)
8	Health – Initiate an Employee/Student Wellness Program
9	Global Readiness: 21st Century Skills – Development of a Culture of Assessment
10	Global Readiness: Global Competitiveness – Revise Curricula of Schools and Colleges to Include a Focus on Developing Global Competencies
11	Improving Public Education – Develop a Seamless Education Continuum for Pre-K Through Higher Education
12	Improving Public Education – Professional Development Academy Initiative
13	Economic Transformation, Community Development, Outreach and Engagement – Establish a NC A&T Research Foundation
14	Improving Public Education – Parent Enrichment Resource Center

The reality of the present budget situation, however, is that cost must be considered in developing our strategic implementation of these priorities. The cost to implement was considered at three levels: (a) no additional cost; (b) reallocation of present resources; and, (c) new money. We believe that NC A&T can begin planning/implementing the following priorities with little additional cost:

- **Priority 1. North Carolina African American Male Initiative** – The first order recommendations as defined in the report can begin this year using current resources. The development of a consortium of institutions that will work together to implement this initiative will require time and some travel funds to complete.
- **Priority 2. Improve the Quantity, Quality, and Geographic Distribution of Public School Teachers in High Need Areas** – The funds from focused growth, Title III HBCU, and distance learning can be used to expand the 2+2 programs and develop web based courses for these programs. This could begin early in 2009 and expand as budget becomes available.
- **Priority 3. Increase the Number of Health Graduates in the Workforce, Especially Nurses** – Focused growth funds can be used with Title III HBCU funds to continue our efforts in recruiting the most promising candidates for our nursing program.
- **Priority 6. Establish an Energy Conservation Program and Create a “Green” Campus** – The recycling and energy conservations programs have been developed using existing staff and funds. These will continue to be implemented.

We believe that NC A&T can begin planning/implementing the following priorities with some reallocating of present resources:

- **Priority 4. Create an Interdisciplinary Center for Global Affairs and Studies** – By combining the Office of International Programs and the Office of International Students and Scholars, six current positions will serve as the basic staff for the Center.
- **Priority 5. Complete the Development of University Studies** – The development of University Studies requires faculty positions and space. Some faculty positions can be obtained by reassigning present positions to teach in University Studies. The space will be provided in our new Academic Classroom Building which is on hold because of the budget shortfall at the state level. However, Governor Mike Easley stated that he is fast tracking \$722 million in state construction projects, including NC A&T's Academic Classroom Building, in an effort to create jobs and stimulate North Carolina's economy. These projects will go to the Council of State for approval on January 6, 2009.

It should be noted that none of these priorities address the research and development of intellectual capital required of NC A&T as a "high research activity" institution. These research and development activities must be included in the strategic planning process along with our UNC Tomorrow Response priorities.

In the UNC Tomorrow Phase II Response Plan Guidelines, campuses were asked to address several areas of focus. The Action Teams developed responses to the three required action areas and their reports are provided in the last chapters of this document:

- **Existing Degree Programs.** The study of existing degree programs concluded that our academic degree programs collectively address all the identified UNC Tomorrow skills our graduates will need for success. This is due in large part to the implementation of our University Studies Program with its focused 17 learning outcomes that are spread across and integrated into the curricula.
- **Faculty and Staff Recruitment and Retention.** NC A&T is engaged in a thoughtful and deliberate planning process to address our professorial and professional work force needs now and for the future. An analysis of institutional data, however, reveals that we must intensify our efforts as manifested most succinctly by the fact that one-fifth of our work force will be eligible to retire next year. The challenges we face are the lack of financial resources to offer competitive salaries and compensation packages; strengthen career development planning; to provide for flexible options; for professional development and management training needs of our current faculty and staff; and, to implementing a sabbatical program for faculty. The University will continue to reallocate resources to and expand programs in the Division of Human Resources and the Academy for Teaching and Learning to recruit and retain high quality faculty and staff.
- **Review of Tenure and Rewards System.** The review of our tenure and rewards system developed an aggressive two year plan for a formal review that will conclude with a new and improved system approved by the faculty and ultimately the Board of Trustees.

North Carolina A&T State University

UNC Tomorrow Phase II Response Plan

Introduction

North Carolina A&T State University (NC A&T) is a learner-centered community that develops and preserves intellectual capital through interdisciplinary learning, discovery, engagement, and operational excellence. The University is committed to fulfilling its fundamental mission through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. The UNC Tomorrow initiative presents many opportunities for NC A&T to achieve these goals.

As a “high research activity” institution, according to the Carnegie Foundation, the University strives to continue to significantly expand its research and PhD programs, especially in engineering, science, technology and agriculture and environmental sciences. The College of Engineering, a highly recognized academic program, was recently awarded an Engineering Research Center (ERC) grant from the National Science Foundation. The ERC grant is among the most prestigious NSF awards and the award to NC A&T marks the first time that an HBCU has been the lead institution in receiving an ERC. The goal of the ERC is to produce innovative technologies and engineering graduates to significantly enhance the competitiveness of the U.S. economy. Award funding has been approved at \$18 million for the initial five years, with potential funding for 10 years.

As the University moves forward with updating its strategic plan, UNC Tomorrow continues to serve as a foundation, and its Findings and Recommendations helped to identify key priorities to be integrated into this process. As the University develops its strategic plan, other needs and opportunities consistent with the UNC Tomorrow Findings and Recommendations and the mission of the University, will be given due consideration.

The purpose of the University of North Carolina Tomorrow Initiative is to determine how the University of North Carolina can respond more directly and proactively to the 21st century challenges facing North Carolina both now and in the future through the efficient and effective fulfillment of its three-pronged mission of teaching, research and scholarship, and public service. The outcomes of this Initiative will guide and shape current and future priorities, resource allocations, existing and future programs, and strategic plans and mission of the University of North Carolina, its 17 constituent institutions and its affiliated entities. The goal is to ensure that UNC not only becomes more proactive and responsive to the needs of our state, but remains so in the years to come as the people of North Carolina continue to confront the myriad challenges of the rapidly changing, knowledge-based global economy and environment of the 21st century.

In response to the major Findings and Recommendations identified in the UNC Tomorrow Commission Final Report, teams of individuals were appointed at NC A&T to develop a “UNC Tomorrow Phase I Response Plan.” In the Phase I Response Plan, the University categorized the major Findings and Recommendations in the Commission Final Report into three levels of priority for the University. Under each of the major Findings and Recommendations, the University identified the key set of priorities that it would seek to implement. The Phase I Response Plan received an overall very positive review by the University of North Carolina General Administration (UNC-GA). As a result of the Phase I Response Plan

review, UNC-GA also provided a set of specific recommendations and guidelines to the University to be addressed in its Phase II Response Plan.

To facilitate the development of the Phase II Response Plan, teams of individuals were appointed similar to Phase I. The Phase II Response Plan was accomplished under the leadership of Dr. Alton Thompson, Interim Provost and Vice Chancellor for Academic Affairs. Drs. Kenneth Murray and James Gooch facilitated the process with a 10-member Campus Planning Team, eight Work Groups with nine to 20 members each, and four Action Teams with 10 to 11 members each (See Appendix A). Each of the Work Groups was assigned UNC Tomorrow major findings and associated recommendations with the responsibility to develop the University's Phase II Response Plan specific to the priorities identified in the Phase I Response Plan. Each of the Action Teams was assigned a UNC Tomorrow area of focus defined in the Phase II Guidelines issued by UNC-GA. In developing their Response Plans, the Work Groups and Action Teams solicited input from administrators, faculty, staff and students. The Campus Planning Team, with members representing all of the administrative and academic units across the campus, and chairs of each Work Group and Action Team were charged with the overall responsibility of collecting the draft Response Plans generated by the Work Groups and Action Teams, and consolidating them into a University UNC Tomorrow Phase II Response Plan. The Response Plan was submitted to Chancellor Stanley F. Battle and his Cabinet for final approval before submission to UNC-GA by the December 1, 2008 deadline.

The University's UNC Tomorrow Phase II Response Plan, by sections, identifies how NC A&T is prepared to implement the key priorities in the contexts of the Commission's Major Findings and Recommendations addressing the challenges facing North Carolina now and in the future. To effectively respond to the present and future needs of North Carolina, NC A&T is committed to maintaining and increasing high academic standards, the quality of its degree and research programs, and adding new academic degree programs to ensure graduation of well-educated students prepared for the competitive global economy.

I. Global Readiness: 21st Century Skills North Carolina A&T State University

I. UNC Tomorrow Commission Report Findings and Recommendations

4.1 Our Global Readiness

Major Finding: UNC should educate its students to be personally and professionally successful in the 21st century and, to do so, should enhance the global competitiveness of its institutions and their graduates.

Recommendation:

4.1.1. UNC should prepare its students for successful professional and personal lives in the 21st century, equipping them with the tools they will need to adapt to the ever-changing world.

II. NC A&T State University Phase I Response Plan Report Priorities Global Readiness: 21st Century Skills

Given the strengths and alignments of existing and emerging programs, initiatives and activities, it was decided that North Carolina A&T State University (NC A&T) does not need any new programs, initiatives or activities to respond to the Global Readiness: 21st Century Skills.

Priority 1. Complete the Development of University Studies.

- Increase the number faculty in the Division of University Studies.
- Establish space for Division of University Studies.
- Integration of general and major's curriculum around UNC Tomorrow Global Preparedness.

Priority 2. Development of a Culture of Assessment.

- Development of a culture of assessment at NC A&T among faculty, staff and students.

Programs, Initiatives and Activities that Should be Combined or Eliminated

Given the nature of the global readiness objectives, the main burden will be on the general education curriculum. Therefore, any movement of University resources that will strengthen the University Studies program will enhance the ability of the University to deliver globally ready students. Furthermore, it is essential that departments do a better job of articulating and assessing the global readiness objectives in their curricula. The survey results do not suggest that any program should be eliminated because it is not responsive to the global readiness objectives.

Implementation Strategies, Plans and Timelines

University Studies, the general education core curriculum, is best suited for implementing the global readiness objectives. Departments should reinforce specific objectives as appropriate for their discipline. It is recommended that the Division of University Studies' resources be expanded so that they are proportional to its share of the undergraduate student credit hours.

III. NC A&T State University Phase II Response Plan Of Action Global Readiness: 21st Century Skills

A. Phase I Priorities

In the NC A&T UNC Tomorrow Phase I Response Plan, the 21st Century Skills Work Group identified four priorities necessary for the assuring that NC A&T students graduate with essential 21st century skills. These were: (1) expand the faculty of the Division of University Studies; (2) establish space for Division of University Studies; (3) integrate the curriculum around UNC Tomorrow Global Preparedness; and, (4) develop a culture of assessment at NC A&T.

B. Expand Division

In the Phase I Response Plan report, the 21st Century Skills Work Group established that the UNC Tomorrow 21st Century Skills and the NC A&T general education learning objectives were equivalent. The unit that is most responsible for delivering the general education core curriculum is the Division of University Studies (UNST). The UNST is presently understaffed to achieve this mission. For example, this fall's freshman enrollment was in excess of 1500 students. This translated to 16,737 student credit hours generated by UNST foundation courses. Of these, 15,197 are being taught by UNST faculty. UNST currently has 28.33 full time equivalent positions. Given these data, the average teaching load by FTE = 518.13 for University Studies. Compare this to the data of only 117.96 and 92.75 for the College of Arts and Sciences and College of Engineering in the same semester respectively. (These calculations are from students enrolled in courses offered in fall 2008 versus faculty listed in 2008-2010 Undergraduate Bulletin.) The UNST program was originally envisioned with an estimate of optimal tenure track positions at between 40-50 lines. By this projection, the program is slightly past 50% of its required faculty allotment. In addition, UNST is almost entirely comprised of junior faculty members. In the next three years, at least 10 positions should be filled with qualified faculty; at least five of these should be at the Associate Professor rank or higher. The responsibility for conducting these searches is with the Dean of University Studies, reporting to the Provost, within the Division of Academic Affairs. This would require \$856,865 in salary and benefits to be expended over three years between years 2008-2011.

Finally, relative to the UNC Tomorrow recommendation "*equipping students with the tools they will need to adapt to ever-changing world,*" the 21st Century Skills Work Group firmly believes that this task must be taken on seriously by the entire University and not just one unit. While the UNST Division will provide the major component of this training, expanding space and faculty to UNST alone will not necessarily lead to fulfilling the mission of producing globally competent students. Therefore, the Work Group recommends that the integration of the general and major's curriculum around UNC Tomorrow Global Readiness goals should be pursued aggressively while the University simultaneously completes the formation of its general education infrastructure. One immediate way of accomplishing this is engaging students in global research experiences and exchange programs.

C. Space Allotment

At the time of the drafting of the Phase I Response Plan report, the faculty and administrative offices of the UNST Division were housed within inadequate space located at Hines Hall and Moore Gymnasium. The University has been appropriated funds by the North Carolina General Assembly for a

New General Classroom building which would become the headquarters for the UNST Division, Honors Program, and Global Studies. The request for the new general classroom building stands at \$25,000,000 and the building is scheduled for completion in 2009-2010. The faculty of the UNST Division played a major role in the design of the New General Classroom building. The building was designed with active learning and cutting edge 21st century technology in mind. The concept design was completed by the Freelon Group in May 2007. However, at present, the plans for construction are on hold as the state re-examines its budget priorities in the light of the present state budget reversions. In the interim period, the UNST Division will be moved to Hodgkin Hall into about three times the space it currently occupies. This will aid the program by allowing (for the first time) the bulk of its tenure track faculty to be located in the same facility. The responsibility for overseeing the request for funds and construction of the New General Classroom building resides ultimately with the Chancellor, Provost and Vice Chancellor for Academic Affairs, and Associate Vice Chancellor for Facilities.

D. Integration Of General And Major Curriculum

For the UNC Tomorrow Phase II Response Plan report, the 21st Century Skills Work Group surveyed academic departments to determine how well they were addressing the campus-wide general education goals. The Work Group had already determined that NC A&T's general education goals (Appendix 1) and University Studies learning objectives (Appendix 2) were aligned with UNC Tomorrow 21st Century Skills Findings and Recommendations. In addition, the Work Group will continue to collect data concerning any co-curricular, grant-supported, or other forms of departmental activity that were also contributing to 21st Century Skills development.

The survey was distributed to each department chair electronically on September 19, 2008. Notification of the purpose of the survey was also sent to the Deans of each school and college. Finally, members of the Work Group attended the school and college-wide meetings of each unit to encourage the collection of these data. These data are provided below.

E. Survey Motivation

In the spring of 2008, the 21st Century Skills Work Group concluded that the University's general education learning goals (represented by the 17 University Studies general education learning goals) are addressed within the UNST foundation and theme cluster courses. These goals were originally derived from the American Association of College and Universities program entitled: Liberal Education and America's Promise (LEAP.) The process by which the LEAP essential learning outcomes were developed anticipated the process of UNC Tomorrow. As such, the UNC Tomorrow 21st Century learning goals were very similar in language and content.

The 21st Century Skills Work Group suggests that the 21st century learning objectives must be reinforced beyond the general education core curriculum. To determine the degree to which this was already happening at NC A&T, it developed a survey to evaluate the inclusion of general education learning objectives, as well as co-curricular activities in academic departments associated with 21st Century Skills development. The survey was designed to determine how many major courses addressed the specific general education learning objectives. In addition, for each major course listed, a question was asked about the degree of correspondence between the specific learning objectives for that lecture course and the campus-wide general education objectives. The survey also sought responses regarding the extent to which formative assessment of student learning was accomplished in each course listed.

The survey was also designed to evaluate the process by which the assessment of student learning was conducted in each department. It asked about who was responsible for gathering and analyzing assessment data on student learning, when these data were analyzed, and how often these data were used to make curricular adjustments. Further, the survey gathered data from persons in the departments responsible for SACS compliance and whether any of the data on student learning would be made available to the 21st Century Skills Work Group. Finally, the survey asked about any co-curricular or granted supported activities that contribute to 21st century global competency. Respondents were asked to include study-abroad initiatives or funded research projects and to make a case for how any of these projects contributed to undergraduate student preparation relevant to global competence.

F. Survey Results

The results for the College of Arts and Sciences (three departments: Art, Music, and Criminal Justice). Courses were identified by five levels (100, 200, 300, 400, 500 & 600). The data show that for these departments, very few of the general learning objectives are reinforced in their major, as well as the fact that the reinforcement of the learning objectives addressed occurs in only a small number of courses. Few 100 level courses are offered, few 200, and most reinforcement is happening at junior/senior level. In the School of Education, the pattern is similar to that observed in College of Arts and Sciences, few lower division courses, and few of the general learning objectives addressed. The results for the School of Business and Economics demonstrate both a larger variety of learning outcomes addressed and a diversity of levels in which they are addressed. Again, there are no 100 level courses offered however, there is a continuum of courses offered across the learning objectives from sophomore to senior year. The data in the College of Engineering were particularly strong in addressing analytical reasoning, scientific method, communication, and ethical reasoning. The School of Nursing results also demonstrate significant diversity of outcomes and courses that reinforce general learning outcomes. Their curriculum addresses the learning outcomes at the 100 level and then resumes them at the 300 - 500 level. The School of Technology results seem to be the exception to the rule that single departments do not exhibit a diversity of learning goals reinforced. It also shows that a single department can include these learning objectives in a large number of its courses across levels.

The data indicate that we are not currently doing a comprehensive job of integrating our general education and major curriculum goals across the curriculum. This means that at present, we cannot state that we are moving in the direction of implementing UNC Tomorrow 21st Century skills in our graduating students. Because we did not have data from all departments, the Work Group only can make some general recommendations on how this goal can be pursued. For example, programs that did not submit questionnaires can still undergo an examination of their curriculum. It is obvious that all the science programs have multiple classes that deal with general education goals 5 – 8 (analytical reasoning and the scientific method). However, each course should have specific learning objectives that are measured and their data assessed to determine the degree to which the teaching environment is helping students incorporate these goals. In any case, where this is not true, departments will be required to undergo immediate course content revision. In addition, departments will be required to engage in greater efforts to provide international education and research exposure to students both directly (travel abroad) or indirectly (using available resources locally).

G. Culture of Assessment

The survey also addressed the degree to which NC A&T operates within a culture of assessment. Each department was asked to identify specific learning outcomes for the general learning goals that the curriculum was designed to address. Every unit that responded to the questionnaire demonstrated that they had specific learning outcomes associated with each learning goal. There is also a variety of procedures and timelines by which assessment data are gathered and kept. Some departments utilize committees, while others make this the duty of the department chair. Some collect and act on data on a yearly basis, while others have two or three year cycles.

As we go forward in aligning our campus with the 21st century skill recommendations of UNC Tomorrow, it is strongly suggested that the campus revise and standardize procedures for documenting how student learning is generated. At present, academic departments submit comprehensive evaluation reports every five years to the Institutional Planning, Assessment and Research (IPAR) office. Service units, such as Business and Finance, Division of Research and Economic Development, Human Resources, and Student Affairs submit annual reports. Academic departments are encouraged to review their student learning outcomes and progress toward strategic plan goals and objectives annually. IPAR conducts workshops for faculty on strategic planning and student learning outcomes. The Academy for Teaching and Learning conducts workshops on development of rubrics and aspects of assessment, such as portfolio development, formative and summative evaluations, etc. Our data indicate that not all departments are taking advantage of these resources. In addition, our results indicate that going forward individual departments will need to develop more intentional strategies to reinforce general learning objectives in concert with the 21st century skills of UNC Tomorrow.

These strategies to reinforce general objectives may be best facilitated by hiring an assessment person for each school/college. The provisioning of such a staff position would greatly improve assessment and assist faculty in ongoing assessment. Apparently, this strategy is working well in the College of Arts and Sciences. This may not be required for schools/colleges that have intimate familiarity with accreditation agencies such as: School of Education, College of Engineering, and the School of Nursing.

H. Extra-curricular Support of 21st Century Skills

A diversity of co-curricular activities were reported that contribute positively to developing the 21st century global skills recommended by UNC Tomorrow. A few are listed below as examples.

Aggie Engineers Toastmasters International provides students with industry internships and co-ops, field trips, regional and national conference attendance and participation, undergraduate research, community service, partnerships with other universities for study abroad and dual degree programs, and e-Tutorial program with industry partners. In the Department of Sociology and Criminal Justice, the chair participates in a National Security Agency (NSA) interdepartmental, interdisciplinary project as a co-investigator on information assurance and security. This project has been on-going since 2006 and the principal investigator is Dr. Kossi D. Edoh of the Mathematics Department. This project includes funded student research assistantships and includes students from other universities. The Interim Chair of the Mathematics Department Dr. Guoquig Tang is also the principal investigator for a GIS project funded by the NASA. The project is one of three selected from HBCU's. This project includes student research assistants. The topic of research is disaster management of correctional populations.

The Department of Physics is engaged in a series of prestigious international research and training collaborations. These include: 1. NSF-PIRE: Partnership for International Research and Education: (2006-2010), Program Name: Africa Array. This provides opportunities for NC A&T students to participate in field courses and research projects in Africa. It has additional benefits, including: a 10 week summer internship at Penn State University, travel/lodging and \$400/week stipend, and travel, lodging for 4 weeks in South Africa. This provides support for three students per summer. The lead institution is Penn State University with NC A&T as a subcontractor, and the international partner is the University of the Witwatersrand (Wits), Johannesburg: South Africa. There is also the Geophysics field course in South Africa: The annual Africa Array geophysics field course is designed to provide physics, math, engineering and geoscience students from historically black colleges and universities with exposure to geophysics field methods, modeling techniques, and career opportunities. Students taking this course become familiar with field and modeling methods commonly used in hydrocarbon, mineral and water exploration, as well as in basic Earth Science research. There is also the NSF-IRES- International Research Experience for Students, (2007-2009.) This program is five weeks, with a \$400/week stipend, travel, per diem, visa/passport, and immunization fees. This supports three students per summer. The program promotes student research experiences in atmospheric sciences, geosciences and space sciences with Addis Ababa University, Ethiopia. The grant provides an international research experience for students and helps develop a sustainable educational and research collaboration between the Department of Physics at NC A&T; the Departments of Physics, and the Geophysical Observatory at Addis Ababa University in Ethiopia.

The Visual and Performing Arts Department listed the following: study abroad in South Africa and Jamaica 2004-2008) dance; Fulbright scholar in South Africa – theater; presentation on study in Brazil – art; faculty study and travel in Hungary – art; field research in Jamaica – dance; Peruvian Jazz Ensemble – music; and course in dance ethnography and summer abroad – dance.

I. Limitations of this Report

The results from these data indicate that there is uneven attention relative to reinforcing general education or 21st century skills in all departments across campus. Our ability to accurately assess the degree of unevenness at present was severely hampered by the non-responsiveness of some departments with regard to reporting the requested information. We can make some assumptions about which learning outcomes are addressed by specific departments, but in reality, this is the responsibility of each academic unit. The gravity of this responsibility is particularly increased not just by the requirement to align our campus with the Findings and Recommendations of UNC Tomorrow, but also to help prepare for the upcoming SACS reaccreditation process of 2010. The University will continue to collect and analyze these data from all of the academic units. This effort will be completed by the Fall 2009.

Appendix 1. Alignment of Campus-Wide General Education Goals with 21st Century Skills Findings and Recommendations

In the spring 2004 each school and college approved the general education learning goals which became the basis of our campus general education reform. These are listed below:

Communication

1. Effectively use information technology to find, interpret, evaluate, and use information discerningly.
2. Effectively communicate in diverse settings and groups using written, oral, and visual means.
3. Effectively employ critical thinking skills in written and oral communication.
4. Effectively relate ideas and concepts, as well as modes of inquiry, across disciplines.

Analytical Reasoning

5. Use analytical thinking skills to evaluate information critically.
6. Apply multiple modes of inquiry, including quantitative and qualitative analysis, to formulate, describe, evaluate, and solve problems.

Application of Scientific Method

7. Apply scientific reasoning skills to model natural, physical, social, and aesthetic phenomena using multiple modes of inquiry.
8. Use a wide range of disparate information and knowledge to draw inferences, test hypotheses, and make decisions.

Multicultural Relations Within a Global Society

9. Understand African/African American culture and traditions, including political, economic, and social challenges affecting people of African descent.
10. Interact effectively with people from diverse cultures.
11. Understand and appreciate the diversity and interrelationship of cultures locally, regionally, nationally, and internationally.

Historical and Social Processes in a Changing World

12. Understand the role of social, political, and economic institutions and processes in the development of societies and the factors that lead to dynamic change in societies over time.

Artistic and Literary Understanding

13. Understand the role of literature, music, and the fine arts in describing, defining, and celebrating the human condition in diverse world cultures.

Ethics and Social Responsibility

14. Understand and apply ethical reasoning principles to resolve moral, social, and professional issues.
15. Understand the role that markets, governments, and other social institutions can play in reducing social and economic inequality.

Health, Lifestyles, and Behavior

16. Understand and promote principles of wellness that include nutrition, exercise, avoidance of mind-altering chemicals, development of healthy relationships, and personal growth.
17. Recognize behaviors that place individuals, families, and communities at risk.

Appendix 2.
**Alignment of Campus-Wide, University Studies Learning Objectives with
 21st Century Skills Recommendation**

In the spring semester of 2008, the Global Readiness: 21st Century Skills subcommittee reviewed the University Studies program to determine its alignment with UNC Tomorrow. The committee determined and reported to General Administration that this program is aligned with the UNC tomorrow recommendations for global readiness.

<i>21st Century Skills</i>	<i>Campus/UNST</i>	<i>Foundation</i>
Global Issues	9, 10, 11, 12	The Contemporary World, Theme cluster courses
Teamwork skills in diverse groups	2, 4, 10, 11, 14	African American Exp., Critical Writing
Critical Thinking and Analytical Reasoning	3, 4, 5 - 8, 12	All foundation courses, theme cluster courses
Written and Oral Communication	1 - 4, 10, 11	African American Exp., Critical Writing, Theme Cluster courses
Information Literacy	1, 3, 4	All foundation courses, theme cluster courses
Creativity and Innovation	13	All foundation courses, theme cluster courses
Complex Problem Solving	1, 3, 4, 5 - 8, 9 - 17	All foundation courses, theme cluster courses
Science and math	5, 6, 7, 8, 16, 17	Analytical Reasoning, Theme cluster courses

The only 21st Century Skills competencies not explicitly addressed in University Studies learning objectives are environmental literacy, financial literacy and work ethic and professionalism.

II. Global Readiness: Global Competitiveness North Carolina A&T State University

I. UNC Tomorrow Commission Report Findings and Recommendations

4.1 Our Global Readiness

Major Finding: UNC should educate its students to be personally and professionally successful in the 21st century and, to do so, should enhance the global competitiveness of its institutions and their graduates.

Recommendations:

4.1.2. UNC programs, especially research programs, should be globally competitive to ensure that they are globally relevant and significant.

4.1.3. UNC should promote increased partnerships between its own campuses and international universities and enhance the global awareness of its faculty and students.

II. NC A&T State University Phase I Response Plan Report Priorities Global Readiness: Global Competitiveness

A. Key Priorities

1. Create an Interdisciplinary Center for Global Affairs and Studies. The Center will provide administrative leadership and focus its efforts to globalize the campus. Faculty will be empowered to conduct interdisciplinary research on global issues that will strengthen the curriculum. They will also collaborate on research with faculty in the UNC system, nationwide and globally, and will compete for projects that will provide the funding support for teaching and research for campus globalization initiatives, support faculty development, and student study abroad. Issues of global communication and outreach would be addressed by establishing a firm financial base supporting immersion programs, mini-mesters, short-term experiences and other programs that would improve language skills, make connections across international boundaries, and provide expanded research opportunities.

2. Revise Curricula of Schools and Colleges to Include a Focus on Developing Global Competencies. Emphasis would be on instruction in critical languages, development of service learning curricula with a global focus, and integration of technology to create virtual international projects. At the undergraduate level, a strong UNST global studies cluster would be developed and current courses revisited to improve cross-cultural competencies.

B. Programs, Initiatives and Activities that Should be Combined or Eliminated

- Bring the Office of International Program and the International Scholars Program under the umbrella of a new Interdisciplinary Center for Global Affairs and Studies. With centralization, the elimination of duplicate efforts, and additional administrative support, faculty and student exchange programs, research abroad, and cooperative agreements could be promoted and maximized.

- Develop stronger ties between the Department of Foreign Languages and the new Center.
- Move the Global Studies Certificate Program (GSCP) to an academic unit or appoint qualified faculty to work with the program.
- Develop a stronger relationship between GSCP and the International Studies concentration in Liberal Studies.

III. NC A&T State University Phase II Response Plan Of Action Global Readiness: Global Competitiveness

A. Executive Summary

After reviewing and comparing our university structure and ability to compete globally, we realized that North Carolina A & T State University (NC A&T) is uniquely structured with its University Studies curriculum, which is the framework to carry global education to each and every part of the University and in the process carry forth the mission of UNC Tomorrow for Global Competitiveness. It is our recommendation that University Studies be strengthened with the support of the entire campus to fulfill its purpose and that its structure incorporate the five global competencies outlined below from foundation courses through the clusters to the capstone seminar.

Furthermore, we recommend that a Interdisciplinary Center for Global Affairs and Studies be established, administrated by an Assistant Provost for International Affairs. The Center would combine the Office of International Programs and the Office of International Students and Scholars to centralize services for both international and exchange students and create synergy with the international mobility of students, both incoming and outgoing. The Center would also serve as the chief catalyst for implementing and further developing NC A&T's international mission as outlined below.

It is estimated that \$425,000 will be needed in year-one to implement the proposed Global Competitiveness curriculum revisions and establish the center. A detailed listing of cost items are provided below in the report.

B. Mission

The mission of global studies is to provide students at NC A&T a global education that includes the historical roots of systems and issues in the contemporary world, as a basis for actively engaging in it, in a myriad of ways, to ensure continued growth and life-long learning as citizens and stewards of the planet.

To implement the above mission, University faculty, staff and administrators are primary change agents in the transformative process of creating and sustaining global education at NC A&T, and to meet the needs of all stakeholders. To ensure its success, these agents of change must embrace the spirit and content of the UNC Tomorrow Initiative, and apply its principles, initiatives and recommendations appropriately.

C. Goal 1 – Revise Curricula of Schools and Colleges to include focus on developing global competencies.

1. Philosophy Of Global Competencies. The following five (5) categories of global competencies will be developed in all students throughout their university experience both at the undergraduate and graduate levels:

- Knowledge of historical and contemporary global issues;
- Recognition of the specificity of values within one’s own culture, awareness of shared human values and ability to appreciate the values of cultures different from one’s own;
- Socio-linguistic awareness/cross cultural communication skills;
- Intellectual curiosity, analytical reasoning, creativity, adaptability, self-reliance in the face of uncertainty, and the ability to manage ambiguity without pre-judging; and,
- Ability to work effectively as part of a multinational/multicultural team.

To successfully implement the five global competencies, we strongly urge that the University require foreign language instruction, especially in “critical needs” languages (e.g. Arabic, Chinese, Portuguese, Farsi, Russian, Swahili, etc.). To do so, the University must strengthen the Department of Foreign Languages with funding to support teaching these languages, as well as those more commonly offered.

2. Process for Undergraduate Students

Strategy. The University Studies Program provides a foundation in global competencies. These competencies will be developed and reinforced throughout the students’ program of study. To achieve the stated objectives of University Studies (UNST), three recommendations are offered:

- University Studies Foundation Courses – UNST 120: Contemporary World and UNST 110: Critical Writing:
 - Revise UNST 120 “The Contemporary World” to present a basic introduction to global studies that integrates significant thematic issues. These include historical background; geographical/political economic aspects; social, cultural and religious practices of various societies.
 - Revise UNST 110 to coordinate writing skill assignments with issues from UNST 120.
 - Create block scheduling for freshmen to pair UNST 110 and UNST 120 so that the two will be mutually reinforcing.
- University Studies Clusters:
 - Re-structure thematic clusters to begin with a required introductory course (200 level) that serves as the cohesive overture to the cluster. This course would be one of the four courses required for the cluster theme.
 - Currently, the UNST requirements state that “during their senior year all students must complete 3-6 hours of a senior capstone experience (typically specified by the student’s major department).” We suggest that UNST include a capstone course as part of the cluster (rather than within each department) to provide uniformity, continuity and completion of the interdisciplinary cluster theme. It is important that the cluster capstone course neither be confused with the senior seminars within the major nor replaced by the senior seminars.
- The Major:
 - Each school, department and program within NC A&T should embrace and implement the five UNC Tomorrow Global Competencies within its curriculum.

- Through campus forums, ensure that all members of the university community understand the basic structure and mission of UNST and its role in developing global competencies, beginning with the UNST foundation courses through the clusters and the cluster capstone course.
- Ensure a deep understanding of the relationship between UNC Tomorrow Global Competency objectives and the University Studies curriculum, as well as how both connect to each department and discipline.

3. Process For Graduate Students

Strategy. Use service learning activities, theses, dissertations and other project work as opportunities to enhance and apply global competencies. To this end, we make the following recommendations:

- Graduate students should be expected to understand the connections between their work and the five global competencies and when appropriate should make that explicit in their theses, scientific papers or dissertations.
- Graduate students should participate in brown bag luncheon seminar presentations by students, faculty and resource persons.
- Graduate students should participate in blogs, podcasts or live radio discussion programs such as BBC World “Have Your Say”.

4. Resources Needed

<i>Item</i>	<i>Funding Needed</i>	<i>Timeline</i>	<i>Priority</i>
Foreign Language Critical Needs Faculty & Resources.	\$20,000 Can reduce to \$15,000	August 1, 2009	Can use adjunct faculty & partner with other area schools.
Total for Year 1	\$20,000		
Minimum cost for implementation in Year 1	\$15,000		

D. Goal 2 – Create an Interdisciplinary Center for Global Affairs and Studies.

1. Philosophy For The Center. The Center will serve as the hub for international education, outreach and development efforts at NC A&T. The Center will fulfill, but not be limited to, the following functions:

- Promote study abroad, international internships and service learning;
- Promote integration of technology to create a virtual global experience;
- Administer the Global Studies Certificate Program;
- Provide residency opportunities for NC A&T faculty, visiting scholars and/or administrators who will engage in such activities as writing proposals to fund the Center’s activities, provide seminars, and possibly teach Global Studies Certificate Program courses;
- Offer special short term training programs for internationals;
- Provide information and networking opportunities;
- Develop NC A&T as a niche for training students and others for involvement in international interdisciplinary teams that provide technical assistance in lesser developed countries; and,
- Develop exchange opportunities for faculty and administrators to enhance development of their international capabilities.

2. Strategy. To more effectively provide the functional services listed above we make the following recommendations:

- Merge the Office of International Programs and the Office of International Students.
- Designate The Oaks (former home for Chancellors) as a residence for visiting scholars.

3. Resources Needed

Following is a preliminary list of start-up items for the Interdisciplinary Center for Global Affairs and Studies. By combining the Office of International Programs and the Office (OIP) of International Students and Scholars (OISS), six current positions will serve as the basic staff for the Center. However, this list does not preclude other areas for funding that may be identified and justified by the Center leadership for development of its ongoing initiatives.

<i>Item</i>	<i>Funding Needed</i>	<i>Timeline</i>	<i>Priority</i>
Space for the Center with offices and conference room. (International Programs Office anticipates move to new building in 2010. However, will need additional space to accommodate new center and additional people).	Cost - this can be accomplished with a reallocation of campus space.	July 1, 2009	Center needs to be housed on campus. Off campus location suggests lack of commitment. Current space could accommodate the combined OIP & OISS temporarily but off campus location would not be ideal.
Assistant Vice Chancellor for International Affairs to report directly to the Provost.	\$100,000 Can hire Dir. Of Study Abroad for \$50,000	July 1, 2009	Combine 2 offices, hire a Dir. Of Study Abroad and allow Dir of Int'l Program/Int'l Affairs to work on level of advocacy and development of A&T'int'l agenda.
Faculty Residency (Visiting Scholar or Administrator) and release time for A&T faculty to serve at the Center.	\$120,000 Can be done for @ \$20,000	Aug. 2009	Can be done with support from Fulbright Program, which requires less financial support. Release time @50% for A&T faculty.
Student assistantships and tuition remission (4).	\$20,000 2 would cost @ 15,000, unless instate	Aug. 2009	Reduce to 2 student assistants: 1 in-state, 1 outside or int'l.
Honoraria.	\$10,000	Aug. 2009	Honoraria.
Library and media materials for Center (int'l periodicals, journals, films, etc.).	\$10,000	Aug. 2009	Library and media materials for Center (int'l periodicals, journals, films, etc.).
Travel funds for site visits and partnership development.	\$25,000 Can reduce to \$15,000	Aug. 2009	Travel funds to accommodate travel for Dir. of Study Abroad & faculty involvement in creating study abroad and linkages.
Funds to enhance faculty in developing their international capabilities (five per year).	\$50,000 Include outside funding and reduce to flat amount of \$2,000/per person X 5. Total \$10,000	Aug. 2009	Offer lower flat amount as incentives to faculty who find other sources of partial funding, e.g. Ping Fellowships for Int'l Faculty Development.
Preparations for 'The Oaks' to serve as guest house for visiting scholars.	\$40,000	Aug. 2009	Preparations for 'The Oaks' to serve as guest house for visiting scholars.
Miscellaneous.	\$30,000	Aug. 2009	Miscellaneous.
Total for Year 1	\$405,000		
Minimum cost for implementation in Year 1	\$65,000		

E. Total Funds Needed

In summary, it is estimated that the following funds will be needed in year one to implement the goals outlined above.

<i>Goals</i>	<i>Total Cost</i>	<i>Minimum Cost</i>
Goal 1 – Total funds needed for year 1	\$20,000	\$15,000
Goal 2 – Total funds needed for year 1	\$405,000	\$65,000
<i>Total Funds Needed</i>	\$425,000	\$80,000

F. Timeline For Priorities And Associated Financial Requirements

The following table is a list of the above priorities in order of priority using the least amount of funding to begin accomplishing the two key goals during the next 4 years.

<i>Priority</i>	<i>Year 1 - 2009</i>	<i>Year 2 - 2010</i>	<i>Year 3 - 2011</i>	<i>Year 4 - 2012</i>
1. Center needs to be housed on campus. Off campus location suggests lack of commitment. Current space could accommodate the combined OIP & OISS temporarily but off campus location would not be ideal.	July 1 \$0			
2. Combine 2 offices, hire a Dir. Of Study Abroad and allow Dir of Int'l Program/Int'l Affairs to work on level of advocacy and development of A&T'int'l agenda.	March 1 \$50,000			
3. Can use adjunct faculty & partner with other area schools.	August 1 \$15,000			
4. Can be done with support from Fulbright Program, which requires less financial support. Release time @50% for A&T faculty.		August 1 \$20,000 (With Outside funding)		
5. Travel funds to accommodate travel for Dir. Of Study Abroad & faculty involvement in creating study abroad and linkages.	July 1 \$5,000			
6. Reduce to 2 student assistants: 1 in-state, 1 outside or int'l		August 15 \$15,000		
7. Offer lower flat amount as incentives to faculty who find other sources of partial funding, e.g. Ping Fellowships for Int'l Faculty Development.	May 1 \$10,000 (With Outside funding)	May 1 \$10,000 (With Outside funding)	May 1 \$10,000 (With Outside funding)	May 1 \$10,000 (With Outside funding)
8. Library and media materials for Center (int'l periodicals, journals, films, etc.)			August 1 \$5,000	August 1 \$5,000
9. Honoraria			August 1 \$5,000	August 1 \$5,000
10. Preparations for 'The Oaks' to serve as guest house for visiting scholars.				August 1 \$40,000
11. Miscellaneous				August 1 \$30,000
<i>Total Funds Needed</i>	\$80,000	\$45,000	\$20,000	\$90,000

III. Increasing Access To Higher Education North Carolina A&T State University

I. UNC Tomorrow Commission Report Findings and Recommendations

4.2. *Our Citizens and Their Future: Access to Higher Education*

Major Finding: UNC should increase access to higher education for all North Carolinians, particularly for underserved regions, underrepresented populations, and non-traditional students.

Recommendations:

4.2.1. *UNC should increase access to its educational programs – including academic courses, degree programs at all levels, and certificate programs – for traditional students, non-traditional students, and lifelong learners.*

4.2.2. *UNC should continue ongoing efforts with the North Carolina Community College System to strengthen and streamline articulation between the two systems to develop a more seamless relationship.*

4.2.3. *UNC should be a model for accommodating the needs of persons with disabilities, including students, faculty, staff, and the general public.*

4.2.4. *UNC should maintain affordability and increase financial aid options.*

4.2.5. *UNC should increase the educational attainment of all underrepresented populations, especially African-American male and Hispanic students.*

4.2.6. *UNC should help ensure that all students are better prepared to enter and succeed academically in college.*

II. NC A&T State University Phase I Response Plan Report Priorities Increasing Access to Higher Education

1. North Carolina African American Male Initiative. NC A&T State University (NC A&T) is a robust institution and it is the only HBCU with the combination of Engineering, Technology and Agriculture on its campus. Further, it has a track record of providing quality education to the community and therefore, it is best positioned to lead the initiative on developing a model of how to attract, recruit, and retain African-American males in higher education. This initiative is designed specifically to reduce the African American male high school dropout rate which is 22% at this time. The initiative will have programs that will target males in junior high through high school and then college. Further, it is the vision that NC A&T will play a leading role in a partnership of both public and private HBCU's in the state for this initiative.

2. Establish Branch Campuses. There is a high need in North Carolina to create new and expanded degree programs by providing access to North Carolinians. For example, it is anticipated that there will be about 80,000 new students by 2017. Therefore, NC A&T wishes to develop branch campuses to serve the underserved regions of the state, increase its enrollment, and engage the community with its educational

products. This initiative supports UNC Tomorrow findings and recommendations on providing access to higher education, outreach and engagement and economic transformation through education. We propose to use the community college partnership model in the first instance. This will allow us to develop Bachelor's and Master's programs on the community college campus. *(Note: This priority will not be addressed by NC A&T in Phase II.)*

III. NC A&T State University Phase I Response Plan Of Action Increasing Access to Higher Education

University of North Carolina African-American Male Movement (UNC-AAMM)

A. Executive Summary

North Carolina A & T State University (NC A&T) has a track record of providing quality education to the community and therefore, it is in the best positioned to lead the initiative on developing a model on how to attract, recruit, and retain African American males in higher education. This initiative is designed specifically to increase the number of African American males that complete high school and will target males at all stages of life. Further, it is the vision that NC A&T will play a leading role in a partnership of both public and private HBCU's in the state for this initiative. The infrastructure exists on campus and throughout the UNC system to increase the educational attainment of African-American males, but it needs to be enhanced so that it can reach its potential

The mission of NC A&T states that it is a learner-centered community that develops and preserves intellectual capital through interdisciplinary learning, discovery, engagement, and operational excellence. There is no greater issue confronting the United States of America than competing educationally and economically in an increasingly complex global context. Critical to this nation's success is providing educational opportunities that develop people in ways that allow them to compete.

A review of the literature identifies four major areas of concern and opportunity as it relates to African-American Male academic achievement: **Personal, Social, Societal, and Educational**. To address the complexity of this issue, an equally complex strategic approach is proposed that includes the following key components: **National Think Tank, College Student Services, Pre-Collegiate Programs, Research, Outreach and Engagement, Partnerships, and Assessment/Evaluation/Training**.

B. Framing the Focus on African-American Males

Given that African-American males are least likely to realize educational and economic success in the United States, developing a model program that emphasizes the development and success of African-American males will no doubt inform and complement efforts to improve the educational and economic outcomes for all Americans. While the challenges facing the educational and economic success of African-American males are many, these challenges are broad in scope and reach across multiple personal, social and societal dimensions that touch all segments of society. Health, family, peers, economics, justice, employment, culture and schooling are just a few of many general dimensions that impact the educational and economic success of all people. African-American males face a particularly difficult and complex set of challenges that often obstruct the attainment of educational and economic success.

This initiative's focus on African-American males is not to the exclusion of any others. In fact, all people will benefit from the programming and opportunities that result from this initiative. The focus on African-American males provides the opportunity to revision access to higher education in a broader and more comprehensive way. This new vision includes multifaceted and complex understandings that will result in programs and relationships that look very different from academic and student services interventions typically seen on college campuses in the United States.

C. Re-Visioning Access and Success in Higher Education: A Paradigm Shift

The challenge of increasing access to higher education is a topic that is often seen as a student services issue. That is, the focus has been on obvious issues of recruitment and retention of students. These challenges are typically addressed by providing programs and interventions that focus on supporting current and potential students and narrowly focusing on academic and social support. This initiative is much more comprehensive in its reach and scope.

It only has been in the past two decades that research and programming were designed with the understanding that the success of students in higher education depends largely on experiences that people have prior to entering post-secondary education. For example, we now know that early childhood education, family support, educational readiness, economics, and other socio-cultural contextual variables, influence people's pursuit and success in post-secondary education.

After having reviewed the literature, examining best practices, and conversing with leading scholars on issues facing African-American males, it is clear there is a vacuum in terms of an institution of higher education that can make the legitimate claim that the institution's hallmark and focus is African-American males. Few if any can claim to have a clear, coherent, and comprehensive set of initiatives that engage in an interdisciplinary approach that involves scholarship, practice, development and training in the area of African-American males.

It is well established in the literature that African-American male students face specific challenges in our nation's school, colleges, and universities. In addition, there is a dearth of educators and educational leaders in pre-K – 12, community college, and four year institutions. The challenges facing African-American males in education are not simply a teacher education issue. School counseling, school leadership, community engagement, health and wellness, social and family support are all critically important in addressing the crisis facing the well-being and educational and economic success of African-American males.

Many programs that are designed to enhance the educational and economic lives of African-American men focus on a single dimension (e.g., education, job training, health, etc.). However, the literature and common sense tells us that programs must serve the whole person (and communities) in comprehensive ways, rather than narrowly focusing on one or two aspects of their lives. Thus, it is necessary to develop comprehensive programs that address all aspects of African-American male's lives in order to raise the probability of educational and economic success.

D. Program Design

Our Vision The UNC-AAMM will be a world leader in developing programs and providing services that significantly increase higher education access and retention of African-American Males.

Mission Create a comprehensive approach to building lives and communities by increasing the educational, economic and social outcomes for African-American Males. The UNC-AAMM will be a system wide initiative aimed at addressing the low enrollment of African-American males in higher education. The three strands of the program include: Campus, State, and National.

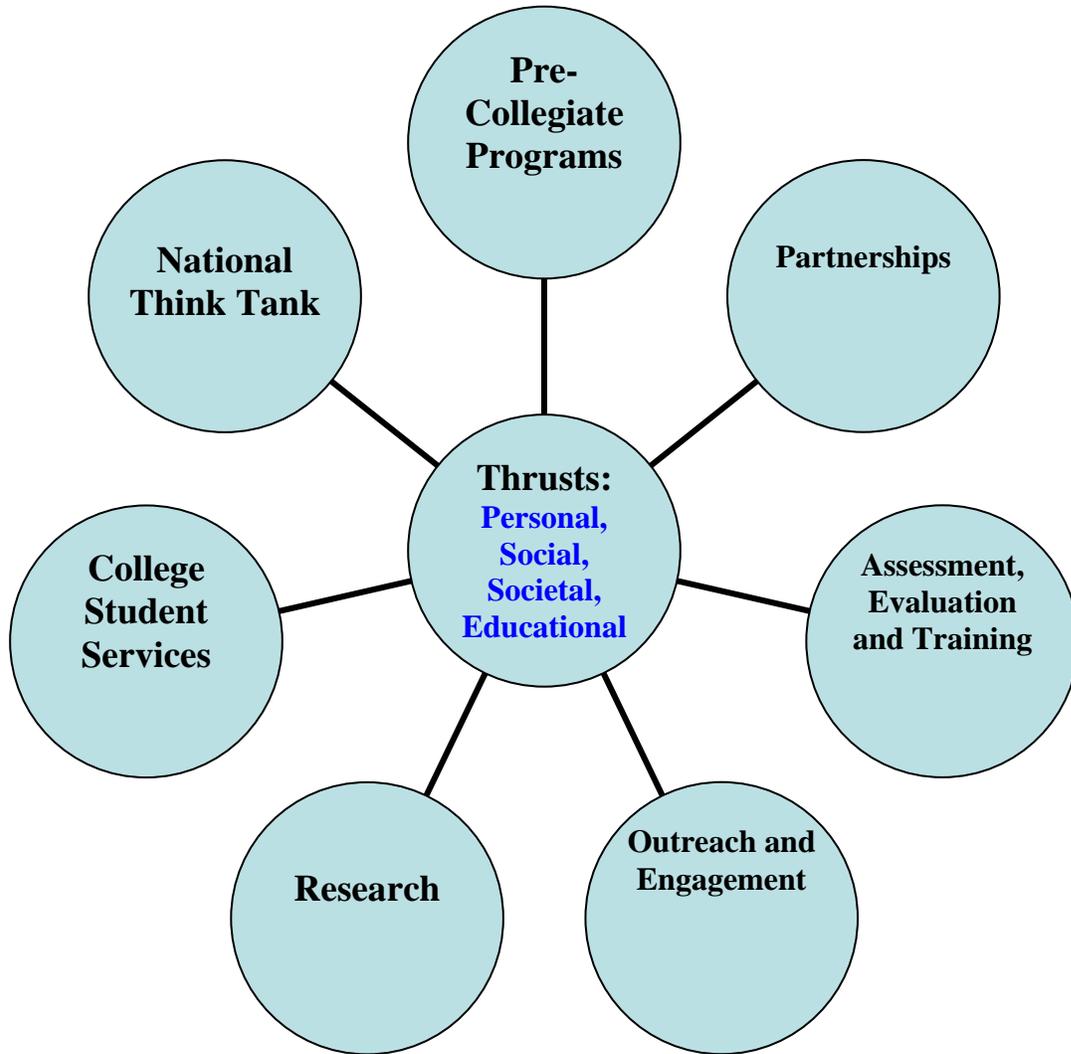
- **Campus** – NCAT-AAMM. North Carolina Agricultural and Technical State University African-American Male Movement (NCAT-AAMM) will be a model campus program grounded in best practices that will address the access of African-American Males. The NC A&T program will serve as a model for that other UNC institutions can replicate.
- **Statewide** – UNC-AAMM. This program will be housed at NC A&T and will provide leadership to assist other UNC institutions with establishing their programs. The UNC-AAMM will consist of an advisory board of representatives from UNC institutions, community, government and other stakeholders. We recommend that UNC-AAMM grant seed funds to institutions to establish model programs, set benchmarks, promote collaboration, coordinate resources, and host a statewide conference on best practices.
- **National** – N-AAMM. The National African-American Male Movement (N-AAMM) will be a leader in the field of African-American male access to higher education. UNC will accomplish this by:
 - Establishing African-American Male Initiatives at each institution that will operate using best practices;
 - Assessing programs frequently to ensure practices are working to significantly increase access for African-American males;
 - Presenting assessment data at national conferences;
 - Hosting an annual National African-American Male Academic Achievement Think Tank featuring foremost scholars, practitioners, policy makers, etc.;
 - Producing a *State of African-American Male Higher Education Access* report annually;
 - Conducting interdisciplinary research and publishing the results in scholarly journals;
 - Servicing (for a fee) similar programs by providing assessment, evaluation and training;
 - Promoting the A&T Four and other successful African-American male students and graduates of UNC system institutions as positive images of African-American Males; and
 - Launching UNC African-American Male Movement program on 2.01.2010 to coincide with 50th Anniversary of the A&T Four Sit-Ins.

E. Major Thrusts of NC African-American Male Initiative (NC-AAMM)

Four areas of concern have been identified as issues that both help and hinder African-American Male Academic Achievement: Personal, Social/Cultural, Societal, and Educational. We recognize that this issue is complex in nature and that this initiative cannot fully address the concern, however, focusing our efforts on these major thrusts will significantly increase higher education access and retention for African-American Males. Each strand of the program will address the four major thrusts below.

Major Thrusts

<p>Personal</p> <ul style="list-style-type: none"> ▪ Basic Survival Needs ▪ Health and Wellness ▪ Self Esteem ▪ Self Efficacy ▪ Self Awareness 	<p>Social/Cultural</p> <ul style="list-style-type: none"> ▪ Family ▪ Community ▪ Peers ▪ Race ▪ Ethnicity
<p>Societal</p> <ul style="list-style-type: none"> ▪ Racism ▪ Disparities ▪ Economics ▪ Justice System 	<p>Educational</p> <ul style="list-style-type: none"> ▪ Preparedness (college readiness, primary and secondary education) ▪ P-16 College Services



F. Components of NCAT-AAMM

Major components are proposed to address the four major thrusts of the NCAT-AAMM. The components represent a comprehensive and complex response that will fully address the nature of African-American male underachievement. Examples of areas to be addressed under the major components are as follows:

Component I. National Think Tank

- Conference/Symposium
- White Papers

Component II. College Student Services

- Advising
- Tutoring
- Mentoring
- Personal and Professional Development

Component III. Pre-College Programs

- Trio Programs
- Cosby Kids
- Gear Up

Component IV. Interdisciplinary Research

- Education
- Arts and Science
- Business and Economics
- Engineering
- Agriculture
- Technology
- Nursing
- University Studies

Component V. Community Engagement and Outreach

- NC A&T will provide community service to related organizations
- Professional Development for practitioners

Component VI. Assessment/Evaluation/Training

- Baseline for program(Where are we now)
- Offer assessment, evaluation and training to organizations that assist African-American Males
- National Surveys

Component VII. Partnerships

- NC HBCUs
- UNC institutions
- Community and Government
- United Negro College Fund (UNCF)
- National Association for Equal Opportunity in Higher Education (NAFEO)
- Harlem Children's Zone

UNC-AAMM Strands and corresponding *primary* components

Campus	Statewide	National
<ul style="list-style-type: none"> ▪ College Student Services ▪ Pre-College Services ▪ Partnerships ▪ Community Partnerships ▪ Outreach and Engagement 	<ul style="list-style-type: none"> ▪ College Student Services ▪ Pre-College Programs ▪ Community Engagement and Outreach ▪ Assessment ▪ Partnerships 	<ul style="list-style-type: none"> ▪ National Think Tank ▪ Interdisciplinary Research ▪ National Partnerships ▪ Assessment/Evaluation/Training services

G. Program Recommendations

First order recommendations are intended to frame the scope and guide the strategic development of a sustainable initiative. Second order recommendations include more specific examples of programming that exemplify the general goals and objectives of the larger effort.

First Order Recommendations

- I. Re-envision initiative scope given its priority one status.
 - A. Mission
 - B. Philosophy
 - C. Core Areas of Programming:
 1. Health and Wellness
 2. Education
 3. Justice
 4. Economic Opportunity
 5. Community and Social Development
- II. Develop and adopt a proposal that takes a strategic and developmental approach.
 - A. Create short, medium and long-term strategies, goals and objectives:
 1. Programming
 2. Partnership
 3. Resource Development
 - B. Integrate and operate across multiple levels:
 1. Local (A&T, I-40 Corridor)
 2. State
 3. Regional
 4. National
 5. Global
 - C. Create leadership teams that are:
 1. Broad-based
 2. Interdisciplinary
 3. Powerful
 4. Connected
- III. Create a resource procurement strategy.
 - A. UNC Tomorrow
 - B. Foundations
 - C. State and Federal Government
 - D. In-Kind/Partners
- IV. Highlight, support, and market existing programs.

- III. Develop and launch new programs and initiatives that support or connect with the larger strategy.
- IV. Foster innovation and diversity by maintaining and actively developing aspects of NC A&T that may not be directly aligned with the initiative's purpose, resources and benefits.

Second Order Recommendations

Stage 1 2009 - 2010

- I. Build an interdisciplinary infrastructure for planning and programming.
 - A. Establish a broad and inclusive advisory board/steering committee
 - B. Create an inclusive and comprehensive framework for programming:
 - 1. NC A&T divisions and academic units
 - 2. Local stakeholders
 - 3. Regional
 - 4. National and global
 - C. Create leadership teams for program development
 - D. Create a high level executive director position
 - E. Identify and align existing initiatives and programs:
 - 1. NC A&T UNC Tomorrow Work Group Priorities
 - 2. I-40 Corridor Colleges/Universities
 - 3. HBCU's/UNC
 - 4. National and International Programs
 - F. Infuse Resources into successful programs.
- II. Programming.
 - A. Create student pipelines to high demand professions in education, nursing, and engineering:
 - 1. Coordinate and enhance existing programming: e.g., Early/Middle College, SMART, Minority Male Mentoring, etc.
 - 2. Develop programs that extend the potential of pipelines
 - B. Center for Research on African American Males
 - C. HBCU African American Male Consortium
 - D. National Association of Scholars and Practitioners
 - E. Staff and Faculty Development: recruitment, retention, professional development
 - F. Community Development and Engagement
- III. Launch/Dissemination/Marketing.
 - A. NCAT-AAMM Launch event:
 - 1. 2.1.2010-The National Launch of this program will coincide with the 50th anniversary of the A&T Four Sit-Ins.
 - B. Recognize and promote existing programs
 - C. Urban Education Institute Conference
 - D. African American Leadership Institute Forum
 - E. AAMM Summit of Scholars

**North Carolina African American Male Movement
First Year Implementation Strategies, Plans and Timelines**

<i>Strategy</i>	<i>Plans</i>	<i>Responsible</i>	<i>Timeline</i>
Develop Advisory Board	Develop a working Advisory Board of cross-sectioned individuals with unique expertise to create inclusive and comprehensive programs.	Cabinet	January 2009
Strategic Visioning	Refine vision and mission. Develop position description for Executive Director (ED). Assist in selection of ED.	Advisory Board	February-April 2009
Resource Procurement	Develop strategy to secure financial resources to support initiative. Submit at least 2 grants for external funding.	Advisory Board Executive Director	June-November 2009
Strategic Planning	Develop 5 year strategic plan creating short, medium and long term goals and objectives;	Advisory Board Executive Director	April-August 2009
Strategic Partnerships	Identify and make contact with UNC and national partners	Executive Director	April-ongoing
Establish NCAT-AAMM Office	Hire staff: Program Coordinator, Administrative Assistant, Grant Writer. Set up office space	Executive Director and staff	July 2009
Launch and Promote Black Male Movement Programs	To celebrate and highlight the significance of the 50 th anniversary of February One by formally launching the NC-AAMM on 2.1.2010	NCAT-AAMM Staff.	July 2009-Feb. 2010

H. Program Assessment

Fundamental to the success is a strong on-going evaluation of the program. In addition to the yearly evaluation of the overall project, each new initiative will include both formative and summative evaluations. Experiential designs, correlation designs and quasi-experiential design will be needed. Data collection will include observational methods; survey research, including interviews; and secondary data analysis such as census and archival data. A uniqueness of this initiative is a clear assessment of participant's beliefs which require proper assessment of specific belief constructs.

Performance assessments based upon an appropriate set of criteria and standards cannot be identified until the specific interventions have been identified. However, due to limited research on African American males, the committee is very sensitive to the need to ensure the validity of an early assessment-based interpretation of findings because of the potential impact on the educational system. Consequently extensive attention will be devoted to reliability of all assessments. However, a general assessment design would include:

- Establishing purpose and context of assessment;

- Defining what variables need to be evaluated;
- Selecting specific problems;
- Identifying the methodology;
- Formulate scoring criteria;
- Training data collectors;
- Identifying bias (racial/ethnic/gender); and
- Determining costs and efficiency

These procedures must be developed for each of the domains identified (ex: student services, partnerships, etc.)

I. Best Practice Model

(The Center for African American Male Research, Success, and Leadership at the University of West Georgia.)

The Center for African American Males: Research, Success, and Leadership (CAAMRSL) began in 2005 to develop and implement programs to help African-American males have a successful transition from high school to post-secondary institutions. An independent non-profit corporation, its mission to address the challenges faced by African-American men in the academy by focusing on three main areas: research, modeling and training, and programming. The CAAMRSL's aim is to address the challenges faced by African-American males in postsecondary institutions by stimulating civic responsibility, developing brotherhood, promoting integrity as well as academic excellence.

The **primary goal** of CAAMRSL is to address the challenges faced by African-American men in post-secondary institutions. The **secondary goal** is to expand the conversations among African-American male faculty, staff, alumni, students, parents, and community leaders about these efforts. The **third goal** is to create a formal framework for working with African-American males on a predominately white college/university campus. The **fourth goal** is to formulate and implement initiatives that address the societal, cultural, psychological, spiritual, economic, and historic challenges of African American males both inside and outside of the classroom. The **fifth goal** is to develop a stronger brotherhood/bond among African-American men at the University and throughout the nation. The goals of the Center are met by the following objectives:

- Conducting and publishing original research on the African-American male.
- Developing and expanding educational, cultural, and social models, such as the African American Male Initiative program.
- Training African-American males to be successful in college and in life as well as on ethical leadership.
- Creating a living/learning community which allows African-American male students to live, interact, and learn in a supportive environment.
- Implementing meaningful programs and activities that educate/address critical needs of African-American males.
- Creating a climate that fosters healthy mentoring/social relationships between African-American faculty/staff and African-American male students outside of the classroom.
- Coordinating service with existing campus efforts that work with academically challenged groups.
- Enhancing and expanding training opportunities regarding leadership in all spheres.
- Convening a series of conversations between African American male students and other scholars to assess and address the barriers to, issues to, African American male success.

First Year's Budget

Personal

Salaries

Director	\$120,000
Adm. Assist (Journey)	35,000
Prog. Coordinator	60,000
Grant Writer	40,000
Sub Total Salaries	\$255,000

Benefits

Director	120,000 x 24%	\$28,800
Adm. Assist	35,000 x 24%	8,400
Prog. Coordinator		14,400
Evaluator (FICA)	40,000 x .0765	3,060
Sub Total Benefits		\$54,660
Total Personnel		\$309,660

Travel

Director & Coordinator & Evaluator	\$6,000
Advisory Board	
Two meetings per year x 10 people	
2 x \$804 x 10	16,000
Sustenance	
\$40 x 10 People x 2 meeting	800
Total Travel	\$22,800

Supplies/Operating Expenses

Consumables	\$5,000
Display Board	2,000
Telephone, Mailings, Printing, Advertising	7,500
Total Supplies	\$14,500

Professional Conferences

\$10,000

Equipment

Computers (4) each staff member plus work area	\$6,000
Fax	300
Copier	6,500
Desk (4)	3,600
Printers (4)	1,600
Projector	1,500
Total Equipment	\$19,500

Other

Consultants	\$10,000
2.1.2010 Launch of NCAT-AAMM Program	20,000
Total Other	\$30,000

Grand Total

\$406,460

IV. Improving Public Education

North Carolina A&T State University

I. UNC Tomorrow Commission Report Findings and Recommendations

4.3. *Our Children and Their Future: Improving Public Education*

Major Finding: *UNC should be more actively involved in solving North Carolina's public education challenges.*

Recommendations:

4.3.1. *UNC should improve the quantity, quality, and geographic distribution of public school teachers.*

4.3.2. *UNC should help address the shortage of science and math teachers, especially in rural areas.*

4.3.3. *UNC should strengthen efforts, in cooperation with the North Carolina State Board of Community Colleges and the Community College System, the North Carolina State Board of Education, and the North Carolina Department of Public Instruction, to enhance the teaching skills of public school faculty and the leadership skills of public school administrators.*

4.3.4. *UNC should leverage its expertise, and increase collaborations with the State Board of Education and Department of Public Instruction, to lower our state's dropout rate and improve academic achievement in all public schools in North Carolina, especially those that high-priority and low-performing.*

4.3.5. *UNC should strengthen partnerships with the State Board of Education, the North Carolina Department of Public Instruction, the North Carolina Community College System, and our state's Independent Colleges and Universities to develop a seamless educational continuum from pre-K through higher education ("Birth-20").*

II. NC A&T State University Phase I Response Plan Report Priorities

Improving Public Education

A. Key Priorities

1. Improve the Quantity, Quality, and Geographic Distribution of Public School Teachers in High Need Areas. The shortage of public school teachers is crucial in both North Carolina and nationwide. This shortage affects the preparedness of those who enter the academy, the work force, and the overall economy and society. NC A&T aims to address these shortages, while simultaneously improving the quality of the existing teacher education workforce. Plans that will increase the number of licensed individuals in the teaching profession are being developed, with special emphasis on the high need areas of mathematics, science, and special education. Additionally, plans are underway for working with current teachers to improve their quality.

2. Develop a Seamless Education Continuum for Pre-K Through Higher Education. The *Revisioning Process* mandated by the State Board of Education's adoption of 21st century education standards for

teacher education programs will enable NC A&T to be a key part of the seamless educational continuum. The process specifically involves developing new programs that meet the needs of the 21st century by working with public schools, community colleges, and the community in a more meaningful way. Each of these stakeholders will be involved in the revisioning of the teacher education programs—from planning to implementation. By working together with partners in education, the seamless education continuum will become a reality and students will be prepared at each level for the next level.

III. NC A&T State University Phase II Response Plan Of Action Improving Public Education

A. Executive Summary

Priority 1. Improve quantity, quality, and geographic distribution of public school teachers in high need areas (mathematics, science, middle grades, special education).

Goal. Expansion of 2+2 and MAT Distance Learning Programs.

Last year, all University of North Carolina (UNC) teacher education programs had to submit a campus-based recruitment plan outlining goals and objectives for increasing the number of students admitted to teacher education. In July 2008, all UNC teacher education programs had to submit expanded productivity goals. UNC General Administration (UNC-GA) has committed to three years of funding for the campus-based recruitment plans and is holding campuses accountable for meeting their stated goals and objectives. Institutions are also being held accountable for meeting their productivity goals. Over the next five years (2008-2012), North Carolina A & T State University (NC A&T) must increase productivity of teachers in all subject areas (through traditional and alternative routes) from 93 to 140. We must increase our productivity of secondary mathematics, secondary science, and special education teachers from 20 to 95.

Therefore, to promote continuous improvement in our teacher preparation program and to recruit and retain highly qualified teacher candidates in the high need areas of mathematics, comprehensive science, and special education, we propose expansion of our existing 2+2 and Master of Arts in Teaching (MAT) distance learning programs over the next three years (2009-2012). In a recent memo, UNC Vice President Alan Mabe encouraged expansion of 2+2 programs as model teacher education programs offered through distance education. In its analysis of the NC A&T UNC Tomorrow Phase I Response Plan, UNC-GA made the following recommendation: "The campus should consider a strong focus on expanding this program in high need licensure areas – mathematics, science, middle grades, and special education."

Presently, the School of Education has 2+2 program agreements with four community colleges in four counties: Alamance, Davidson, Guilford, and Rockingham. These agreements focus on elementary education with two corollary areas: global studies/mathematics and science/technology. The current teacher education 2+2 agreements are not inclusive of secondary mathematics, comprehensive science, or special education. Consequently, we propose to extend the 2+2 agreements with our current community colleges to include these high need areas. We also need to pursue 2+2 agreements (focusing on secondary mathematics, comprehensive science, and special education) with community colleges in the following counties: Forsyth, Nash, Randolph, Vance/Granville, and Montgomery.

There are seven objectives related to the goal of expanding the 2+2 and MAT distance learning programs:

- Extend the 2+2 agreements with our current community colleges to include the high need areas of secondary mathematics, science, and special education and pursue 2+2 agreements in these high need areas with community colleges in the following counties: Forsyth, Nash, Randolph, Vance/Granville, and Montgomery.
- Develop distance learning mathematics, comprehensive science, and special education content courses.
- Provide faculty development for effective mixed mode delivery of distance learning courses (i.e. online, face-to-face, and cohort models).
- Strengthen resource infrastructure: additional personnel, travel support, equipment, and software.
- Collaborate with statewide alternative licensure programs (i.e. NCMTEC and NCTEACH) to provide licensure courses.
- Provide scholarships and fellowships for community college transfer students and MAT graduate students.
- Develop and maintain both an internal and external assessment/ evaluation system of curriculum, candidates, and program delivery.

Priority 2: Develop seamless education continuum for Pre-K through higher education (PK-20).

The Improving Public Education Work Group proposes the strengthening of PK-20 partnerships via collaborative clusters that emphasize inter-professional linkages that focus on:

- Student achievement and school success at elementary, middle school, and community college gateways: (3rd grade, 5th grade, 7th grade, 9th grade, 12th grade, and community college transfer);
- K-12 student enrichment activities; and
- Teacher and administrator professional development.

The University is making progress toward a seamless education continuum with PK-20 partners as evidenced in research conducted by the Improving Public Education Work Group. Many of the current partnerships focus on student achievement and school success at the elementary, middle school, and community college gateways (3rd, 5th, 7th, 9th, and 12th grade and community college transfer). By following through on several recommendations and implementing some new initiatives, these partnerships can be developed into a coherent, comprehensive, and seamless PK-20 education continuum. Based on the current partnerships, the following gaps/weaknesses have been identified:

- A more consistent way of granting full credit to community colleges students who have attained an associate degree so that they enter the University at the junior level. An ad-hoc committee should be formed to implement the University of North Carolina Agreement on Community College Transfer and to find a way for all students with an associate degree from a community college to be able to enter NC A&T as a junior in the same major. Faculty in like disciplines may have to adjust the curriculum. There is no cost for this because faculty/staff could be granted release time. The timeline would be to be able to offer the articulation to students who begin study at the community college in the Fall of 2010.

- Many of the current PK-20 partnerships are externally funded, thus when funding runs out a gap or deficit is created for the respective program area. By having a central location wherein all partnerships are coordinated and tracked, partners would be able to discuss the best way(s) to continue the partnerships through alternate and/or in-house funding and in some cases combine partnership activities. Many of the partnerships are one-week summer programs. In cases where there is a need for them to continue longer, there should be provisions for extending the time. Centralized coordination would help and, in some cases, several programs and resources could be combined for longer periods of time. The Office of Community Outreach and Engagement proposed in Work Group 5 could serve as a university-wide PK-20 partnership clearinghouse and resource center.
- Current P-12 partnerships are spread around campus and there is no central place where they are tracked. The Professional Development School (PDS) Partnership Program in the School of Education would be a great place to coordinate and track P-12 partnerships. With centralized coordination of the P-12 partnerships, common assessment methods could be created to assure reliability and to focus on strengthening the 3rd, 5th, 7th, 9th, and 12th grade gateways.
- In the current P-12 partnerships there is lack of a coherent approach to the professional development of teachers, school executives (principals), school counselors, and other school personnel. We propose development of a P-12 Professional Development Academy (PDA) as a new initiative to close this gap.

UNC Tomorrow calls upon NC A&T to use its expertise to “lower our state’s dropout rate and improve academic achievement in all public schools, especially those that are high priority and low performing.” The School of Education can best address these goals by providing targeted professional development and support to P-12 teachers, school executives (principals), school counselors, and other school personnel. While other initiatives may prove beneficial, creating a specialized PDA staffed by an interdisciplinary, multi-grade, inter-professional team of clinical faculty is an effective and accountable strategy for three reasons. First, hiring twelve highly accomplished teachers, principals, and school counselors from high need areas will provide a deeper, richer understanding of the changing needs of both pre-service and in-service professionals. This is critically important given the UNC Tomorrow recommendation to improve public education and focus on 21st Century teaching, learning, and leadership in the new North Carolina Professional Teaching Standards and the School Executive Standards. Second, inter-professional collaboration with University faculty and PDA staff and the creation of professional development plans will enable clinical faculty to provide on-site, customized coaching and support that classroom teachers, school executives, and school counselors in our PDS partnership schools. This need was unanimously identified by PDS partnership principals in a recent meeting. Third, the PDA will strengthen teacher preparation and support retention while building teacher capacity to increase student achievement in increasingly culturally diverse classrooms.

B. Priority 1 and Goal

Priority. Improve quantity, quality, and geographic distribution of public school teachers in high need areas (mathematics, science, middle grades, special education).

Goal. Expansion of 2+2 and MAT Distance Learning Programs.

The University of North Carolina (UNC) has made important decisions in strengthening the system’s commitment to prepare more and better teachers and school leaders for the public schools across

the state. As a result, significant accomplishments in establishing accountability plans for teacher recruitment, preparation, and new teacher support have furthered UNC’s progress in addressing this strategic priority. NC A&T must continue to work collaboratively on these important system-wide efforts to improve the quality of the state’s teacher pool and to attract the best and brightest into the profession.

Addressing the shortage and retention of “highly qualified” teachers in the high need areas of mathematics, comprehensive science, and special education demands our immediate focus. It has become increasingly necessary to: (a) revision and restructure teacher education programs to meet the national and state mandates: and, (b) to recruit and prepare teacher candidates from underrepresented groups who have the knowledge, skills, and dispositions to teach the growing number of culturally and linguistically diverse (CLD) students in our multifaceted society. This requires a stronger, comprehensive, integrated, and coherent teacher preparation program to engage in mutually beneficial service delivery partnerships.

Last year, all UNC teacher education programs had to submit a campus-based recruitment plan outlining goals and objectives for increasing the number of students admitted to teacher education. In July 2008, all UNC teacher education programs had to submit expanded productivity goals. UNC General Administration (UNC-GA) has committed to three years of funding for the campus-based recruitment plans and is holding campuses accountable for meeting their stated recruitment goals and objectives and their productivity goals. Below are the productivity goals for NC A&T:

	<i>Actual</i>	<i>Established Target</i>	<i>Established Target</i>	<i>Proposed Target</i>	<i>Proposed Target</i>	<i>Proposed Target</i>
	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
SCIENCE –Traditional UG	1	8	8	10	10	15
SCIENCE - Alternative	0	8	8	10	10	10
MATH – Traditional UG	2	5	5	8	8	8
MATH – Alternative	3	8	8	10	10	10
SPED – Traditional UG	3	10	10	20	25	30
SPED – Alternative	11	20	20	20	20	20
ALL Subject Areas—Trad. UG	43	100	110	120	130	140
ALL Subject Areas –Alt.	50	60	60	60	60	60

Therefore, to promote continuous improvement in our teacher preparation program and to recruit and retain highly qualified teacher candidates in the high need areas of mathematics, comprehensive science, and special education, we propose expansion of our existing 2+2 and Master of Arts in Teaching (MAT) distance learning programs. In its analysis of the NC A&T UNC Tomorrow Phase I Response Plan, UNC-GA made the following recommendation: “The campus should consider a strong focus on expanding this program in high need licensure areas – mathematics, science, middle grades, and special education.”

The School of Education has developed online courses for most of the elementary education and technology education programs, and the majority of current professional education (i.e., CUIN) core courses. Subsequently, in collaboration with community colleges, we are able to offer online licensure programs in elementary education. Presently, the School of Education has 2+2 program agreements with four community colleges in four counties: Alamance, Davidson, Guilford, and Rockingham. These agreements focus on elementary education with two corollary areas: global studies/mathematics and science/technology. The current teacher education 2+2 agreements are not inclusive of secondary mathematics, comprehensive science, or special education. Consequently, we propose to extend the 2+2

agreements with our current community colleges to include these high need areas. We also need to pursue 2+2 agreements (focusing on secondary mathematics, comprehensive science, and special education) with community colleges in the following counties: Forsyth, Nash, Randolph, Vance/Granville, and Montgomery.

All courses in the MAT elementary education program have been developed for online delivery. Some of the MAT professional courses also meet program requirements in the three high need areas of mathematics, comprehensive science, and special education. However, there is a need to develop distance learning mathematics, comprehensive science, and special education content courses. The first step in expanding the 2+2 and MAT programs is for program coordinators in mathematics, comprehensive science (biology, chemistry, and physics), and special education to meet and determine courses needed for transfer and licensure and garner approval from relevant department chairs and deans. Then distance learning courses for the high need areas will have to be developed. Faculty training in instructional design, especially of Arts and Sciences content and teacher education faculty, will be critical to the development of effective distance education courses. A mixed mode delivery of courses (i.e. online, face-to-face, and cohort models) should be offered to reach a wide and varied audience. This model has been successful with the School of Education's Rural Teaching Fellows Program directed by Dr. Anthony Graham (Department of Curriculum and Instruction). Educational equipment and software should be purchased for both mathematics and comprehensive science faculty online course developers to enhance design, delivery, and quality program maintenance.

In order to successfully expand the 2+2 teacher education and MAT programs, we will need additional personnel: 2+2 and MAT coordinators in secondary education (specifically for distance learning), instructional faculty to deliver the courses, clinical faculty to supervise field experiences and internships, travel support for 2+2 and MAT coordinators to visit the community colleges and school systems, and travel support for clinical faculty to supervise interns. Most importantly, we will need to support transfer and graduate students with student scholarships and fellowships. In summary, there are seven objectives related to the goal of expanding the 2+2 and MAT distance learning programs:

1. Extend the 2+2 agreements with our current community colleges to include the high need areas of secondary mathematics, science, and special education and pursue 2+2 agreements in these high need areas with community colleges in the following counties: Forsyth, Nash, Randolph, Vance/Granville, and Montgomery;
2. Develop distance learning mathematics, comprehensive science, and special education content courses;
3. Provide faculty development for effective mixed mode delivery of distance learning courses (i.e. online, face-to-face, and cohort models);
4. Strengthen resource infrastructure (additional personnel, travel support, equipment, and software);
5. Collaborate with statewide alternative licensure programs (i.e. NCMTEC and NCTEACH) to provide licensure courses;
6. Provide scholarships and fellowships for community college transfer students and MAT graduate students; and

7. Develop and maintain both an internal and external assessment/evaluation system of curriculum, candidates, and program delivery.

Assessment and Accountability Measures

Assessment and accountability measures in the overall design, delivery, and effectiveness of the expanded distance learning programs should evaluate: (a) teacher candidate outcomes; (b) faculty development initiatives; (c) instructional and clinical faculty performance; and, (d) implementation and maintenance of 2+2 agreements and online MAT programs. The number of teacher candidates recruited, retained and graduated in the high need areas of mathematics, comprehensive science, and special education inclusive of workforce entry through the induction period will provide documentation of increased enrollment to meet the targeted goals. Evaluation of faculty development initiatives in the following areas: professional development; online courses and delivery; resource availability; and, continuous staff development via faculty and student feedback, focus groups and external audits are a necessity. However, both internal and external audits of the instructional design, course effectiveness and delivery, and implementation of evidence-based practices will ensure fidelity and quality. Lastly, all constituent groups should be given opportunities to provide feedback about the 2+2 and MAT online program design, implementation, and maintenance. Therefore, consumer satisfaction surveys, interviews, and focus group sessions should be held with teacher candidates, faculty, 2+2 and MAT coordinators, community college and NC A&T administrators using the PEER model (plan, execute, evaluate, and reflect) for all collaborative partnerships.

Table 1 summarizes the objectives, timeline for implementation, cost estimates, assessment measures, accountability plan, inter-institutional collaboration, and possible administrative and/or policy changes needed for this initiative.

Table 1. Details for Expanding Distance Learning in Teacher Education Initiative

<i>Objectives</i>	<i>Timeline for Implementation</i>	<i>Cost Estimate</i>	<i>Assessment Measures</i>	<i>Accountability Plan and Performance Measures</i>	<i>Inter-institutional Collaboration</i>	<i>Administrative and Policy Changes Needed</i>
1. Expand 2+2 Agreements.			Institutional Collaborative Agreements.	Program Implementation & Evaluation by:	Convene annually the Chancellors, Deans, Presidents of collaborative institutions to discuss program successes and agreement revisions.	NA
<ul style="list-style-type: none"> ▪ Expand 2+2 teacher education articulation agreements with Alamance, Davidson, Guilford, and Rockingham to include secondary mathematics, comprehensive science (biology, chemistry, & physics), and special education. 	Fall 2009	NA	Program Course Sequence Approvals: <ul style="list-style-type: none"> ▪ Chairs ▪ Deans Community College	<ul style="list-style-type: none"> ▪ 2+2 & college transfer coordinators ▪ Chairs & Deans 		
<ul style="list-style-type: none"> ▪ Develop 2+2 teacher education articulation agreements with Forsyth Technical Community College, Nash Community College, and Randolph Community College. 	Fall 2009	NA				
<ul style="list-style-type: none"> ▪ Develop 2-2 teacher education articulation agreements with Vance/Granville, and Montgomery, Community Colleges. 	Fall 2010	NA				

Table 1. Details for Expanding Distance Learning in Teacher Education Initiative (Cont'd)

<i>Objectives</i>	<i>Timeline for Implementation</i>	<i>Cost Estimate</i>	<i>Assessment Measures</i>	<i>Accountability Plan and Performance Measures</i>	<i>Inter-institutional Collaboration</i>	<i>Administrative and Policy Changes Needed</i>
2. Develop Distance Learning Math, Science, Special Education Content Courses.	2009-2012	NA	Collect data on the number of teacher candidates recruited, retained and graduated in the high need areas-math, comprehensive science and special education.	Increased number of math & science teacher candidates.	Convene quarterly the Deans of the College of Arts & Sciences, School of Education and high need areas program coordinators to discuss successes, revisions and program maintenance.	Examine the course load of faculty who are teaching 12 semester hours and developing online courses. Provide release time for faculty to develop online courses.
<ul style="list-style-type: none"> Meet with area program coordinators in math, comprehensive science - - (biology, chemistry, physics), and special education to outline courses needed for transfer and licensure. 	Spring 2009	NA	Signed agreements between CAS & SOE	Convene Deans and program coordinators quarterly to assess growth on targeted goals.		
<ul style="list-style-type: none"> Develop a collaborative commitment agreement between the College of Arts & Sciences (CAS) and the School of Education (SOE) to meet the supply & demand for teacher candidates in the high need areas math and comprehensive science. 	Spring 2009	NA	<ul style="list-style-type: none"> Documented meetings Chancellor approval 			
<ul style="list-style-type: none"> Develop and offer mixed delivery modes of courses similar to the Rural Teaching Fellows Model (i.e. cohorts, online, & face to face). 30 courses @4500 each. 	Summer 2009-Spring 2012	\$135,000	Conduct both internal and external audits on the instructional design, course effectiveness & delivery and implementation of evidence-based practices. Evaluate faculty development in the following areas: professional development, online courses, online delivery, resource availability, and continuous staff development via faculty & student feedback, focus groups and external audits.			

Table 1. Details for Expanding Distance Learning in Teacher Education Initiative (Cont'd)

<i>Objectives</i>	<i>Timeline for Implementation</i>	<i>Cost Estimate</i>	<i>Assessment Measures</i>	<i>Accountability Plan and Performance Measures</i>	<i>Inter-institutional Collaboration</i>	<i>Administrative and Policy Changes Needed</i>
3. Provide Faculty Development In Distance Learning.	2009-2012	\$20,000	Participant evaluations of quality of and value added by faculty development activities.	Institutionalize monetary support for continuous staff development for online program faculty.	NA	NA
4. Strengthen Resources Infrastructure. Hire appropriate personnel to support expanded distance teacher education program.	NA	NA	NA	NA	NA	NA
▪ 2+2 Distance Education Coordinator (12 months).	Fall 2009 Ongoing	\$74,400				
▪ Secondary MAT coordinator (12 months).	Fall 2010 Ongoing	\$74,400				
▪ 1 special education clinical faculty to supervise program participants' field experiences & internships.	Spring 2012	\$68,200				
▪ 1 secondary mathematics education clinical faculty.	Spring 2012	\$68,200				
▪ 1 comprehensive science clinical faculty	Spring 2012	\$68,200				
▪ 1 additional instructional faculty member for the three high need areas (secondary mathematics, comprehensive science & special education) to offer off site cohort model programs. (3 instructional faculty @ 68,200 each)	Spring 2010	\$204,600				
▪ Equipment & Software - Purchase education equipment (laptops & PCs, & software) for secondary mathematics education and comprehensive science faculty.	Fall 2009	\$30,00				
▪ Travel Support - Lease cars for supervisory clinical staff for travel to community colleges, internships, and cohort program delivery sites.	2011 - 2012	\$15,000				

Table 1. Details for Expanding Distance Learning in Teacher Education Initiative (Cont'd)

<i>Objectives</i>	<i>Timeline for Implementation</i>	<i>Cost Estimate</i>	<i>Assessment Measures</i>	<i>Accountability Plan and Performance Measures</i>	<i>Inter-institutional Collaboration</i>	<i>Administrative and Policy Changes Needed</i>
5. Collaborate With Statewide Alternative Licensure Programs. <ul style="list-style-type: none"> ▪ Utilize the North Carolina Model Teacher Education Consortium as a conduit for recruitment, tuition remission & book support for MAT teacher candidates. ▪ Recruit teacher candidates from the NC-TEACH pipeline for online MAT programs. 	Spring 2010 Ongoing	NA	Collect data on the number of teacher candidates recruited, retained and graduated in the high need areas-math, comprehensive science and special education.	NA	NA	NA
6. Provide Financial Support For Students. <ul style="list-style-type: none"> ▪ Scholarships for community college transfers. ▪ Fellowships for MAT students. 	NA	NA	Collect data on the number of teacher candidates recruited, retained and graduated in the high need areas-math, comprehensive science and special education.	NA	NA	NA
	Fall 2010 Ongoing	\$100,000				
	Fall 2011 Ongoing	\$100,000				
7. Develop And Maintain Both An Internal And External Assessment/ Evaluation System Of Curriculum, Candidates, And Program Delivery.	Annual Evaluation	\$10,000	Collect data on the number of teacher candidates recruited, retained and graduated in the high need areas-math, comprehensive science and special education. Complete consumer satisfaction surveys, hold interviews and focus group sessions with constituent groups (i.e. Community College program administrators, teacher candidates, faculty, 2 + 2 Coordinators). Maintain a database for three years of candidate workforce entry through the induction period.	NA	NA	NA

Cost Summary

<i>Items</i>	<i>Total Cost</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>
Online course development	\$135,000	10 courses: \$45,000	10 courses: \$ 45,000	10 courses: \$45,000
Faculty development	\$20,000	\$10,000	\$5,000	\$5,000
Personnel	\$558,000	*2+2 Coord \$74,400	MATCoord \$74,400 Instrs \$204,600	Clinical Faculty \$204,600
Equipment & Software	\$45,000	\$15,000	\$15,000	\$15,000
Scholarships/Fellowships	\$ 200,000		\$100,000	\$100,000
<i>Total</i>	\$958,000	\$144,400	\$444,000	\$396,600

C. Priority 2 and Goal

Priority 2: Develop seamless education continuum for Pre-K through higher education (PK-20)

NC A&T is an interdisciplinary-centered University and one of its major goals is to identify and help satisfy educational, cultural and other public service needs in the state, nation, and international environment. The School of Education supports the University goals in that one of its goals is to encourage and promote faculty involvement and active participation in research and community affairs.

The creation of the Professional Development School (PDS) in 1997 is one initiative taken by the School of Education in an effort to collaborate and create inter-professional linkages with PK-20 partners. Other areas of the University have also created and developed PK-20 partnerships. Some programs are funded through the University whereas others are funded through grants. Some programs are year-long but many are offered as special summer programs that run from one week up to six weeks at a time. University faculty and staff work collaboratively with the partners in various disciplines to assure the seamless education continuum.

We propose the strengthening of PK-20 partnerships via collaborative clusters that emphasize inter-professional linkages and focus on:

- Student achievement and school success at elementary, middle school, and community college gateways: (3rd grade, 5th grade, 7th grade, 9th grade, 12th grade, and community college transfer);
- K-12 student enrichment activities; and
- Teacher and administrator professional development.

The University is on the way to having a seamless education continuum with PK-20 partners as evidenced in research conducted by this work group. Many of the current partnerships do focus on student achievement and school success at the elementary, middle school, and community college gateways (3rd, 5th, 7th, 9th, and 12th grade and community college transfer). By following through on several recommendations and implementing some new initiatives, these partnerships can be developed into a coherent, comprehensive, and seamless PK-20 education continuum.

Existing PK-20 Partnerships

Currently various departments/disciplines within the University have several ongoing partnerships with PK-20 constituents. The programs are operated by the various departments/disciplines. Table 2, PK-20 Partnerships by Grade Level and Type, summarizes current PK-20 partnerships in existence at the University. There are about the same number of partnerships at the elementary, middle and high school grade levels. The program areas represented by these partnerships include math, science, language, agriculture, social studies, computers/technology, foreign language, theatre, transportation, academics, and physical education. There are no computer/technology or transportation partnerships at that level and only one partnership for agriculture, social studies, and foreign language. Science and physical education partnerships are equally represented at the middle school level followed by academic. There are no partnerships with transportation and only one with agriculture and social studies. At the high school level, academic followed by science and then computers/technology are the dominant partnerships represented. There are no partnerships in language and social studies.

Table 2. PK-20 Partnerships by Grade Level and Type

<i>School Level</i>	<i>Number of Programs</i>	<i>Math</i>	<i>Sci</i>	<i>Lang</i>	<i>Agri</i>	<i>Soc Stu</i>	<i>C/T</i>	<i>For Lang</i>	<i>Thea</i>	<i>Tran</i>	<i>Acad</i>	<i>PE</i>
Elementary School	25	2	5	4	1	1	0	1	2		5	7
Middle School	29	4	8	2	1	1	4	2	3		5	8
High School	26	2	7	0	1	0	4	1	2	1	10	2
Community College	2	0	0	0	1						1	
Totals	82	8	20	6	4	2	8	4	7	1	21	17

Math – Mathematics

Sci – Science

Lang – Language

Agri - Agriculture

Soc Stu – Social Studies

C/T – Computer/Technology

For Lang – Foreign Language

Thea - Theatre

Tran – Transportation

Acad – Academic

PE – Physical Education

NC A&T also has several partnerships listed with community colleges. One is the university partnership with the North Carolina Community College system wherein up to 64 credit hours can be accepted toward a bachelor's degree. A second is the School of Agriculture's articulation agreements with community colleges where all credits from an associate degree in agriculture are accepted toward the bachelor's degree at NC A&T. A third is the School of Education's 2+2 articulation agreements in Elementary Education with four regional community colleges: Alamance, Davidson, Guilford, and Rockingham.

Many of the P-12 partnerships do focus on student achievement at the 3rd, 5th, 7th, 9th, 12th grades and community college gateways. Assessment of the partnerships is done mostly by surveys, course evaluations, and projects/demonstrations. Other assessment methods include tests and student performance data.

Recommendations for Filling the Gaps

Based on the current partnerships, four gaps/weaknesses have been identified:

1. A more consistent way of granting full credit to community colleges students who have attained an associate degree so that they enter the University at the junior level. An ad-hoc committee should be formed to implement the University of North Carolina Agreement on Community College Transfer and

to find a way for all students with an associate degree from a community college to be able to enter the NC A&T as a junior in the same major. Faculty in like disciplines may have to adjust the curriculum. There is no cost for this because faculty/staff could be granted release time. The timeline would be to offer the articulation to students who begin study at the community college in the Fall 2010.

2. Many of the current PK-20 partnerships are externally funded, thus when funding expires, a gap or deficit is created for the respective program area. By having a central location wherein all partnerships are coordinated and tracked, then partners would be able to discuss the best way(s) to continue the partnerships through alternate and/or in-house funding and in some cases combine partnership activities. Many of the partnerships are one-week summer programs. In cases where there is a need for them to last longer, then there should be provisions for extending the time. Centralized coordination would help and, in some cases, several programs and resources could be combined for longer periods of time. The Office of Community Outreach and Engagement proposed in Work Group 5 could serve as a university-wide PK-20 partnership clearinghouse and resource center.
3. Current P-12 partnerships are spread around campus and there is no central place where they are tracked. The Professional Development School (PDS) Partnership Program in the School of Education would be a great place to coordinate and track P-12 partnerships. With centralized coordination of the P-12 partnerships, common assessment methods could be created to assure reliability and to also focus on strengthening the 3rd, 5th, 7th, 9th, and 12th grade gateways.
4. In the current P-12 partnerships, there is lack of a coherent approach to the professional development of teachers, school executives (principals), school counselors, and other school personnel. We propose development of a P-12 Professional Development Academy as a new initiative to close this gap.

Professional Development Academy Initiative

UNC Tomorrow calls upon NC A&T to use its expertise to “lower our state’s dropout rate and improve academic achievement in all public schools, especially those that are high priority and low performing.” The School of Education can best address these goals by providing targeted professional development and support to P-12 teachers, school executives (principals), school counselors, and other school personnel. While other initiatives may prove beneficial, creating a specialized Professional Development Academy staffed by an interdisciplinary, multi-grade, inter-professional team of clinical faculty is an effective and accountable strategy for three reasons:

1. First, hiring 12 highly accomplished teachers, principals, and school counselors from high need areas will provide a deeper, richer understanding of the changing needs of both pre-service and in-service professionals. This is critically important given the UNC Tomorrow recommendation to improve public education as well as the focus on 21st Century teaching, learning, and leadership in the new North Carolina Professional Teaching Standards as well as the School Executive Standards.
2. Second, inter-professional collaboration with University faculty and creation of a professional development plan will enable clinical faculty to provide on-site, customized coaching and support that classroom teachers, school executives, and school counselors in our PDS partnership schools so desperately need as unanimously identified by PDS partnership principals in a recent meeting.

3. Third, the Professional Development Academy will strengthen teacher preparation and support retention while building teacher capacity to increase student achievement in increasingly culturally diverse classrooms. Details regarding the proposed Professional Development Academy are contained in Table 3.

Table 3. Professional Development Academy

<i>Objectives</i>	<i>Cost Estimates</i>	<i>Timeline for Implementation</i>	<i>Inter and Intra-Institutional Collaborations</i>	<i>Assessment & Accountability Measures</i>	<i>Policy Changes</i>
<p>1. To create a Professional Development Academy.</p> <p>2. To hire seven (7) accomplished teachers as clinical faculty in the following high need and tested subject areas:</p> <ul style="list-style-type: none"> ▪ Math (secondary) ▪ Science (secondary) ▪ Special Education (secondary) ▪ English/Language Arts (secondary) ▪ Reading (elementary) ▪ Math (elementary) ▪ Science (elementary) <p>3. To hire a cadre of 5 school executives and school counselors as clinical faculty.</p> <p>4. To provide targeted professional development to pre-service teachers and classroom teachers at partnership schools (in collaboration with University faculty).</p>	<p><u>Annual Salary</u> \$780,000</p> <p>(12 clinical faculty @ \$65,000)</p> <p><u>Summer Salary</u> \$15,000</p> <p>(1 lead elementary and 1 lead secondary clinical faculty @ \$7,500 each)</p> <p><u>Supplies/Materials</u> \$5,000</p> <p><u>Travel Expenses</u> \$5,000</p> <p><u>Total Estimated Annual Cost</u> \$805,000</p>	<p><u>Fall 2008:</u></p> <ul style="list-style-type: none"> ▪ Draft proposal <p><u>Spring 2009:</u></p> <ul style="list-style-type: none"> ▪ Solicit faculty feedback <p><u>Fall 2009</u></p> <ul style="list-style-type: none"> ▪ Advertise clinical faculty positions ▪ Interview Candidates <p><u>Spring 2010</u></p> <ul style="list-style-type: none"> ▪ Hire Clinical Faculty ▪ Develop Professional Development Plan/Calendar (Lead Clinical Faculty) <p><u>Fall 2010</u></p> <ul style="list-style-type: none"> ▪ Implement Professional Development Academy 	<p><u>Inter-Institutional Collaboration</u></p> <ul style="list-style-type: none"> ▪ Serve as ombudspersons with partner schools ▪ Provide on-site, customized coaching and staff development for P-12 teachers, school executives, and school counselors ▪ Provide coaching and support to graduates in their first year of teaching in partner schools ▪ Participate in ongoing professional development offered by school and district partners, NCDPI, and other professional organizations <p><u>Intra-Institutional Collaboration</u></p> <ul style="list-style-type: none"> ▪ Team Teach methodology courses and seminars that strengthen the performance of student interns and student teachers ▪ Provide support and coaching to student interns (on campus and in field placements) ▪ Collaborate with University faculty regarding current educational practice and trends (via a professional learning community) ▪ Serving on assigned University committees ▪ Other duties assigned by the Dean 	<p><u>Assessment Methods</u></p> <ul style="list-style-type: none"> ▪ Partnership Agreements ▪ Professional Development Plan/Calendar ▪ Course Evaluations ▪ Teacher/Principal Surveys <p><u>Accountability Measures</u> Annual Program Evaluation (as approved by the Dean)</p>	<ul style="list-style-type: none"> ▪ Identify criteria for selection of clinical faculty ▪ Identify credentials and salary placements/adjustments ▪ Identify criteria for promotion or renewal ▪ Identify faculty course loads
<p>Phased Implementation</p>	<p>2010-2011 Begin seven clinical faculty in teaching areas @65,000 ea = 455,000</p>	<p>2011-2012 Add other school personnel clinical faculty: five @65,000 ea = 325,000</p>			
<p>Possible Funding Sources</p>	<p>U.S. Department of Education, North Carolina Department of Public Instruction/State Board of Education, Professional Organizations (e.g., National Council of Teachers of Mathematics, National Science Teachers Association, Council for Exceptional Children, etc.</p>				

V. Economic Transformation, Community Development, Outreach and Engagement North Carolina A&T State University

I. UNC Tomorrow Commission Report Findings and Recommendations

4.4. *Our Communities and Their Economic Transformation*

Major Finding: *UNC should be more actively engaged in enhancing the economic transformation and community development of North Carolina's regions and the state as a whole.*

Recommendations:

4.4.1. *UNC should increase its capacity and commitment to respond to and lead economic transformation and community development.*

4.4.2. *UNC should focus specific effort in meeting the needs of rural and underserved areas of the state.*

4.4.3. *UNC should seek to align appropriate campus programs with the strategic economic plans (including sector and cluster plans) of their regions and the state, recognizing the unique differences and challenges of our state's economic and geographic regions.*

4.4.4. *UNC should promote the arts and cultural enrichment in all regions of the state.*

4.4.5. *UNC should facilitate inclusive discussions on important community issues.*

4.7. *Our University's Outreach and Engagement*

Major Finding: *UNC should become more directly engaged with and connected to the people of North Carolina, its regions, and our state as a whole.*

Recommendations:

4.7.1. *UNC should apply, translate, and communicate research and scholarship to broader audiences.*

4.7.2. *UNC should develop a strategic plan for scholarly public service on each campus that is detailed and specific in definition and scope.*

4.7.3. *UNC should create a mechanism for applying research and scholarship to addressing significant regional and statewide issues.*

4.7.4. *UNC should communicate its resources and expertise to wider audiences.*

II. NC A&T State University Phase I Response Plan Report Priorities Economic Transformation, Community Development, Outreach and Engagement

The highest priority programs needed to respond to this UNC Tomorrow major findings and associated recommendations are combined under Priority 1. Create A Center For Outreach, Engagement And Economic Development (COEED).

Priority 1. Create a Center for Outreach, Engagement and Economic Development (COEED). NC A&T will establish a Center for integrating outreach, engagement and economic development in an exemplary mix for the expressed purpose of being more directly engaged and connected to the people of North Carolina, its regions and our state as a whole. As the signature program in the Center, "Aggie Solutions" will include five components: University initiatives; tools for success; departmental/unit outreach plans; an electronic data collection system; and, marketing. In addition, the COEED will have three offices as follows:

- **1A. Office of Service Learning.** The Office of Service Learning will strengthen and expand the service learning components of University Studies and the Office of Career Services and Experiential Learning. Service learning is a major national movement at every educational level, and is a particularly powerful force in NC A&T undergraduate education.
- **1B. Office of University-Community Partnerships.** The Office of University-Community Partnerships conveys the idea of a "communiversity" and will strengthen and expand the University programs to assist and partner with local and statewide community based organizations and agencies, including schools and community colleges. This Office connects the academic life of the university to the community.
- **1C. Office of Economic Development.** The Office of Economic Development will develop and implement an economic development plan and coordinate the University's community and economic development initiatives, programs and activities at NC A&T.

Priority 2. Establish a NC A&T Research Foundation. Establish a NC A&T Research Foundation with the assistance of the UNC Office of the President for more effective commercialization of technology, management of new venture creation and investment and expansion of corporate and federal contract opportunities.

III. NC A&T State University Phase II Response Plan Of Action Economic Transformation, Community Development, Outreach and Engagement

Priority 1. Proposal to Establish the Center for Outreach, Engagement, and Economic Development

1. Vision. To become nationally recognized as an engaged university that makes transformative contributions to enhance economic development and improve the quality of life for North Carolinians.

2. Mission. The mission for the Center for Outreach, Engagement, and Economic Development is to promote economic development and facilitate and support mutually beneficial collaborations that address the critical needs of our communities, meet the learning and or research objectives of faculty and students, and fulfill the mission of the University.

3. Goals and Objectives. The goal of the Center is to promote engagement on and off campus in teaching, research, and outreach and to apply NC A&T's expertise to the social, economic, environmental, educational and technological issues facing our region and the state. The specific objectives are to:

- Create a campus-wide climate of innovation, entrepreneurship, economic development, and collaboration;
- Utilize current expertise of the university to meet existing regional needs;

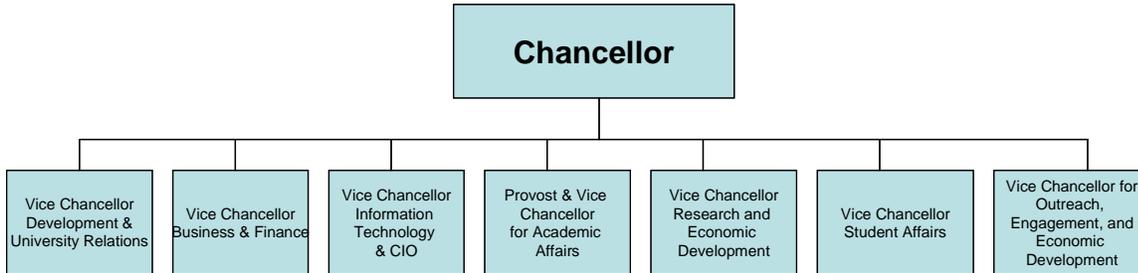
- Link the intellectual and physical assets of the university with local and state governments, economic development organizations, nonprofit organizations, and private companies to produce mutual benefit;
- Provide resources and support faculty efforts to develop courses that incorporate community-based learning and research;
- Facilitate customer-friendly access to university services;
- Promote the linking of research and outreach to enhance economic transformation and improve the quality of life of our citizens;
- Assess the Center's programs and activities primarily through faculty involvement and impact studies;
- Leverage the strengths of the SBTDC and the Cooperative Extension Program to better serve the economic development needs of the community; and,
- Facilitate applied research and analyses and disseminate to local and state leaders.

4. **Governance.** The Center will operate under the following governance structure.

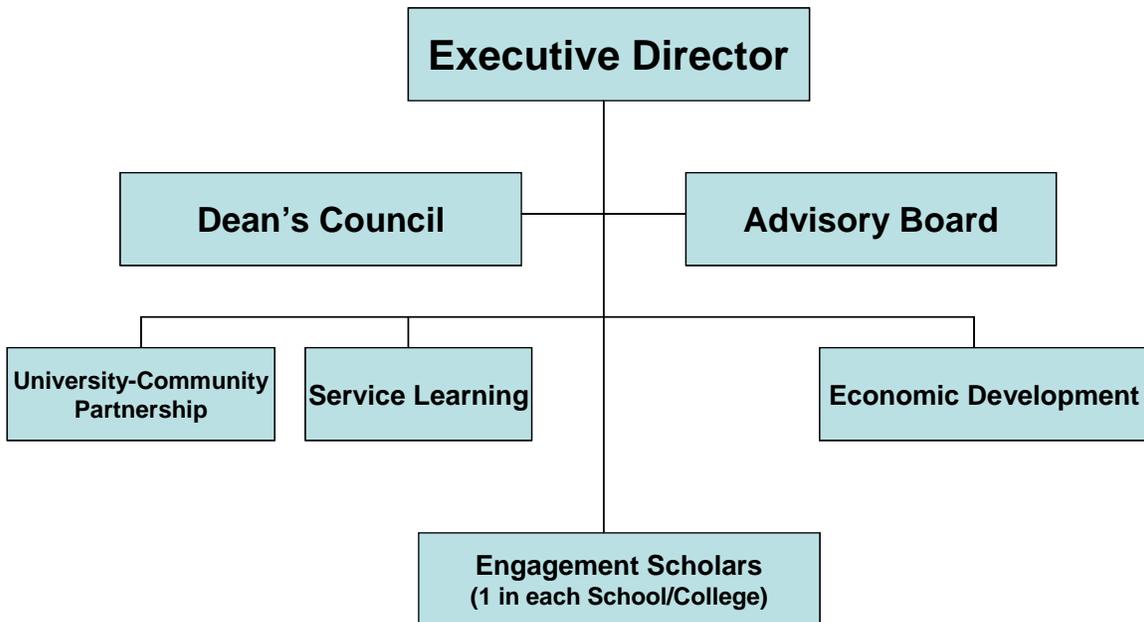
- **Vice Chancellor for Outreach, Engagement, and Economic Development.** The Vice Chancellor will report to the Chancellor and will oversee the Center and the other related units such as, Cooperative Extension, Continuing Education, Outreach and Summer School, and Small Business Technology Development Center. In addition, the Vice Chancellor will advocate for outreach participation across the campus and will take a leading role locally, regionally and nationally on outreach, engagement, and economic development issues relating to the University.
- **Executive Director.** The Center will be an autonomous unit in the Office of the Vice Chancellor for Outreach, Engagement, and Economic Development. The Center will be led by an Executive Director who will report to the Vice Chancellor for Outreach, Engagement, and Economic Development. The Director will also collaborate with the Office of the Provost and Vice Chancellor for Academic Affairs in establishing criteria and benchmarks for assessing outreach and engagement work.
- **Engagement Scholars.** Activities will also be administered through the various colleges and schools. The Center will liaise with the Schools and Colleges through liaisons called "Engagement Scholars" who will be responsible for coordinating the Center's activities in his or her unit and for ensuring that progress is made towards the overall University's goal.
- **Advisory Board.** The Vice Chancellor will appoint a group of approximately 15-20 people, including students, faculty, administrators, and community partners who will serve as members of the Advisory Board. The Advisory Board will support the Center's core leadership team in strategic planning, and in collaborating with other units across campus and with the community.
- **Dean's Council.** To ensure maximum university-wide participation in the Center's activities, the executive director will report periodically to the Dean's council, which already exists, and receive guidance on the Center's policies and programs.

5. Organizational Charts

Organizational Chart Showing Relationship Between the Center and University Units



Organizational Chart for Center for Outreach, Engagement, and Economic Development



6. Office of University – Community Partnership

1. Mission The mission of the Office of University-Community Partnerships is to facilitate the formation of campus-community partnerships that enable students, faculty and the community to build strong

communities. This Office will also foster increased collaboration and public service activities with P-12 schools and cooperative extension services.

2. Objectives The objectives of the Office of University-Community Partnerships will be to:

- Encourage open dialogue between the University and the Community;
- Provide leadership in exploring solutions to community problems;
- Assist and partner with local and statewide community based organizations and agencies, including schools and community colleges;
- Connect the academic life of the university to the community through the development of programs and service projects which will facilitate dialogue on important community issues and address the problems of the community;
- Act as a “broker” for the University and the community to expand collaboration, conduct needs assessments, propose solutions and extend the resources of the University to the community in accessible formats;
- Encourage departments/units participation in outreach, engagement, and economic development through the Aggie Solutions Program;
- Provide better coordination and effective marketing of campus-wide engagement activities and opportunities; and,
- Provide a clearinghouse of readily accessible information on faculty expertise and research, service learning opportunities, community organizations and services, and University outreach and engagement opportunities.

3. Programs and Services

<i>Strategy</i>	<i>Plans</i>
Aggie Solutions Program	Develop the Aggie Solutions Program that will bring structure of the University's outreach, engagement, and economic development activities. The program will include 5 components-university initiatives, outreach and engagement tool kit, departments/units outreach plans, electronic databases, and marketing.
Establish the Chancellor's Distinguished Community Service Awards.	Develop criteria for the various categories of awards, to be given annually, and appoint a campus-wide committee to manage the awards process.
Establish Chancellor and Community Leaders Monthly Breakfast.	Utilize the proposed new Office of Economic Development in the Center for Outreach, Engagement and Economic development and the Continuing Studies and Professional Development staff to plan and manage the symposium.
Establish the Community Outreach Academy.	Collaborate with local community organizations to identify interested community leaders and develop a high quality program.
Community and business leaders as adjunct faculty in the University's schools and colleges.	Collaborate with the local Chamber of Commerce and other business and economic development organizations to market the program and attract qualified people.
Establish a Community Fellows Program.	Collaborate with local community organizations to identify interested community leaders and develop a high quality program.
Develop a Faculty Expertise Directory.	The proposed office of Economic Development in the Center for Outreach, Engagement and Economic Development will work with the University's Web Master, to establish a very efficient—easily searchable—Web site that shares faculty/staff expertise with the community.
Faculty groups to facilitate community dialogue on critical community issues.	Monitor community issues that might benefit from University involvement and schedule community forums.
Establish a University-Community Commission.	Monitor community issues that might benefit from University involvement and schedule community forums.

<i>Strategy</i>	<i>Plans</i>
Reappointment, Tenure and Promotion.	Establish, through the Office of the Provost, a high level faculty committee to include Deans and Department Chairs, to ensure that Reappointment, Tenure and Promotion processes properly rewarded faculty for community engagement.
Use the Small Business Technology Development Center (SBTDC) proposed state-wide Rural Business Development program.	Use the SBTDC state-wide network to provide economic development programs and services to new and emerging businesses throughout the state, especially in rural and underserved areas.
Use Applied Survey Research Lab.	Increase the promotion of the lab services to members of the local community, thus making a more effective vehicle for economic development.
Use NC A&T International Trade Center to provide technical assistance in business and economics to small farmers and small businesses.	Expand services of the Trade Center to increase collaboration with local economic development agencies to better serve local and regional businesses.
Use Cooperative Extension Program for Alternative Agriculture Research; Family and Consumer Sciences; Community Voices, Voices Reaching Vision and 4-H.	<ul style="list-style-type: none"> ▪ Use the current Cooperative Extension system, in all 100 counties, to share information and development models for rural and under-served communities. The programs should involve rural families in decision making, economic development, and help them develop solutions for such challenges as parenting, financial management, and health and nutrition. ▪ Collaborate with NC State University to implement this strategy.

4. Other Services

- Distance education courses (online and extension) of University degree programs.
- Workshops, seminars, conferences providing knowledge transfer and application in specific programmatic areas.
- Clearinghouse for information on learning opportunities and services provided by the University and community organizations.
- Broker services for the University and community to facilitate partnership opportunities, economic development opportunities, and to address community needs.
- Programs and technical assistance for K-12 teachers.
- Professional Development.
- Continuing Adult Classroom Education.
- Research and data sharing with the community.
- Leadership Training.

7. Office of Service Learning

1. Mission The mission of the Office of Service learning is to strengthen and expand the service learning components of University Studies and the Office of Student Development and Experiential Learning. The Office will promote service learning as an integral part of education that engages students and faculties in solving problems within their schools and communities.

2. Objectives The objectives of the Office of Service Learning are to:

- Integrate service learning into all programs in the University to promote a just and humane society;
- Promote quality service learning to encourage student learning and development towards outcomes such as, civic engagement, collaborative leadership and appreciation of diversity;
- Foster authentic partnership that support and enhance the University's mission as an engaged citizen in the greater community; and,

- Promote institutionalization and sustainability of service learning by providing a variety of forms of service learning.

3. Programs and Services

<i>Strategy</i>	<i>Plans</i>
Civic and Service Education Program (C.A.S.E)	Strengthen this program, which already exist, in the University Studies curriculum to prepare students to be diverse, globally-engaged citizens by promoting learning through active participation.
Honors Community Service Program for Freshmen	Encourage and support Honors Program faculty to continue the community service requirement for freshmen
Student Organization-Community Organizations Partnership	Assist the Division of Student Affairs in facilitating the student organizations-community organizations partnership.
Council of Presidents Community Service Program	Support the Council of Presidents requirement that each student organization must perform at least 10 hours of community service each semester
Health Fairs	Support the School of Nursing sponsorship of health fairs for the community
Entrepreneurial Internship Program	Encourage and support the ICEEB internship program that places students in local businesses and nonprofits for experiential learning.
AmeriCorps VISTA Program	Support the AmeriCorps Vista program that provides volunteers for service learning projects
AmeriCorps NC-ACTS Program	Support the AmeriCorps NC-ACTS Program that requires students to complete 300 hours of service.
International Service Learning	Establish an International Service Learning program to provide intercultural learning experiences that connect classroom knowledge with real life, while working with a community to met identified needs.
Faculty Engagement Initiative	Establish the Engagement Initiative that will engage and connect faculty across member institutions to promote civic engagement, expand leadership and professional and professional growth opportunities for faculty, and increase visibility and influence of NCA&T campus compact.

4. Other Services

- New Student Orientation.
- Welcome Week Activities.
- Establishing Partnerships.
- Mentoring/Tutoring.
- Schools and Colleges Course Projects.
- Sickle Cell Awareness Month.
- Campus Beautification Programs.
- Community Service Learning Fair.
- Martin Luther King Jr Observance.
- National Volunteer Week.
- Fall/Spring Break Alternative Service Learning Trips.
- Community Service Learning Recognition Banquet.

8. Office of Economic Development

1. Mission The Mission of the Office of Economic Development is to foster regional economic growth through research, education and outreach, and by serving as the point of contact for NC A&T with the business and economic development community of the Triad Region and the state.

2. Objectives The specific objectives are to:

- Promote tech transfer, innovative business development and economic development;
- Link NC A&T faculty expertise and research capabilities with regional economic development organizations and the private sector;
- Teach economic development principles and practice to students and the economic development community, with a focus on inner city and rural economic development;
- Conduct, analyze and disseminate applied research in the field of regional economic development and share findings with local and state leaders;
- Promote entrepreneurship enterprise startup to teens, women and minorities and consult on using university ED resources to promote growth of midsized rural and inner city businesses with 10 or more employees in the region; and,
- Facilitate the collaboration between the Cooperative Extension Program and the Small Business Technology and Development Center (SBTDC) to provide more focused and effective economic development services to businesses and/or communities.

3. Programs and Services

<i>Strategy</i>	<i>Plans</i>
Establish an Community Economic Development Curriculum and major	A curriculum that focuses on urban and rural economies by examining the various types of policy and programmatic issues that impact development regionally, statewide and nationally. Support a specialization that looks the process of job creation, neighborhood revitalization, enterprise development and sustainability.
Economic Development Outreach Program	Use SBTDC and Cooperative Extension Program to deliver strategic services to medium sized businesses with employees of 10 or more in the inner cities and rural areas of our region
Minority Entrepreneurship Outreach Initiative	Design and deliver a high quality program for students and persons in the community interested in starting a business, collaborating with internal and external resources
Annual Summer High School Program in Entrepreneurship	Design and deliver a high quality program in entrepreneurship for area high school students similar to the Transportation HS Summer Program
Annual Economic Development Symposium	Plan and manage, along with Continuing Studies staff, a one-day, state-wide economic development symposium to share best practices
A&T Economic Development Study	Develop, execute and deliver an economic development study of university expertise and other economic development resources
Economic Development Website	Create, with the help of the University's Web Master, an economic development web portal for the public to access Office of Economic Development programs, University technology research capabilities as well as faculty expertise.
OED Advisory Board	Create and manage an advisory board of University, business leaders and leaders of the business service provider community to provide input and design of future Econ. Dev. Programs at NCAT

4. Center’s Personnel. A preliminary list of personnel needed to operate the Center includes:

<i>Personnel</i>	<i>Center Administration</i>	<i>Office of University-Community Partnership</i>	<i>Office of Service Learning</i>	<i>Office of Economic Development</i>
Executive Director—provides overall management for the successful operation of the Center	1			
Program Manager—assists the Executive Director in implementing and managing the Center projects	1			
Directors—manage the day-to-day operations of the office, supervise staff and ensure accurate and timely submission of reports		1	1	1
Accounting Clerk—provides accounting support to the Center	1			
Administrative Assistant—provides administrative support to the Center	3	2	2	2
Program Developers—administer, in conjunction with University academic departments, the delivery of educational events or classes		4		
Service Learning Coordinators—assist community partners, service learning faculty, and students to develop mutually beneficial service learning partnerships, coordinate events to connect service learners with appropriate service opportunities and gathers and acts upon feedback from the community partners on their satisfaction with the service learning process.			8	
Web Master—design, monitor, improve and update the performance of the Center’s web site		1		1
Business Counselor (Economic Outreach)—delivers strategic services to medium sized businesses with ten or more employees in the region’s inner cities and rural areas.				1

9. Center and Office Evaluations

Building on the University’s long established commitment to continuous improvement, the Center will implement a comprehensive assessment strategy. Each unit of the Center will be evaluated individually, including programs, personnel and infrastructure. The main focus of the evaluation will be the Center’s impact on issues, institutions, and the community in general; sustainability and capacity building; university-community relations; and benefits to the University. Some of the questions that the evaluation will answer are presented in the table below:

1. Matrix for Evaluating the Impact of the Center’s Programs

<i>Components</i>	<i>Sample Questions</i>
Impact on issues, institutions, and community	<ul style="list-style-type: none"> ▪ Were the stakeholders satisfied? ▪ Did they value the results and apply the knowledge? ▪ Is the Center affecting public policy? ▪ Has it improved practice or advanced community knowledge? ▪ How effective are the products or results reaching the intended interest groups?
Sustainability and Capacity Building	<ul style="list-style-type: none"> ▪ To what extent did the Center build capacity for individuals and institutions? ▪ To what extent did it develop mechanism for sustainability? ▪ To what extent did the Center leverage additional resources?
University-Community Relations	<ul style="list-style-type: none"> ▪ To what extent was mutual satisfaction derived from the Center activities? ▪ To what extent did the Center broaden access to the University? ▪ To what extent did the Center broaden access to the community?
Benefits to the University	<ul style="list-style-type: none"> ▪ How does the Center offer new opportunities for student learning and professional staff development? ▪ How does the Center lead to innovations in curriculum? ▪ How does the Center increase cross-disciplinary collaborations with the University? ▪ How does the Center increase collaborations with the community?
Personnel	<ul style="list-style-type: none"> ▪ What percentage of faculty and staff are involved in the Center activities? ▪ Is the number consistent with the Center’s mission and faculty/staff expertise? ▪ To what extent has the Center assisted faculty and staff to incorporate outreach projects and activities in their careers?
Infrastructure	<ul style="list-style-type: none"> ▪ Does the unit have policies and procedures in place that evaluate, recognize, and record outreach achievements in merit increases, and tenure and promotion? ▪ Has the Center acquired the necessary equipment or technology to achieve its outreach activities?

Reference: Adapted from Zimmerman, (1996). Michigan State University.

The evaluation will include various elements, such as:

- Periodic reports to the Advisory Board and the Dean’s Council on Center’s operation;
- Quantitative and qualitative descriptions of the Center’s activities against annual goals;
- Ongoing assessment of student, faculty, and partner activities;
- Satisfaction surveys and outcomes assessment among stakeholders e.g. students, faculty, community partners;
- Participation in the institutional assessments processes; and,
- Use of standardized service learning and other instruments (Clayton, 2007).

2. Center’s Budget

Personnel-General Administration

Executive Director	\$105,000
Program Manager	\$82,000
Accounting Clerk	\$35,000
Administrative Support (3@\$35,000)	\$105,000

Personnel-Unit Administration

Directors (3@\$75,000)	\$225,000
Administrative Support 9@\$35,000)	\$315,000
Web Masters (2@\$55,000)	\$110,000
Program Coordinator (Service Learning) (8@\$55,000)	\$440,000
Program Developer (Univ.-Com Partnership) (4@\$45,000)	\$180,000
Business Counselor-Economic Development Outreach	\$52,000

Equipment & Supplies

Equipment (Computers, copiers, fax machines, LCD Projector	\$56,040
Office Supplies	\$1,800
Office Furniture	\$40,500
Telephone Equipment	\$3,900

Travel

Vehicles-Service Learning (2@\$30,000)	\$60,000
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Program and Services

Economic Development	\$380,000
Service Learning	\$85,000
University-Community Partnerships	\$800,000
Fringe Benefits (24%)	\$738,298

TOTAL \$3,814,538

3. Timeline Chart 2009-2010

<i>Item</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>
Prepare proposal to establish the Center												
Appoint and convene Advisory Committee and Executive Board												
Appoint Center Director												
Solicit external funds												
Hire Center staff												
Officially launch the Center												
Develop Office of Economic Development												
Develop Office of Service Learning	2010											
Develop Office of University-Community Partnerships								2010				

**Proposal to Establish the Center for Outreach, Engagement, and Economic Development
Alternate Budget – Minimum Cost to Start
(11.19.08 ver)**

Executive Director	\$95,000
Administrative Support	\$35,000
Web Master	\$55,000
Equipment (Computers, fax machine, etc)	\$5,000
Office Furniture	\$5,000
Office Supplies & Telephone	\$3,000
Program and Services	\$20,000
Fringe Benefits (24% x \$185,000)	\$44,400
Total	\$262,400

Revised Budget – Average Cost to Start (11.19.08 ver)

Executive Director.....	\$95,000
Program/Unit Directors (3@75,000).....	\$225,000
Program Coordinators/Developers (4x\$55,000).....	\$220,000
Administrator Support (3@\$35,000).....	\$105,000
Office Furniture.....	\$15,000
Equipment (Computers, fax machine).....	\$20,000
Office Supplies and Telephone.....	\$10,000
Program and Services.....	\$60,000
Fringe Benefits (24% x \$645,000).....	\$154,800
Total.....	\$904,800

**Priority 2. Proposal to Establish a NC A&T University
Research Foundation**

NC A&T University Research Institute, Inc. Under the University of North Carolina's UNC Tomorrow initiative, universities are charged with engaging business and industry to facilitate job growth and creation. With North Carolina A&T State University's (NC A&T) commitment to spur economic and community development in our State's high-tech sector, it is imperative that NC A&T create the proper vehicle for marketing the universities' resources to business & industry, responding quickly and efficiently to collaboration opportunities and managing collaboration projects efficiently and effectively.

1. Vision. The North Carolina A&T University Research Institute (ATRI) will be created as a private, nonprofit Institute to assist the University to positively impact companies operating in a wide variety of research, economic and community development areas, including life sciences, homeland security, engineering, advanced manufacturing and materials, delivery of corporate/business and economic solutions, and information technology.

2. Mission. The fundamental mission of The North Carolina A&T University Research Institute (ATRI) is to support the research and training programs of the University and to enhance research, development, and training in the State of North Carolina. ATRI will enable the university to diversify external sources of funding for research and properly position NC A&T to compete for highly-competitive federal contracting opportunities.

3. Goals and Objectives

North Carolina A&T University Research Institute (hereafter referred to as the Institute or ATRI) is a service bureau that can hire personnel and procure goods and services on behalf of its clients, which North Carolina A&T State University as its major client, other state agencies, and private research, development and training organizations. Because of its exemption from state statutes such as those relating to procurement and personnel, the Institute has the flexibility to function more like a business. Accordingly, the Institute has its own personnel, payroll, accounting, and disbursing systems, independent of the State and University systems. This makes it possible for the Institute to process transactions expeditiously, which in turn makes it possible for the researchers to focus more of their efforts on research rather than administrative activities. Because of the unique nature of research activities, the Institute must remain

flexible to meet the needs of projects, while at the same time adhering to the rules and regulations governing projects as stipulated by sponsoring agencies.

The North Carolina A&T University Research Institute (ATRI) will be established as a university-affiliated, not-for-profit 501(c)(3) Institute to facilitate innovative research and development opportunities between the university and high technology companies, chartered under the laws of the State of North Carolina. ATRI will serve as the fiscal and administrative agent for industry-sponsored research and other projects conducted by NC A&T. The Institute will have the authority to enter into agreements with external funding agencies on behalf of the University, and provide a complete range of administrative and fiscal services in support of funded projects. The Institute is also responsible for managing intellectual property sponsored for the University. The primary responsibilities in the intellectual property arena involve the protection of intellectual property by patents, copyrights and commercialization, e.g. licensing, start up companies and management of royalties and securities from these activities.

4. Programs and Services. The services provided by ATRI include, but are not limited to:

- Corporate Research Management
 - Promote and implement scientific research and service activities by soliciting, receiving and administering externally-funded international research, development, and service grants.
 - Pursue innovative, industry-driven development opportunities that are mutually beneficial to industrial sponsors and faculty researchers.
- Contract and Project Development
- Contract and Project Compliance
- ATRI Personnel and Payroll
- ATRI Financial Administration
- Special Project Management - Promote and implement management of projects with strategic significance that require the acquisition of specialized and dedicated resources, such as: National Science Foundation - Engineering Research Center; Department of Defense- Classified Testing and Modeling Facilities.
- Technology Transfer and Venture Management
 - Manage all intellectual property and assets associated with the University.
 - Manage all start-up activity for new ventures associated with university-based research and development.
 - Serve as a conduit for entrepreneurial activity for the University community.

While the North Carolina A&T University Research Institute (ATRI) is an affiliate of the university, it is not a state agency. It conducts its activities subject to the requirements of good business practices, the constraints imposed by the sponsor of each grant or contract, and state laws applicable to all non-profit corporations in the State of North Carolina. The Institute manages its own finances through corporate bank accounts and approved accounting systems separate from those of the university. Generally, this facilitates resolution of the usual procurement, payable and receivable problems that often accompany international projects.

5. Governance and Administration

Board of Directors. North Carolina A&T University Research Institute (ATRI) is a nonprofit Institute governed by Board of Directors that manages the business and affairs of the Institute, prescribes and enforces policies, and guides the Institute in achieving its objectives.

The members of the Institute are comprised of a Board of Directors, which is partitioned into five groups. The first group consists of a designee of the Chancellor of North Carolina A&T State University as Chair, the Vice Chancellor for Research, the Vice Chancellor for Finance, the Executive Director and Chief Operating Officer (COO) of ATRI; the second group consists of members of the university's Board of Trustees. The third group consists of faculty representatives and outside members of the business community. Directors will be elected by the other members based on staggered three-year terms.

An executive committee, consisting of members of the Board of Directors, meets regularly to address strategic direction, including general oversight regarding questions that affect the policy, property and functions of the Institute. The actions of the executive committee, however, are subject to the control and direction of the Board. The Chancellor of the university is the executive committee's ex-officio member.

Other standing committees of the Board include a nominating committee, a compensation committee, and a finance/audit committee.

6. Personnel

The composition and compensation of the Administrative staff for North Carolina A&T University Research Institute (ATRI) will be determined in consultation with a(n) consulting organization(s) with expertise in the formation and management of Research Institutes. Below is a preliminary list of anticipated staff:

7. Budget

The budget for the North Carolina A&T University Research Institute (ATRI) will be determined in consultation with a(n) consulting organization(s) with expertise in the formation and management of Research Institutes. The estimated budget for engaging a consultant to conduct the Feasibility Study, aid development of the Business Plan and assist with Start Up Implementation is as follows:

Phase I- Feasibility Study and Analysis	\$35,000
Phase II- Business Plan Development	\$55,000
Phase III- Start Up Implementation	<u>\$35,000</u>
Total	\$145,000

8. Evaluation

The evaluation metrics and methods for managing the performance of ATRI will be determined in consultation with a(n) consulting organization(s) with expertise in the formation and management of Research Institutes.

References

1. "Purdue Research Institute." Retrieved from <http://www.prf.org/> on 9/12/08
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5. "The Research Corporation of the University of Hawaii." Retrieved from <http://www.rcuh.com/> on 9/21/08.
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7. "Georgia Tech Research Institute (GTRI)." Retrieved from <http://www.gtri.gatech.edu/> on 10/1/08.

VI. Health

North Carolina A&T State University

I. UNC Tomorrow Commission Report Findings and Recommendations

4.5. Our Health

Major Finding: UNC should lead in improving the health and wellness of all people and communities in our state.

Recommendations:

4.5.1. *UNC should lead in improving health and wellness in North Carolina.*

4.5.2. *UNC should educate more health professionals.*

4.5.3. *UNC should lead in utilizing health information to improve health and wellness in North Carolina.*

II. NC A&T State University Phase I Response Plan Report Priorities

Health

Priority 1. Increase the Number of Health Graduates in the Workforce, Especially Nurses. Initiatives to increase the number of health professionals in the work force, especially nurses, are essential to meeting the needs in North Carolina. Degree programs are being proposed to produce more nurse educators and facilitate increasing the enrollment in NC A&T School of Nursing. A systematic recruitment process will be implemented to attract second degree students, transfer students from community colleges and other institutions, and licensed practical nurses. Efforts will be made to attract more doctorally prepared faculty to the School of Nursing program, and to ensure that the current faculty members have the teaching skills necessary to prepare graduates appropriately. The recently initiated high fidelity simulation into the experiences of students will be expanded as rapidly as possible to enhance the clinical experiences currently available and allow faculty members to control the learning environment to a greater extent.

Priority 2. Initiate an Employee/Student Wellness Program. Seven strategies are outlined to accomplish this goal. We should develop a Center for Fitness and Wellness to coordinate all healthcare related programs and projects throughout the campus. The Center would serve as a clearinghouse to ensure that programs are tailored to address the major healthcare needs of the campus community. Additionally, coordination of health related activities would enhance the activities that currently exist.

III. NC A&T State University Phase II Response Plan Of Action

Health

Introduction

Meeting the health needs of the citizens of North Carolina is a major concern of North Carolina officials because of the rising costs of health care and the increased number of senior citizens living longer. Evidence of the State's commitment to meeting these needs can be seen in the recently revised *State*

Personnel Manual's section on the Worksite Wellness Policy and in the inclusion of the health component in the UNC Tomorrow Initiative to determine how the UNC campus systems can meet the needs of North Carolina communities.

Goals. Our specific Health Group goals are to prepare more students to graduate as health professionals and to promote campus-wide fitness and wellness. To accomplish this we should:

1. Cultivate an environment of academic and professional excellence in all health-related areas;
2. Ensure that students have gained adequate professional and research experience;
3. Increase student academic support and career placement;
4. Develop and expand student recruitment and retention strategies; and
5. Provide the University community with increased knowledge about health and offer varied opportunities to participate in structured activities to promote health on a regular basis.

Priority 1. Increase the Number of Health Graduates in the Workforce, Especially Nurses.

To meet the health care needs of North Carolinians, degree programs are being proposed to produce more nurse educators and increase the enrollment in NC A&T School of Nursing, in other types of health professional programs at the University. A systematic recruitment process will be implemented to attract second-degree students, transfer students from community colleges and other institutions, and licensed practical nurses. Efforts will be made to attract more doctorally-prepared faculty to the School of Nursing program, and to ensure that the current faculty members have the teaching skills necessary to prepare graduates appropriately. The recently-initiated high-fidelity simulation into the experiences of students will be expanded as rapidly as possible to enhance the clinical experiences currently available and allow faculty members to control the learning environment to a greater extent.

Priority 2. Initiate an Employee/Student Wellness Program.

Several strategies are outlined to accomplish this goal. We have completed the Center for Fitness and Wellness, which will coordinate all healthcare-related programs and projects throughout the campus. The proposed goal for the Fitness and Wellness Center is to serve as a central clearinghouse to ensure that programs are tailored to address the major healthcare needs of the campus community. Additionally, coordination and publicity about health-related activities will enhance awareness about the offerings that currently exist.

The Plan of Action

Priority 1. Increase the Number of Health Graduates in the Workforce, Especially Nurses.

The areas that will initiate new programs, as well as increase their offerings in health related areas are: (A) Nursing; (B) Psychology; and, (C) Public Health. Programs expanding or improving their health-related offerings include: (D) Pre-Medicine; (E) Human Performance and Leisure Studies; (F) Social Work; and, (G) Food and Nutritional Sciences. A description for each program follows, including tables for timelines, cost estimates, assessment and accountability, and proposed sources of funding and administrative changes.

A. Nursing Program

The Nursing program at NC A&T is approved for 80 students per year in the junior and senior years. We currently have 55 enrolled, and this number has been fairly constant for the last several years.

In an effort to attract more students, we have hired a part-time recruiter, but we need a full-time position. Additionally, we need to develop formal relationships with entities involved with LPN, Associate Degree and allied health fields. We are seeking counseling from the nursing programs at Chapel Hill and UNCG about their recruitment strategies, both for qualified faculty and for interested students from high schools, community colleges, and, within the University, from undecided and other majors.

Our largest initiative is to develop an accelerated program for second degree students. We hope to attract at least 10 students in the first year. This program has been presented to the Academic Programs Committee, and will be submitted to appropriate campus committees for approval this fall.

A third major initiative is to retain as many pre-nursing students as possible. We have a retention coordinator who is focusing on these students, and we will increase utilization of the tutoring programs for the more difficult math and sciences courses and the Writing Center's resources. We will also establish a mentoring program using upper-level student mentors and work closely with the professional staff of the Center for Academic Excellence.

In summary, to address Priority 1 for Nursing, we will:

- Hire recruiters and provide recruitment materials, brochures, give-a-ways, scholarships;
- Offer degree programs for nurse educators;
- Attract students from community colleges, new transfers, hospitals, LPNs, AMEDDs, allied health professions, high schools, & middle schools;
- Develop accelerated programs;
- Increase the number of doctoral-prepared faculty;
- Enhance the clinical experiences currently available through high fidelity simulation; and,
- Offer mentoring by upper-level students, and remedial assistance in the science courses.

See Table A for greater details.

B. Psychology Department

The Department of Psychology currently serves over 500 majors and has 10 full-time faculty and eight part-time faculty. We are proposing three optional tracks at the undergraduate level to prepare psychology majors for specific careers or graduate programs in applied and basic research areas, including research on animal models of disorders related to health psychology and mental health. We also are planning for a MS Program in Health Psychology.

1. Undergraduate major tracks in Psychology and some suggested courses for each:

a. Health Psychology

- Required-Abnormal Psychology, Introduction to Methods of Psychological Research, Introduction to Methods of Psychological Research Lab, Social Psychology, Psychological Testing.
- Some recommended choices for electives- Biological Psychology, Cognitive Neuroscience, Memory and Cognition, Introduction to Psychopharmacology, Behavior Modification, Introduction to Clinical Psychology, Internship, Health Promotion, Anatomy and Physiology, Adult Health I, Health Care in a Global Society, and Stress Management.

b. Clinical Psychology

- Required-Abnormal Psychology, Introduction to Psychological Statistics and lab, Introduction to Methods of Psychological Research, and lab, Social Psychology, Psychological Testing.
- Some recommended choices for electives-Biological Psychology, Cognitive Neuroscience, Memory and Cognition, Introduction to Psychopharmacology, Applied Psychology, Behavior Modification, Introduction to Clinical Psychology, Internship, and Cross-Cultural Psychology.

c. **Animal Behavior** (interdisciplinary with Animal Science, Lab Animal Science, and Biology). Subject to modification for the student's proposed career choice (Pet or Companion Therapy, Psychoactive Drug Development, Animal Models of human disease research, such as Hypertension and ADHD, Animal Training for the Disabled, etc.).

- Required-General Psychology, Animal and Laboratory Animal Sciences, Statistics with lab, Research Methods with lab, Animal Behavior, Behavior Modification or Learning and Behavior, Internship or Independent Research in Animal Behavior in any of the three departments involved.
- Some recommended choices for electives - General Zoology, Comparative Evolution of the Vertebrates, Ecology, Sociobiology, and Agricultural Genetics.

2. Graduate Master's Degree in Health Psychology (MS)

Rationale: The field of Health Psychology is dynamic, evolving, and growing, and provides new and expanded role choices for psychologists and other scientists/practitioners in health research, treatment, and the prevention of illnesses. Courses are interdisciplinary in content and assume the biopsychosocial model in treatment for recovery, rehabilitation, and adjustment for serious health problems. The program prepares students for working in research or applied settings and for licensing at the Psychological Associate level.

In summary, to address Priority 1 for Psychology we will:

- Offer undergraduate tracks in Health Psychology, Clinical Psychology, Animal Behavior (interdisciplinary with Animal Science, Lab Animal Science, and Biology);
- Complete the new animal behavior/neuropsychology lab to offer rigorous behavioral and physiological research training; and,
- Offer a Health Psychology Masters Degree program.

See Table B for greater detail.

C. Public Health Institute

The Institute for Public Health aims to strengthen the University's capacity to address complex public health issues confronting local and world communities, and expanding the number of health professionals in the workforce. To those ends, the Institute will:

- Develop a Public Health Certificate Program;
- Develop workshops and institutes for public health workers;
- Develop and implement a B.S. degree program in Public Health; and,
- Plan a MPH degree program in Public Health.

The short and longer-term details regarding the development and implementation of the above program initiatives are in Table C.

Public Health Certificate Program. The Public Health Certificate Program was approved for implementation in the 2008-2009 academic year. The goal of the Certificate Program is to provide students with the knowledge and skills necessary to engage effectively in public health research and to develop initiatives designed to reduce health disparities and promote health and wellness in different populations. The Certificate Program course curriculum provides opportunities for students to synthesize knowledge across disciplines with the overall aim of helping students define a mission for improving health disparities within the real world of research, policy, programs and practices in which they expect to establish a career. A total of 12 credit hours are required to complete the Certificate Program, with all coursework being offered on campus in the traditional classroom setting. All students enrolled in the Certificate Program must complete the following requirements to receive the Certificate:

- UNST 209 Course – Students must complete this required course, titled “Disparities in Public Health Care: The Effects on Race, Gender, and Class” (3 credits).
- Cluster Courses – Students must complete at least 6 credits of elective Certificate Program courses with a minimum grade point average of 3.0. These 6 credits must include one course within the Health and Wellness Cluster and one course in the Social Determinants of Health Cluster.
- Practicum – Students are will be required to conduct an independent study on an approved topic or research area related to public health (3 credits). Students will submit a written report and make an oral presentation at symposium planned by the Institute.

The Certificate Program will serve as the foundation for the BS Degree in Public Health, which will be followed by an expansion to the Masters and Doctorate degree programs. The expectation is that BS Program in Public Health will be planned during the Fall of 2009. The longer-term vision is that the BS Degree Program will be followed by the MPH Program in 2011 and the DrPH Program in 2014.

Workshops and Institutes. The Institute for Public Health will offer workshops and institutes designed to provide participants with a unique opportunity to immerse themselves in a specific public health topic area or field over a short time period. Participants will be able to expand their professional expertise, learn best practices, broaden career prospects, interact with colleagues and professionals, and explore a new area of interest. The Workshops and Institutes will be devoted to providing subject content which emphasizes the application of “best health practices” and “promising health strategies” across the greater communities. From a methodological perspective, the content of the workshops and institutes will focus upon: biostatistics and analytical techniques; epidemiology; case studies and focus group methodologies; community-based participatory research; social, emotional and psychological problems in public health interventions; and, the use of GIS and spatial data collection for the epidemiological study of health disparities.

D. Pre-Medicine in Biology Department

Currently there is a Pre-Medicine track in the Department of Chemistry. However, some students prefer a stronger Biological foundation; therefore, a Pre-Medicine track is being proposed to serve the needs of all students interested in medical careers. The Departments of Biology, Psychology and Chemistry at NC A&T currently enroll more than 1,000 students collectively, with at least 40% who go on to pursue health professions. This represents a major resource for preparing a large number of students to pursue medical school, dental school, and clinical professions. These departments require majors to take requisite courses in biology, chemistry, and mathematics that give students a good base for success on health professions admissions examinations. However, as we compare our majors with institutions such as Xavier University (the number one producer of minority students who enter medical school), we find that

our programs are woefully understaffed and there is too little support for student academic and career advisement and support. Establishing Pre-med tracks that are effective requires considerable funding for appropriate faculty, staff and facilities. It also requires concerted efforts of tenure-track faculty members in departments such as biology, chemistry, and mathematics to ensure appropriate supplemental instruction in these areas where students have difficulty. To support students in the Department of Biology, several programs and initiatives have been established:

- A Pre-matriculation program was funded in 2008 that recruits 30 incoming biology, chemistry and psychology majors. These students attend the second summer session and participate in pre-chemistry, pre-calculus courses, and writing. They also take their first course in the biology major, for credit. They participate in a common living community and they are involved in learning communities during the upcoming academic year.
- Biology majors are required to complete a research experience during their matriculation. Students are encouraged to spend their summers off-site in a research laboratory. External grants awarded to the department support students to complete internships, and some of them compete for these internships on their own.
- The Department of Biology has established an alumni advisory board that assists with raising funds for scholarships and book vouchers. Members of this board are health care providers who support student shadowing and interning in their practices. These members also provide seminars, motivational talks, and panels to large groups of students who have interest in attending health professional school.
- The Department of Biology has recently approved a new Pre-med track and the Department of Chemistry has one already. Both departments have pre-med advisors, but these are faculty members who need retention coordinators and support staff.

The Department of Biology offers a Supplemental Instruction program that assists with student success in gatekeeper courses (biology, chemistry, and calculus). Supplemental Instruction is known to be more effective than tutoring, and is requested by a large number of biology majors.

In summary, to address Priority 1 for Pre-Medicine we will:

- Establish a Pre-Med Track
- Recruit targeted students by special programs, scholarships, websites, outreach to high schools and middle schools
- Establish Bridges to Medical and Dental Schools
- Create structured advisement and programs to increase success in Math and Science
- Offer Panels, Seminars, Lectures, Hospital and Professional School Visitations

See Table D for greater details.

E. Human Performance and Leisure Studies

The Department of Human Performance and Leisure Studies features both one undergraduate and two graduate degree programs. The undergraduate program in Sports Science has three options (Business Administration, Leisure Studies and Pre-Physical Therapy). In addition, the graduate program offers both Master of Science in Physical Education (M.S.) and Master of Arts in Teaching Physical

Education (M.A.T.). These programs are designed to prepare candidates for careers in clinical, corporate, commercial and/or community physical fitness, leisure/recreation and education settings.

In summary, to address Priority 1 for Human Performance and Leisure Studies we will:

- Develop a new health course in Globalization and Diversity and enhance the Physical Education degree program; and
- Attract more students through the following programs: Aggies against Cancer; First Aid Club; Project Bounce; and, Healthy and Fit for Life.

See Table E for greater details.

F. Social Work (BSW & MSW)

The Social Work Program provides an undergraduate program in social work which prepares students for beginning generalist social work practice. Completion of 124 semester hours is required for graduation. The program has been accredited by the Council on Social Work Education since 1984.

The Social Work Program will expand the number of graduates that will enter health profession fields. We offer the MSW, which is preferred over the BSW in most health settings. Our goal is to increase the awareness among undergraduate students of medical social work as an option once they receive their terminal degrees, thus increasing the number of health practitioners by emphasizing more health-related content in courses, offering more health-related field opportunities, and increasing the health-related course offerings.

In summary, to address Priority 1 for Social Work we will:

- Increase health content in all classes
- Increase numbers of health-related field placements
- Increase number of health courses offered in the Social Work Department

See Table F for greater details.

G. Nutrition

The Department of Family and Consumer Sciences offers undergraduate degrees in four areas: Child Development, Family and Consumer Sciences Education (FCS), Fashion Merchandising and Design, and Food and Nutritional Sciences, and an M.S. degree in Food and Nutrition. The undergraduate program in Nutrition and Dietetics is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association.

The FCS Department's propose is to increase the number of graduates in nutrition and dietetics by enhancing recruitment and providing internship opportunities with agencies such as hospitals and food services. They will increase the number of allied health professionals in their food and nutritional science masters program by enhancing recruitment efforts from high schools and middle schools and by establishing outreach programs with other organizations. They will establish a retention office and offer a mentoring program with registered dietitians in the field.

In summary, to address Priority 1 for Nutrition we will:

- Enhancing recruitment;
- Providing internship opportunities;

- Establishing outreach programs; and
 - Offer a mentoring program.
- See Table G for greater details.

Priority 2. Initiate an Employee/ Student Wellness Program

Multiple health initiatives and sponsored programs exist on our campus and they vary annually based on available funding and/or financial and human resources. Several strategies are outlined below to accomplish this goal. We will use the newly opened Center for Fitness and Wellness to coordinate all healthcare related programs and projects throughout the campus. The Center will serve as a clearinghouse to ensure that programs are tailored to address the major healthcare needs of the campus community. Additionally, coordination of health-related activities would enhance the activities that currently exist.

<i>Strategy</i>	<i>Action</i>
Increase numbers of health related field placements in areas of personal training and conditioning	Enhance collaboration with Health related disciplines and local community colleges to provide internship/practicum placements.
Increase the number of community health educational programs	Improve collaboration with academic areas to promote health-related informational workshops, seminars, symposia.
Hire personal trainers and fitness instructors	Collaboration/ consulting with Other Physical Therapy programs regarding their recruitment strategies, both for qualified faculty and for interested students in Physical Therapy and/or weight training.
Improve health of faculty and staff	Offer regular courses for faculty and staff in stress management, blood pressure reduction, diet, exercise. Offer employee assistance and incentives, such as 2-4 hr/wk release (It must be mandated that supervisors do this, as many in management currently will not do this for staff for required meetings or CE).
Establish a consistent immunization program	Require Hepatitis, Meningococcal, & Gardasel Immunization and Education for students.
Improve publicity distribution about all health and wellness offerings campus-wide	Put intermittent health news, tips, & advice on the campus plasma screens, jumbotron, & University website

Several evaluation strategies will be use to determine whether A&T's wellness programs meet the guidelines outlined in the State Personnel Manual and the state employees health plan wellness initiatives. The proposed evaluation of programmatic activities will include:

- Periodic reports to the Director of the New Fitness and Wellness Center about the number of programs in progress, the number of workshops or seminars held for the campus community, the number participating in each program, workshop, or session, and a summary of objective outcome measures, such as blood pressure decrease and heart rate, number of days of work missed due to illness, weight loss, number of health activities completed per week, and other data obtained anonymously for research related to this initiative.
- Establishment of Wellness Advisory Board charged by Provost/Dean of Human Resources, to oversee the establishment of appropriate programs, the education of supervisors and administrator's about the necessity for employee participation, the participation reward system, and to review periodically the quality of each program.

- Ongoing assessment of student, faculty, and success of partnering activities by measures mentioned above.
- Satisfaction surveys and annual outcomes assessment among stakeholders e.g. students, faculty, community partners.

Once the program has been established and evaluated, more collaboration with the surrounding community will occur to assess the feasibility of establishing similar programs in churches, senior centers, recreational centers, businesses, and other meeting places.

Estimated Cost Summaries for all Departments/Schools

The following is an estimated cost summary for Priority 1 plans for all departments and programs involved. At this time cost estimates are being obtained for Priority 2. However, the new Fitness and Wellness Center now is operational, and many of the suggested activities are or have been offered, depending upon funding. For the personnel required, funds can be shifted among schools so that existing faculty members may fill needed positions on a part-time basis for this initiative. Salary for the program coordinator may be the major expense, as advertising mechanisms are already in place.

<i>Department/School</i>	<i>Minimum</i>	<i>Maximum</i>
School of Nursing	\$100,000	\$176,000
Dept of Psychology	\$170,000	\$330,000
Public Health Institute	\$512,500	\$611,000
Dept of Biology	\$320,000	\$1,040,000
Dept of Human Performance and Leisure Studies	\$442,683	\$442,683
Dept of Social Work	\$0	\$0
School of Consumer and Family Science - Nutrition	\$103,700	\$111,700

Table A. School of Nursing

Priority: Increase the number of health professional graduates.

Goal 1: Increase enrollment and retention in the School of Nursing.

<i>Actions</i>	<i>Timelines</i>	<i>Cost Estimates</i>		<i>Sources of Funding</i>	<i>Assessment Methods</i>	<i>Accountability</i>	<i>Admin. & Policy Changes</i>
		<i>Partial/ Minimum</i>	<i>Full/ Maximum</i>				
1. Hire Recruiter (P-T) Hire Recruiter (F-)	Fall 2008 (9/15/08) Fall 2010	\$20,000	\$40,000	State of NC	Recruiter hired and performing	Dr. P Chamings	NA
2. Recruitment Materials: brochures; give-a ways; and, scholarships	Summer 2008	\$4,000	\$10,000	State of NC	Quality of brochures Distribution of materials	Dr. P. Chamings Ms. S. Davis	NA
	Ongoing	\$25,000++ (endowments)	\$25,00++	Private donation	Number of events	Dr. P. Chamings	
3. Develop accelerated program	ASAP, SON Fall 2008 A&T – Jan 2009 Begin- Aug. 2009	\$40,000	\$80,000	Existing resources and faculty position	Approval of program in SON and Univ. Recruitment of cohort of 2 nd degree students	Dr. P. Chamings Dr. P. Shelton Faculty Senate approved	NA
4. Increase number of allied health professionals enrolled in nursing: LPNs; AMEDD's; Surg. Techs; EMT's; and, other RN's	Ongoing	\$5,000	\$10,000	Existing resources	Number enrolled in each category	Dr. Y. McKoy	Instate tuition for: health professional; and, VA/SC residents within 50 miles of border.
5. Formalize relationships with community colleges and hospitals for transferring students: ▪ ADN programs for RN/BSN ▪ CC for 2+2 students ▪ Hospitals for EMT & Surg Techs.	By May 2009	\$5,000	\$10,0000	Existing resources	Number enrolled Graduation rate	Dean and Dr. Y McKoy	NA
6. Target schools to develop interest and pair high school students with A&T students: Dudley; Smith; Andrews; and, Southeast High School	Fall 2008 & Ongoing	\$1,000/year for supplies	same	State of NC 2008-2010	Number of schools Number of participants	Dr. D. Murphy and Ms. J. Covington	NA
7. Target selected middle schools to develop interest: Lincoln; Harrison; and, Southeast Middle	Fall 2008 & Ongoing	Included above			Number of schools Number of participants		NA
8. Retention Coordinator Programs (mentoring, tutoring)	Ongoing Intermittent	Salary		Existing	Retention number Number of students attending	Dr. P. Chamings Dr. P. Shelton Ms. C. Jacobs	NA

Table B. Psychology Department

Priority: Increase the number of health professional graduates.

Goal 2: Increase enrollment and retention – undergraduate major tracks in Psychology.

<i>Actions</i>	<i>Timelines</i>	<i>Cost Estimates</i>		<i>Sources of Funding</i>	<i>Assessment Methods</i>	<i>Accountability</i>	<i>Admin. & Policy Changes</i>
		<i>Partial/ Minimum</i>	<i>Full/ Maximum</i>				
A. Health Psychology B. Clinical Psychology	Planning Fall 2009 Implement Fall 2010	\$0	\$40,000 one new Faculty Member	State of NC Federal Grants Foundation Funds Current resources	Develop tracking program for # students in each track, # graduated, # jobs in field after graduation, # accepted into related graduate programs, senior psychology comprehensive exam and exit survey	Deans of School/College involved, Chairpersons and Departmental faculty	Fill faculty position now frozen Increase in budget allotted for Dept. in proportion to increase student credit hours and # undergrad majors and MS students Instate tuition for health professional track majors Instate tuition for VA/SC residents within 50 miles of border
C. Animal Behavior (interdisciplinary with Animal Science, Lab Animal Science, Biology)	Planning Fall 2008- Sp. 2009 Implement Fall 2009	\$50,000 (complete animal behavior lab)	\$50,000	State of NC Federal Grants Foundation Funds Current resources	Same as above	Same as above	Same as above

Goal 3: Increase enrollment and retention – graduate master’s degree in Psychology (MS).

<i>Actions</i>	<i>Timelines</i>	<i>Cost Estimates</i>		<i>Sources of Funding</i>	<i>Assessment Methods</i>	<i>Accountability</i>	<i>Admin. & Policy Changes</i>
		<i>Partial/ Minimum</i>	<i>Full/ Maximum</i>				
A. Health Psychology (MS)	Planning & approval Fall 2008- Sp 2010 Implement Fall 2010	\$120,000 2 new faculty	\$240,000 4 new faculty	Existing resources Graduate fellowships & assistantships	Number enrolled in each category	Faculty, Dean, University, and State Approvals	Same as above

Table C. Public Health Institute

Priority: Increase the number of health professional graduates.

Goal 4: Develop a Public Health Certificate Program.

<i>Actions</i>	<i>Timelines</i>	<i>Cost Estimates</i>		<i>Sources of Funding</i>	<i>Assessment Methods</i>	<i>Accountability</i>	<i>Admin. & Policy Changes</i>
		<i>Partial/ Minimum</i>	<i>Full/ Maximum</i>				
1. Program Approved	Fall 2007						NA
2. Hire a Director of Certificate & Other Public Health Programs	Fall 2008	\$135,000	\$135,000	State of NC	Director hired	Director	NA
3. Recruit current and new faculty to teach in the program	9/2008 to 12/2008	\$125,000	\$125,000	State of NC	Faculty are on board by deadline	Director	NA
4. Prepare brochures to recruit students into the program	Ongoing	\$1,000	\$2,000	State of NC	No. brochures prepared & distributed by 12/2008	Director and staff	NA
5. Select first cohort of students	12/2008	\$0	\$0	State of NC	Extent to which target number is reached	Director and staff	NA
6. Grant certificates	9/2010	\$500	\$5,000	State of NC	Of the students targeted for admission, how many receive certificates	Director and other Instructors	NA

Goal 5: Develop Workshops and Institutes for public health workers.

<i>Actions</i>	<i>Timelines</i>	<i>Cost Estimates</i>		<i>Sources of Funding</i>	<i>Assessment Methods</i>	<i>Accountability</i>	<i>Admin. & Policy Changes</i>
		<i>Partial/ Minimum</i>	<i>Full/ Maximum</i>				
1. Meeting with Directors of Health Departments	Ongoing			State of NC	No. of Health Departments interested in initiative	Director and staff	NA
2. Meet with non-profit and other health organizations	1/2009			State of NC	No. of meetings & meeting outcomes	Director and staff	NA
3. Plan and develop institutes and workshops	Ongoing	\$0	\$5,000	State of NC	No. of institutes & workshops offered versus number requested,	Director & consultants offering workshops and Institutes	NA
4. Offer at least two workshops and institutes for health department staff and individuals from related agencies	6/2009-9/2009	\$6,000	\$10,000	Grants, receipts from participants & Health Departments	No. enrolled in each of the workshops	Director , consultants & faculty associated with the program	NA

Goal 6: Develop and implement a B.S. degree in Public Health.

<i>Actions</i>	<i>Timelines</i>	<i>Cost Estimates</i>		<i>Sources of Funding</i>	<i>Assessment Methods</i>	<i>Accountability</i>	<i>Admin. & Policy Changes</i>
		<i>Partial/ Minimum</i>	<i>Full/ Maximum</i>				
1. Identify and plan courses	7/2008 to 8/2008			State of NC	Courses have been identified and prepared for proposal	Director and staff	NA
2. Prepare proposal	On-going-11/2008			State of NC	Proposal completed by 1/2008	Director and staff	NA

3. Submit for approval by NCAT internal units	1/2009	Existing salaries	State of NC	Proposal is submitted for approval	Director and staff	NA
4. Submit proposal for approval by GA	3/2009			Submitted to GA	Provost	NA
5. Identify current faculty with public health expertise, recruit additional faculty for the program	2/2009 to 8/2009	\$75,000 \$150,000	State of NC	No. Identified /No who applied And Number hired	Director and staff	NA
6. Recruit 25 students for the B.S. program	5/2009	\$0 \$3,000	State of NC	Targeted number recruited to Program	Director and staff	NA
7. Accept first cohort of students	8/2009	Tuition receipts	State of NC	Accept 25 students	Director and staff	NA

Goal 7: Plan a MPH degree in Public Health.

<i>Actions</i>	<i>Timelines</i>	<i>Cost Estimates</i>		<i>Sources of Funding</i>	<i>Assessment Methods</i>	<i>Accountability</i>	<i>Admin. & Policy Changes</i>
		<i>Partial/ Minimum</i>	<i>Full/ Maximum</i>				
1. Identify six advisory committee members who are accomplished public health faculty (internal & external) and have meetings of these individuals	11/2008 to 02/2009	\$0	\$6,000	State of NC	Number of advisory Committee members and the number of meetings	Director and staff	NA
2. Identify the areas that must be present in order to be an accredited program	11/2008 to 1/2009	Existing salaries		State of NC	Extend to which curriculum reflects the competency areas Specified by ASPH	Director and staff	NA
3. Identify, plan and select the courses reflective of the competency areas	12/2009 to 3/2009	Existing salaries		State of NC	Examine consistency with ASPH Guidelines	Director and staff	NA
4. Submit the proposed program to the Advisory Committee	4/2009	Existing salaries		State of NC	Proposal is submitted to Committee	Director and staff	NA
5. Submit proposed plan to appropriate individuals in Academic Affairs, Faculty Senate, etc.	5/2009				Proposal is submitted to Academic Affairs	Director and staff	NA
6. Submit proposed plan to GA	6/2009				Proposal is submitted to GA	Provost	NA
7. Identify and hire new faculty members to teach newly created courses	6/2009 to 8/2009	\$95,000		Federal grants and State of NC	Hire at least two faculty members	Director and staff	NA
8. Recruit students	6/2009 to 8/2009	Salaries of Director and staff- \$75,000		State of North Carolina	Numbers identified and number who applied	Director and staff	NA
9. Accept an initial cohort of 25 students	8/2009	Tuition support		State of N.C and DHHS stipends	Number of Students admitted	Director and staff	NA

Table D. Biology Department

Priority: Increase the number of health professional graduates.

Goal 8: Pre-Medicine track in Biology Department that would serve the needs of all students interested in medical careers.

<i>Actions</i>	<i>Timelines</i>	<i>Cost Estimates</i>		<i>Sources of Funding</i>	<i>Assessment Methods</i>	<i>Accountability</i>	<i>Admin. & Policy Changes</i>
		<i>Partial/ Minimum</i>	<i>Full/ Maximum</i>				
1. Establish Pre-Med Tracks with new faculty, staff, supplies	Fall 2008	\$100,000	\$100,000	University	Formative Summative	Increase in # of students who enter and complete tracks	NA
2. Establish Pre-med Office (MCAT, DAT prep courses, structured advisement, panels, visitations)	Fall 2009	\$50,000	\$100,000	<u>Potential Resources</u> NCA&T Howard Hughes Medical Inst. Robert Wood Johnson Foundation	Summative. Performance on Medical and Dental Admissions examinations. Increase in admissions to professional school	Increased Performance on MCAT, DAT Number who graduate in 4 or 5 years. Number who achieve 3.25 grade point averages	NA
3. Recruit Targeted Students; Increase Scholarships; Improved Brochures; and, Websites Special Programs	Fall 2009	\$100,000	\$500,000	Dowdy Scholarships, Biology, Chemistry and Psychology Scholarships	# of high quality students recruited	Increase in Number of students who are recruited with higher Average SAT, ACT, GPAs, Honors Courses, Advanced Placement Courses taken and number passed	In-state tuition for high quality scholarship students
4. Retention Initiatives: Supplemental Instruction; Learning Communities; Living Communities; Pre-matriculation Programs; and, Retention Coordinator	Spring 2009	\$50,000	\$200,000	<u>Potential Resources</u> NCA&T Howard Hughes Medical Inst. Robert Wood Johnson Foundation, Josiah Macy Foundation	How well do students transition How many students participate	Summative -- # of students who transition through gatekeeper courses in years 1-2	University support for summer housing
5. Establish Bridges to Medical and Dental Schools: Memoranda of Understanding between NCA&T and Medical/Dental Schools	Spring 2010	N/A		<u>Potential Resources</u> NCA&T Howard Hughes Medical Inst. Robert Wood Johnson Foundation	Entrance rates into bridge programs. Success rates of students graduating from Medical and Dental Schools Retention rates for students who bridged into schools with Memoranda.		NA
6. Create Structured (Pre-Med) Advisement for targeted students	Fall 2009	\$0	\$60,000	NCA&T for Pre-Med advisory		Summative: # students who graduate and pursue health care profession	NA
7. Extra-curricular activities for potential students, e.g. panels & seminars, visits to professional schools, lecture series	Fall 2009	\$0	\$20,000	National Medical Assn. National Dental Assn Alumni	Number of student participants in visits, seminars, shadowing experiences		NA

8. Outreach: Increase student (high school and middle school) knowledge of professions in medicine	Fall 2009	\$20,000	\$60,000 annually	<u>Potential Resources</u> NCA&T Howard Hughes Medical Inst. Robert Wood Johnson Foundation GlaxoSmithKline Foundation	Surveys -- Student Satisfaction Student Interest Forms, Student Pipeline into NCA&T	Summative: -- # of Quality Students who enter A&T with motivation to complete Professional School	NA
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Table E. Human Performance and Leisure Studies Department

Priority: Increase the number of health professional graduates.

Goal 9: Increase interest in health awareness with Human Performance and Leisure Studies Department. Will seek to mandate that supervisors and administrators allow employees to participate regularly in health related programs and activities.

<i>Actions</i>	<i>Timelines</i>	<i>Cost Estimates</i>		<i>Sources of Funding</i>	<i>Assessment Methods</i>	<i>Accountability</i>	<i>Admin. & Policy Changes</i>
		<i>Partial/ Minimum</i>	<i>Full/ Maximum</i>				
1. Aggies Against Cancer	Ongoing	\$1,000	\$1,000	American Cancer Society	Number of students participating in training	Dr. P. Ajibade	NA
2. Department of HPLS First Aid Club	Ongoing	\$0	\$0		Increase in the number of people certified in First Aid	Dr. J. Rotich	NA
3. Project Bounce	2008-2010	\$383,183	\$383,183	U.S. Dept. of Education	Number of graduate student /high school students participating in project activities.	Dr. Y. Chung	NA
4. Healthy & Fit for Life: NCAT Health & Fitness Program	Ongoing	\$13,500	\$13,500	Futures Grant	Number of faculty, staff, and students receiving health and fitness assessment, consultation and training Number of HPLS students receiving certification	Dr. D. Melton	NA
5. Develop a new health course entitled, "Globalization and Diversity in the 21 st Century"	Ongoing	\$0	\$0	Existing Resources	Number of students enrolling in the course	Dr. J. Rotich	NA
6. Hire an additional faculty member with expertise in Health Education to enhance the Physical Education degree program as mandated by the State for 2012.	Next 3-5 years		\$45,000	State Funds	Number of students receiving certification in teaching health Number of students enrolling in courses taught by this instructor	Dr. T. Larson	NA

Table F. Social Work Department

Priority: Increase the number of health professional graduates.

Goal 10: The BSW is not the terminal degree for social work. The MSW is preferred in most health settings. Our goal is to increase the awareness among undergraduate students of medical social work as an option once they receive their terminal degrees, thus increasing the number of health practitioners.

<i>Actions</i>	<i>Timelines</i>	<i>Cost Estimates</i>		<i>Sources of Funding</i>	<i>Assessment Methods</i>	<i>Accountability</i>	<i>Admin. & Policy Changes</i>
		<i>Partial/ Minimum</i>	<i>Full/ Maximum</i>				
1. Social Work Dept - Increase health content in all classes	Spring 2009	\$0	\$0	Existing State of NC	Review of syllabi from all classes Exams and presentations include assessment measures on health content Health professionals from community involved in advisory board and routine class presentations	Dr. E. Watson, Director BSW program	NA
2. Social Work Dept - Increase numbers of health-related field placements	Ongoing	\$0	\$0		Students placed with medical social workers at hospitals and public health departments Learning contracts reflect opportunities to provide indirect and direct clinical practice in health settings	Director of Field Education	NA
3. Social Work - Increase number of health courses offered in the Social Work department	Spring 2009	\$0	\$0		Global Health course has been approved as a social work course Additional courses to be developed that are interdisciplinary in focus and will allow social work and other health professionals to take some courses together.		NA

Table G. Family and Consumer Sciences Department – Nutrition and Dietetics

Priority: Increase the number of health professional graduates.

Goal 11: Increase public health related focus among undergraduate degree students in Nutrition and Dietetics.

<i>Actions</i>	<i>Timelines</i>	<i>Cost Estimates</i>		<i>Sources of Funding</i>	<i>Assessment Methods</i>	<i>Accountability</i>	<i>Admin. & Policy Changes</i>
		<i>Partial/ Minimum</i>	<i>Full/ Maximum</i>				
1. Recruitment materials: brochures; display boards; give-a ways; and, scholarships	Fall 2008 (9/15/08) Fall 2010	\$10,000 \$1000 \$3500 \$200 \$24,000 ++ (endowment)		State of NC	Quality of brochures. Distribution of materials and number of events No. of scholarships	Drs. V. Giddings, P. Lynch, s. Ibrahim, G. Ray	
2. Recruitment	ASAP & Ongoing			State of NC	No. of student	Dr. P. Lynch	Instate tuition for health professional
3. Develop Internship Program Foster relationship with potential internship collaborators such as hospitals, health agencies, and foodservice operation	ASAP & Ongoing Begin Summer 2010	\$50,000 salary for Program Director \$4,000 \$8,000 Program Development		Existing resources and faculty position	Approval of program in SAES and Univ.	Drs. V. Giddings, P. Lynch, and L. Sanchez-Lugo Faculty Senate approved	
4. Increase number of allied health professionals enrolled in Food & Nutritional Science M.S. Program: ▪ Nutritionist ▪ Nutrition Educators	Ongoing	\$10,000		Existing Resources	Number enrolled in each category	Drs. Lynch & L. Sanchez-Lugo	Instate tuition for VA/SC residents within 50 miles of border.
5. Target schools to develop interest and pair high school students with A&T students: Dudley; Smith; Andrews; and, Southeast High School	Fall 2008 & Ongoing	\$1,000/year for supplies		State of NC 2008 – 2010	Number of schools Number of participants	Drs. Lynch & L. Sanchez-Lugo	
6. Target selected Middle Schools to develop interest: Lincoln; Harrison; and, Southeast Middle	Fall 2008 & Ongoing				Number of school's participating Number of participants	Drs. Lynch & L. Sanchez-Lugo	
7. Retention Coordinator	Ongoing	SAES absorbs Salary		Existing	Retention numbers	Drs. V. Giddings & P. Lynch Ms. M. Westmorland	
8. Outreach Programs	Fall 2008 & Ongoing	Minimal		Collaborate with other, affiliates, organizations, etc	Number of event FNS participates in or sponsors and the number students attending	Drs. R. Vardell and P. Lynch	
9. Enhance mentoring program between our Dietetics students and Registered Dietitians in the field	Current & Ongoing	Minimal			Number of mentor pairs and quality of relationship	Drs. V. Giddings, L. Sanchez-Lugo, and P. Lynch	

VII. Environment

North Carolina A&T State University

I. UNC Tomorrow Commission Report Findings and Recommendations

4.6. Our Environment

Major Finding: *UNC should assume a leadership role in addressing the state's energy and environmental challenges.*

Recommendations:

4.6.1. *UNC should embrace environmental sustainability as a core value among its institutions.*

4.6.2. *UNC should leverage its existing research expertise to address critical environmental and energy issues.*

4.6.3. *UNC should increase community awareness of environmental and sustainability issues.*

II. NC A&T State University Phase I Response Plan Report Priorities Environment

Priority 1. Establish an Energy Conservation Program. This program will educate the faculty, staff, and students on the importance of conserving energy in all operations of the University. This will include reducing the carbon footprint of our operations and developing a better understanding of how our actions affect climate changes.

Priority 2. Create a "Green" Campus. The "Green Campus" will include physical recycling programs and educational programs about sustainability.

Programs, Initiatives and Activities that Should be Combined or Eliminated

- Merge Biological Engineering and Biomedical Engineering programs to allow NC A&T to train students majoring in Bio-energy and Environmental Engineering.
- Increase coordination among Earth & Environmental Sciences, Atmospheric Sciences & Meteorology, and GeoPhysics Programs.

III. NC A&T State University Phase I Response Plan Of Action Environment

A. Executive Summary

Establish an Energy Conservation Program and Create a Green Campus.

This program will educate the faculty, staff, and students on the importance of conserving energy and recycling in all operations of North Carolina A&T State University (NC A&T) including reducing carbon footprints of our operations and developing a better understanding of how our actions affect climate change. A Sustainable Energy conservation program at the University will include the establishment of a sustainability coordination office; implementing sustainable master planning, design and construction, operations and maintenance; improving transportation; promoting climate change mitigation and renewable

energy; complying with Executive Order 156 that directs all state agencies to develop and incorporate policies and practices into their daily operations that preserve natural resources, conserve energy, eliminate waste and emissions, and lessen overall environmental impact and comply with sustainable reporting requirements. The proposed NC A&T and University of North Carolina at Greensboro Joint Organic Recycling Program and Rotary Drum Composter will integrate several different components that are beneficial to both campuses. Strategies, plans, responsible persons, resources, and budget are summarized in the Appendix A. Student organizations that are involved with promoting sustainability at the University are listed in Appendix B.

B. Environment Priorities

Priority 1. Establish an Energy Conservation Program

Priority 2. Create a Green Campus

North Carolina A&T State University (NC A&T) has a history of providing leadership in addressing the state's energy and environmental sustainability challenges. This history is rooted in the establishment of the University to teach practical agriculture, mechanical arts and other branches of learning and is evidenced by the existing energy and environmental academic programs at the certificate, bachelor's, master's, and doctoral levels; established centers and institutes; and research funding that funds large multi-disciplinary, multi-institutional centers. Environmental research and academic programs are strengths of NC A&T but need to be nurtured in areas in which NC A&T can provide unique contributions to address the critical North Carolina energy and environmental issues. These areas include advancing the knowledge of alternative transportation fuels and technologies, providing energy and environmental continuing education and community awareness for the Piedmont Triad and surrounding areas, enhancing and supporting the North Carolina Institute for Energy Security and Independence (established in 2007 by North Carolina State University (NCSU), NC A&T, and Appalachian State University (ASU)), evaluating new building designs and existing building renovations for environmental sustainability and validating actual performance, and providing climate change research and education through the \$12 million National Oceanic and Atmospheric Administration (NOAA) Interdisciplinary Scientific Environmental Technology (ISET) Cooperative Science Center.

Energy conservation programs will educate the faculty, staff, and students on the importance of conserving energy in all the operations of the University. This will include reducing the carbon footprint of our operations and developing a better understanding of how our actions affect climate changes. The creation of a "Green Campus" will include physical recycling programs and educational programs about sustainability.

Executive Order No. 156. The revised Executive Order recognized that daily activities and routine operations of the State have a significant impact on environmental quality and the use of natural resources. While maintaining a focus on waste reduction and recycling, the Executive Order directs all state agencies to develop and incorporate policies and practices into their daily operations that preserve natural resources, conserve energy, eliminate waste and emissions, and lessen the overall environmental impact.

C. Major Leveraging Campus Institutes, Centers and Programs

1. Waste Management Institute (WMI). WMI was established in 1994 as an interdisciplinary academic support unit with research and public service functions. The purpose of the WMI activities is to enhance awareness of environmental and sustainability issues needed to improve the quality of life and protect the environment. The Institute offers undergraduate and graduate certificate programs in Waste

Management, organizes national environmental conferences, advises students who are interested in environmental and waste management careers, provides scholarships to students and helps coordinate environmental and waste management instruction, research, outreach, internships, faculty development, and student development that exists in individual departments. The effectiveness of the WMI is specifically assessed through: number of students receiving WMI certificates; number of partnerships established; number of funded scholarships awarded; and number of lecture series and invited guest speakers. Based on promising indicators in these areas, the WMI should be enhanced in the future.

2. Center for Energy Research and Technology (CERT). CERT was established in 1984 and approved by the UNC System as a Center in 2001. It works with the State Energy Office and its activities include research, outreach and extension, and education with an emphasis on underrepresented populations. As buildings are responsible for almost half of the energy use in the State, CERT's goals include facilitating the application of energy related technologies to buildings, collaborating with the building industry, and developing University-wide relationships with public and private sectors. CERT has been appropriated \$260,000 of State funding for 2008-09 and 2009-10. The effectiveness of CERT is specifically assessed through the number of students receiving training in energy related areas. Based on promising indicators in these areas, CERT should be enhanced in the future. Specific barriers to long-term sustainability of CERT are: additional faculty working in energy research to provide capacity to advise more students and offer more courses; and, additional administrative staffing.

3. NOAA Interdisciplinary Scientific Environmental Technology Cooperative Science Center (ISETCSC). The ISETCSC is in its third year of five years of funding in the total amount of \$10 million. The mission of ISETCSC is to develop capacity in research in NOAA scientific areas within NC A&T and six partner institutions (includes NCSU) to be able to train undergraduate and graduate students in NOAA scientific areas and increase public awareness through K-12 summer camps and teacher workshops. Its overall goal is technology development for understanding climate and environmental change. Activities have included the establishment of a new B.S. program in Atmospheric Sciences & Meteorology and an Atmospheric Concentration in the Energy & Environmental Ph.D. Program. The primary objective of ISETCSC is producing underrepresented doctoral students in NOAA scientific areas. The effectiveness of the ISETCSC is specifically assessed through: number of students receiving training in NOAA sciences; number of graduates in NOAA sciences; career success in NOAA sciences of its graduates; number of collaborations with NOAA scientists; leveraging of NOAA funding; and, relevance of the research to the needs of NOAA. Based on promising indicators in these areas, the ISETCSC should be enhanced in the future. A specific barrier to long-term sustainability of the ISETCSC program is having additional faculty and staff working in NOAA science research to provide capacity to advise more students and offer more courses.

4. Energy and Environmental Studies (EES) Ph.D. Program. The EES Ph.D. program is in its third year of operation. It produced its first graduate in December 2007 and currently has 23 enrolled students. Faculty research advisers for the students come from the College of Arts & Sciences, School of Agriculture & Environmental Sciences, College of Engineering, School of Business & Economics, and School of Technology. Specific barriers to long-term sustainability of the EES program are: additional faculty to provide capacity to advise more students and offer more courses; stable funding sources to provide financial aid packages for about five new students per year; policies for providing incentives for faculty to support interdisciplinary graduate programs; and policies for providing incentives for departments to support interdisciplinary graduate programs.

D. Energy Conservation Program

1. Sustainable Master Planning

The built environment at NC A&T significantly impacts the well-being of natural systems and future generations. It can enhance or impede achievement of the University's mission, including imparting existing knowledge and discovering new knowledge. The University will take a leadership role in demonstrating master planning that incorporates sustainable community principles. Specific efforts will include identifying development opportunities through the University Roundtable Process in partnership with the City of Greensboro and determining how development of a Community Design Center and/or Community Development Center might assist in this process. Natural resources, including wildlife, hydrology, topography, and native plants and trees will be respected. Energy use will be minimized, use of renewable energy sources maximized, and the need for vehicular transportation reduced through mixed use design. Where feasible, storm water will be managed on site. Potable water use will be minimized and wastewater will be reclaimed for reuse. Pedestrian and bicycle circulation will be integrated into the site development plans. Community connections will be emphasized through respect for surrounding neighborhoods, shared use and access to facilities, such as arts and recreation venues, and joint planning for transportation connectivity. A sense of place will be created through incorporation of open space, human scale buildings, incorporation of courtyards and focal landmarks, and an emphasis on the walking experience. By demonstrating the effectiveness of employing these principles, the University will improve the built environment.

Goal: NC A&T shall incorporate into its comprehensive master plan, sustainability principles related to infrastructure, natural resources, site development and community impact.

Sustainable Guidelines:

1. Support the development of an integrated infrastructure that maximizes energy and water conservation and carbon reduction;
2. Support growth and development that enhances ecological stability and integrity;
3. Establish multimodal access networks that create campus and community connections;
4. Provide leadership by promoting and modeling sustainable community concepts including open space, human scale development, density, and mixed use; and
5. Engage the community to develop an integrated plan.

Sustainable Design and Construction

Buildings account for 40% of the energy and 72% of the electricity used in the United States. They account for 16% of total U.S. water consumption, 40% of all material flows and produce up to 40% of the waste in landfills, depending on the region. In 2007, the North Carolina General Assembly mandated that new state buildings "shall be designed, constructed and certified to at least a thirty percent (30%) greater energy efficiency than the standard under ASHRAE 90.1-2004" as specified in the state building code. Legislation also requires that for major renovations, a twenty percent (20%) greater energy efficiency standard...shall be used. In addition, for new construction, the water systems shall be designed and constructed to use a minimum of twenty percent (20%) less potable water than the indoor water use baseline calculated for the building after meeting the fixture performance requirements required by the 2006 North Carolina Plumbing Code. Outdoor potable water or harvested groundwater consumption shall be reduced by a minimum of fifty percent (50%) over that consumed by conventional means through water use efficient landscape materials and irrigation strategies, including water reuse and recycling." The legislation further requires that state buildings shall be commissioned "in order to verify performance of

building components and systems and help ensure that design requirements are met upon completion of construction." In order to measure energy use and ensure that actual energy use is consistent with energy modeling completed during the design of the building, "building level owner's meters for electricity, natural gas, fuel oil, and water shall be installed. The public agency shall compare metered data from the first 12 months of building operation with the energy design target(s) and report that performance to the State Construction Office."

Goal: NC A&T shall institute a capital project planning process that delivers energy, water, and materials efficient buildings that minimize the impact on and/or enhance the site and provide good indoor environmental air quality for occupants.

Sustainable Guidelines:

1. Use an integrative and collaborative planning, design and construction process that delivers high performance, adaptable buildings.
 - a. Include provisions for goal setting, energy modeling, life cycle analysis, and commissioning in the pre-planning process.
 - b. Encourage development that is compatible with and/or enhances existing natural systems, infrastructure, and campus circulation systems.
2. Encourage adaptive reuse of existing facilities over new development and demolition.
 - a. Plan and design space, building systems, and core areas to accommodate additions, future retrofits, and disassembly.
 - b. Use salvaged, recycled, and surplus materials to reduce consumption, and consider life-cycle cost and embodied energy content when selecting materials.
3. Design and construct buildings to comply with the state's goals and guidelines to be developed by the Sustainable, Energy Efficient Buildings Advisory Committee (SEEBAC) established in Session Law 2008-203.
4. Design buildings to be retrofitted with renewable energy technologies when they become cost effective.
5. Rely upon renewable energy sources to provide all of a new building's annual energy use by 2030.
6. Design and construct buildings so that the calculated indoor potable water use is at least thirty percent (30%) less than indoor water use required by the 2006 North Carolina Plumbing Code. Landscapes shall incorporate plants with low water and maintenance requirements, and, where feasible, that water shall be provided by captured rainwater or reclaimed waste water. High efficiency irrigation systems, where needed, shall apply water only when necessitated by environmental conditions and in the lowest quantity required for plant health.
7. Provide occupants with thermal comfort and industry specified ventilation rates while emphasizing daylight, views of nature, and cross ventilation which are known to affect wellness and productivity.
8. Select low emitting materials and finishes that are durable and easily maintained with non-toxic, green cleaning products. Specify materials and furnishings obtained locally and composed of sustainably managed, renewable, or recycled resources.
9. Implement a rigorous third party design and construction performance review process, equivalent to at least a silver level of certification by the Leadership in Energy and Environmental Design (LEED) a green building rating system.

2. Sustainable Operations and Maintenance

The campus of NC A&T consists of over 115 facilities housing over 3 million square feet of space. We are the third largest user of electricity and the sixth largest user of natural gas in the City of Greensboro. In order to conserve resources, reduce the risk of exposure to rising costs, and create a productive work, study and residential environment for students and employees, this University will adopt best practices for managing buildings. Operating and maintaining buildings to use energy and water efficiently can reduce utility costs and environmental impacts while improving occupant productivity. In 2007, the North Carolina General Assembly mandated that each State institution of higher learning develop and implement a comprehensive program to manage energy and water use. "The energy consumption per gross square foot for all State buildings in total shall be reduced by twenty percent (20%) by 2010 and thirty percent (30%) by 2015 based on energy consumption for the 2002-2003 fiscal year. Each State institution of higher learning shall update its management plan annually and include strategies for supporting energy consumption reduction." The legislation further requires that a program of energy conservation that includes lighting systems, water systems, a specifications review for heating ventilating and air conditioning (HVAC) systems slated for replacement and the introduction of premium efficiency motors be implemented by December 31, 2009. In addition, state buildings shall achieve "either the elimination of potable water for irrigation or the reduction of water consumption in the building by twenty percent (20%) based on water consumption for the 2002-2003 fiscal year." To monitor progress, state institutions are required to submit Strategic Energy and Water Plans to the State Energy Office annually.

Goals: NC A&T shall operate and maintain its buildings and grounds so as to reduce energy and water use; provide excellent air quality and comfort; improve productivity of faculty, staff and students; and minimize materials use. NC A&T shall actively pursue funding for the installation of high efficiency equipment and facilities as part of an ongoing Sustainability Action Plan following life cycle cost guidelines where applicable.

Sustainable Guidelines:

1. Develop and implement proactive energy and water management programs based on campus strategic plans that comply with current mandates and result in actual energy and water reductions. Campus strategic plans will complement goals for sustainability and climate; be implemented by a dedicated, full-time energy management professional; and be supported by a robust data management system that tracks campus utility trends and building energy use.
2. Develop and implement a green cleaning program for housekeeping that includes the specification of low maintenance building materials as well as green housekeeping products in order to promote good indoor air quality and reduce environmental impact.
3. Plant and maintain landscapes with appropriate species that are suited to site conditions in order to minimize water, chemical, and maintenance requirements; retain storm water; and complement energy reduction strategies.
4. Develop employee training and campus awareness programs, including signage, to inform employees, students, and visitors about best management practices related to sustainable operations, behaviors, and procurement.
5. Access existing and establish new funding mechanisms to support energy and water conservation projects. Enlist the aid of UNC General Administration to develop a budgetary protocol whereby campuses may retain all or some of the utility savings resulting from energy and water conservation projects in order to service the debt incurred to fund such projects or to re-invest in additional conservation projects that will multiply the savings over time.

3. Climate Change Mitigation and Renewable Energy

In recognition of the potential challenges that climate change poses to the people of North Carolina, and in fulfillment of its mission to “discover, create, transmit, and apply knowledge to address the needs of individuals and society,” NC A&T will take a leadership role in understanding and managing its greenhouse gas emissions. At present, the State of North Carolina imports the vast majority of the fuel used for the heating, ventilating, air conditioning and refrigeration (HVAC & R) needs of the built environment, industrial processes, electricity generation and transportation. The energy industry is undergoing a transformation that will feature increased utilization of solar, wind, bio-fuel, and nuclear technologies. North Carolina has extensive renewable and sustainable energy resources and NC A&T has expertise in the implementation of renewable and sustainable energy technologies. Thus, NC A&T should take a leadership role in the implementation of renewable and sustainable energy sources, enhancing the efficiency of energy utilization and the transformation of the state’s energy industry.

Goal: NC A&T shall develop a plan to become carbon neutral as soon as possible and by 2050 at the latest.

Action Items:

1. In order to better understand its energy use and climate impact, NC A&T shall develop a comprehensive greenhouse gas inventory by 2010 to track and report emissions. This regular inventory will adhere to the accounting and reporting standards employed by the Climate Registry, which establishes such standards throughout North America for businesses and governments, and allow for system-wide benchmarking and trend analysis, in addition to providing a solid framework for identifying carbon mitigation strategies.
2. NC A&T shall develop and publish a “Climate Action Plan” by 2010 detailing interim goals and viable greenhouse gas mitigation projects. In addition to being an internal planning tool, the plan should serve as a resource for teaching the broader community about climate change mitigation strategies.
3. NC A&T shall invest in, and utilize, renewable energy sources.
 - a. Renewable energy infrastructure shall be implemented when deemed to be financially neutral or beneficial over its lifecycle.
 - b. All new building and capital projects will evaluate the life-cycle costs of including renewable energy as part of their on-site or campus-wide energy infrastructure.
 - c. A&T will look to aggregate its renewable energy infrastructure around solar and biofuel production.
 - d. Where appropriate, renewable energy projects should be sited within a campus or community setting in order to deliver an educational benefit.
4. NC A&T shall investigate alternative means of financing to offset the large initial investments required.
 - a. NC A&T shall leverage its land holdings, expertise in renewable energy technologies, and private sources of capital to fund these projects.
 - b. Public/private leasing alternatives and their associated processes shall be examined for potential implementation. As these leases mature, the University would own significant renewable energy infrastructure, while expending little or no capital in the process.
 - c. NC A&T shall investigate marketable carbon offsets as a way to generate capital for large or under-funded renewable energy projects.
5. NC A&T shall develop and implement climate change educational strategies for students, faculty, and staff.
 - a. Climate change education webpage on NC A&T website to be launched by 2010.
 - b. Starting in 2009, University Studies climate change relevant courses will be each offered at least once per year, i.e. UNST 211 – Case Studies in Environmental Issues, UNST 212 – Contemporary

Issues in Energy Uses and Sources, Weather and Climate Studies (proposed for approval by spring 2009), and Contemporary Issues in the Use of Renewable Biobased Products (proposed for approval by spring 2009).

- c. By 2011, hire a climatologist to support the development of a climate concentration in the Atmospheric Sciences & Meteorology B.S. program and climate courses for the Energy & Environmental Ph.D. Program.
- d. Annually, offer seminars and symposiums that address Climate Change Mitigation and Renewable Energy issues.

4. Sustainable Transportation

Transporting students, employees and visitors to and from campus and community destinations currently require large amounts of land, fuel and infrastructure all of which continue to rise in price and could be limited in quantity. By providing more sustainable transportation networks and access to essential services, NC A&T can reduce congestion and pollution, improve safety and public health, and enhance the campus experience. NC A&T is actively involved in efforts to increase the availability and use of alternative fuels in state vehicles and to develop a strategic plan for expansion of biofuels as an industry in North Carolina. Under federal law, seventy-five percent (75%) of all vehicles purchased by the state must be able to run on alternative fuels. In 2005, the North Carolina General Assembly mandated that the University develop and implement plans to improve the use of alternative fuels, synthetic lubricants and efficient vehicles and achieve a twenty percent (20%) reduction or displacement of petroleum products by January 1, 2010.

Guilford County is an ozone non-attainment area and is required to reduce its fossil fuel use. Diesel vehicles which emit NOx gas are major contributors to the generation of atmospheric ozone. Of course every vehicles using liquid transportation fuel emits GHG. NC A&T is compelled to take corrective steps to reduce its petroleum-based fuel consumption. As it is demonstrated in the following table NC A&T is well on its way lowering the petroleum use in its the transportation section.

NC A&T owns and operates 107 gasoline powered vehicles and 10 diesel powered vehicles. In addition, NC A&T owns four flexible fuel vehicles and four electric cars. Since 2005 NC A&T has reduced the petroleum-based fuel use by 22.2 percent. Furthermore, NCA&T has already switched 2/3 of its vehicles from petroleum engine oil to synthetic engine oil.

<i>Fuel Information</i>	<i>2005-2006</i>		<i>2006-2007</i>		<i>2007-2008</i>	
	<i>Fuel</i>	<i>Petrol</i>	<i>Fuel</i>	<i>Petrol</i>	<i>Fuel</i>	<i>Petrol</i>
Gasoline (Gallons)	27,437	27,437	5,906	5,906	4,803	4,803
E-10 Fuel (Gal)	23,945	21,551	34,887	31,398	35,159	31,643
Diesel (Gal)	1,494	1,494	1,352	1,352	5,172	5,172
B-20 Biodiesel (Gal)	9,611	7,689	9,513	7,611	4,623	3,698
Petroleum Motor Oil (Gallons)	159		77		33	
Synthetic Motor Oil (Gallons)	--		49		69	
Total Petroleum Use (Gallons)	58,330		46,343		45,349	
Change in fuel consumption rate (%)			20.5		22.2	

The strategies used to lower the petroleum use include renewing the old vehicles, performing more regular tune-ups, using E-10 fuel, and B-20 biodiesel fuel since July 2005. Furthermore, NC A&T is planning to replace its older vehicles with additional flexible fuel vehicles in the future. Even though these vehicles may be available in the near future, their alternative fueling advantage will not be realized until there is E-85 fuel is available in the state. To increase the use of B-20 biodiesel fuel, NC A&T is planning to install a 10,000 gallon tank for storing biodiesel fuel on NC A&T campus. The plan calls for farm vehicles to start using E-10 gasoline in 2009. Other fuel reduction options under discussion include purchasing hybrid, plug-in hybrid, and compressed natural gas vehicles.

Goal: As part of its Climate Change Mitigation and Renewable Energy Plan, NC A&T shall develop and implement a comprehensive multimodal transportation plan designed to reduce carbon emissions and dependency on single occupant vehicles.

Action Items:

1. Continue to provide low or no-cost transit options to members of the campus community.
2. Continue to improve bicycle and pedestrian connections to campus and community resources.
3. Continue to assemble campus vehicle fleets and introduce operating practices that progressively reduce both petroleum consumption and vehicle miles traveled.
4. Continue to collaborate with local governments, metropolitan planning organizations, vendors and transit agencies to reduce the transportation-related carbon emissions of employees, students, and visitors.
5. Continue to implement flexible work schedules and locations.

E. Sustainable Green Campus – Strategic Waste Reduction and Recycling Plan

1. Recycling Program

The University is striving to become a “GREEN” environmentally conscious campus by actively conserving, reducing, reusing, recycling, redesigning and reimagining. A recycling committee was appointed by the Chancellor in December 2007 to develop a campus-wide recycling plan, implementation timeline, roll-out process and a realistic budget for NC A&T. The recycling program will address what to recycle and how to recycle.

Recycling in residence halls, classrooms, administration buildings, Aggie Stadium, Corbett Center, open areas and walkways has been challenging and inadequate. There is no comprehensive recycling plan for the University. Discarded open containers (cans, bottles, boxes, etc) are common in campus buildings and outside. These open containers are breeding grounds for disease carrying mosquitoes. Students often have beverages, which are sometimes obtained from vending machines located in the buildings. Since food and beverages are not allowed in the classrooms and laboratories, students often discard their recyclables (plastic and glass bottles) in trash cans before entering the classroom. There is a significant use of paper products in classroom and laboratory buildings, especially in departmental offices. A significant amount of paper is used for examinations, syllabi, etc.) as well as for other faculty and staff work. Excess copies of these items are often discarded in the trash cans. In addition to recycling bins, each department should be equipped with an efficient paper shredder so that sensitive materials (i.e. examinations, confidential information, etc) can be shredded and recycled.

2. Trash Handling

The following departments are responsible for trash collection and disposal in the Physical Plant:

- **Housekeeping Department.** The Housekeeping department is responsible for trash collection and disposal for all campus buildings (offices restrooms, hallways etc). Trash is placed in containers. Recyclables (cardboard and office paper) are collected during 1st shift (11:30am and 1pm) and disposed in labeled containers at Aggie Stadium. Seven buildings are serviced daily. Fourteen buildings are serviced once per week. The remaining buildings are serviced upon request.
- **Grounds Department.** The Grounds department is responsible for collecting and disposing of pedestrian trash. Large items for disposal are moved using a work order.
- **Service Contract Manager.** The Service Contract Manager is responsible for commercial waste removal from auxiliary service locations (Residence Halls, Cafeteria and Aggie Sit-In, Bookstore, Student Union, University Farm, Aggie Stadium,) and other remaining campus locations (academic and administrative buildings) and remote locations (Yanceyville, 1020 Wendover and A&T Foundation). This contract also covers Homecoming, Student Move-In/Out, Construction & Renovations, General Physical Plant and Grounds Debris and Warehouse Disposal.

Recycling Milestones

- New Commercial Waste Disposal Contract was successfully bid, approved and installed July 2008 – with flexibility for recycling program development. Through competition this bid reduced our overall bottom-line nearly 15% (estimated \$32K).
- Completed a container survey with representatives with Rubbermaid and Grainger.
- Strategically utilized year end funding to purchase \$45K of containers – end users, housekeepers, pedestrian containers and outside containers for buildings with no dumpster access nearby.
- Negotiated an agreement with City of Greensboro to collect our cardboard and co-mingled recyclables. This began July 7, 2008; they collect 4x/week at a rate of \$60/month for the entire campus.
- Coordinated a partnership and agreement between current waste disposal contractor and City of Greensboro to establish parameters and allow the City to empty Waste Industries dumpsters.
- Savings realized through Residence Halls adopting practice to consolidate summer usage and suspend services in other locations.
- Strategically look at scheduled pick-ups vs. volume to maximize dumpster usage and reduce overall solid waste disposal cost. This has most affected the Cafeteria and Aggie Sit-In for savings near 35-40% over last year.
- A new commercial waste disposal contract was established to include the requirements for recycling collection and delivery to our designated vendor. This bid should be in place by mid- March 2008.
- Conspicuously Colored Recycle Cans (Cardboard) have been placed at high volume locations: Café, Bookstore, and Aggie Sit-In since July 2007. Currently the campus has 9 Cardboard and 17 Co-mingled Recycling Dumpsters through campus (Regional sites where the space was available).
- City of Greensboro is enthusiastically on stand-by ready to assist with training and promotional opportunities. One postponed event is the Dumpster Dive used to promote understanding of recyclables in an interactive and engaging fashion.
- AggiesRecycle.com – web page is under construction and is being planned to have some interactive capability. The plan is to have this be the primary resource for notifying and updating the campus on recycling initiatives and volunteer and support opportunities and relieve the stress on physical plant existing phone lines.

3. Proposed NC A&T and UNC Greensboro Joint Organics Recycling Program

The vision for the proposed NC A&T and UNCG Joint Organics Recycling Program is one that integrates several different components, all of which could be highly beneficial to both campuses. This

project has been studied including budget. The exact location for the facility has not been determined but land acquisition is proposed. The combined efforts of UNCG and NC A&T have the potential to:

- Place the two universities on the forefront of college organics recycling programs and related research;
- Create a unique interdisciplinary academic and research opportunity for students of both campuses (some applicable fields of study and research include business, biology, agricultural studies, public policy and environmental sciences);
- Divert a significant amount of organic material from the waste stream and recycle it into a valuable product that could be used by both universities to improve grounds maintenance efforts, or alternatively, could be sold to community members as a completely non-toxic soil amendment;
- Support agricultural research into the effects of compost-amended soils on crop yields and plant disease suppression; and
- Make UNCG and NC A&T leaders in college and university sustainability, creating a positive example and learning tool for other universities in the state and the nation.

With the collaboration and support of the two largest universities in Greensboro, the Joint Organics Recycling Program could be a multi-faceted program that would serve as a pedagogical tool for the campuses and the community, divert and recycle useful materials, and create growth opportunities for students, faculty and staff members. These universities are already important to this community, and this is an unparalleled opportunity to expand their roles as strong leaders at the community, state and national levels. **Budget - \$377,000**

4. Rotary Drum Composter

Rotary Drum Composter will be used for composting food waste and other kinds of organic waste generated on campus. Students will use composting machine for research. The DrumDevilT rotary composting machine is approved by government authorities in many states as an accepted means of organic waste disposal but the use of this equipment in North Carolina is yet to be determined. Composting is a natural biological process that utilizes microorganisms to decompose the remains of dead plants and animals. Composting will occur naturally if the microbes are provided with a favorable environment that is conducive to their growth and reproduction.

With a favorable environment, the composting process is carried out with little to no odor or fly problems. The process results in composting temperatures of 140-170 degrees F, which kills diseases and pathogens that are commonly found in the remains of dead animals from livestock production operations. A favorable environment for composting must include the following conditions:

- Energy source containing carbon;
- Nutrient source containing nitrogen;
- Bulk density of 800-900 pounds per cubic yard;
- Carbon to nitrogen ratio (C:N) of 30:1;
- Moisture content of 40-60 percent; and
- Oxygen content of 5-15 percent.

The DrumDevilT Composting Machine is designed to provide a favorable composting environment. It accelerates the composting process and minimizes the grower's management time. The DrumDevilT makes the composting process quick, easy and, above all, economical.

As most farmers and growers already know, it is hard to fight Mother Nature -- most know better than to try. The DrumDevilT machine is designed to optimize and accelerate the natural process of decomposition we already know occurs during composting. By creating a good recipe and keeping the right mixture going, tons of animal mortality can be reduced to inert spreadable compost within a matter of days.

Through our research and testing we have refined our composting methods so that the process can be started quickly and maintained easily until completion in the minimal natural time -- all with little effort by the grower and with little cost!

The DrumDevilT rotary composting machine is approved by government authorities in many states as an accepted means of disposal of animal grow-out mortalities. Full acceptance by remaining states is expected in the near future. It has a blower that pumps air into the drum. It uses 3 horse power motor and 220/230 Volts electrical service to operate.

- **Budget - \$27,010**
- Model CC3000A - Aerated - \$26,700.00
- Steps - \$ 165.00
- Thermometer - \$145.00

Environmental Recyclable Purchasing

- Education
- To develop documentation to conduct outreach to A&T's Departments to make them a partner in the greening process. This requires designing a brochure describing the benefits of environmental products. Third Quarter 2009 \$2,000-\$3,000 Printing Costs
- Emailing Purchase Orders
 - Eliminate hardcopy purchase orders and email soft copies
 - Phase 1: October 1, 2008: Central Receiving and Departmental Copies, Phase 2: Accounts Payable and Purchasing Copies- First Quarter 2009 Phase 3: Vendor Copies. - Fourth Quarter 2009
- To recycle and buy recycled ink and toner cartridges
- To increase the amount of recycled paper being used by departments on campus. Recycled Paper is on state contract however, the cost for paper (20 lb.) meeting EPA standards is 10% more per carton than non-recycled paper. The cost increases for 50% PC and 100% PC. This is a major impact to departmental budgets.
- Bulk Purchases -To select items (copier paper, office envelopes, etc.) to order in bulk to reduce cost, and control inventory
- Furniture/Window Treatment - To procure environmentally responsible and ergonomically designed furniture and furnishings including floor coverings and window treatments. To procure environmentally responsible and ergonomically designed furniture and furnishings including floor coverings and window treatments.

F. Systematic Integration of Sustainability Issues

NC A&T intends to fully support the UNC Sustainability Committee Draft Report and intends to become a model institution in all efforts relating to sustainability. The following guidelines for systemic integration of sustainability issues are proposed:

- A cultural shift in how the University thinks, operates, and does business is vital to the successful integration of sustainability principles;
- Full engagement and participation from the entire workforce and student body is required. Sustainability is everybody's business;
- Top level commitment and responsiveness is critical particularly as it relates to funding, policy and implementation;
- Transparent Communication;
- Participation must be easily accessible and fully publicized – allowing for increase and maximizing of education, innovation, and collaboration opportunities;
- Develop and implement an equally aggressive incentive and recognition program;

- The University should receive value based benefit for conservation efforts; we should be able to recoup and/or reinvest what is saved or diverted at some level; and
- Development of a Sustainability Office to centralize efforts, streamline communication and ensure efficient and productive progress and action toward established initiatives. [Full accountability and department placement is still under discussion.]

G. Sustainability Reporting Requirements

- Annual Strategic Energy Plan
- Monthly energy report of the campus utilities (consumption and dollars)
- Water consumption report for General Administration
- Annual water use/consumption report for the State Energy Office
- Semi-annual report to the DENR Air Quality Section on SO₂ and NO_X emissions from natural gas, diesel and No 2 fuel oil sources on campus
- Annual report to the DENR Radiation Protection Section Low Level
- Radiation Waste Survey
- Incidental spill and chemical release
- Fossil fuel displacement plan report to State
- Recycling and Buy-Recycled report to NC Division of Pollution Prevention and Environmental Assistance

H. Challenges

- Reporting to the State – being clear about State Goals and A&T Goals
- Funding and Accountability identified
- Policy Written and Roll out Plan to the Campus
- Assistance with dedicated planners and implementers
- Harnessing the energy, desire and enthusiasm of students

Appendix A
Energy Conservation, Solid Waste Reduction And Recycling

<i>Strategy</i>	<i>Plans</i>	<i>Responsible</i>	<i>Resource</i>	<i>Budget Location</i>	<i>Timeline</i>
Establish a Sustainability Coordination Office	Hire staff to coordinate sustainability, energy conservation and waste reduction and recycling	Chancellor and Provost	\$250,000.00	Facilities Budget - Salaries and Benefits for 5 positions.	July-09
	Operating Budget		\$35,000.00	Facilities	July-09
	University Informational Blog and Website		\$4,000.00	Facilities	July-09
Implement Sustainable Master Planning	Revise comprehensive master plan to incorporate sustainability principles related to infrastructure, natural resources, site development and community impact.	Assistant VC for Facilities.	\$50,000.00	Facilities Budget - Additional for sustainability analysis	July-10
Implement Sustainable Design and Construction	Institute a capital project planning process that delivers energy, water, and materials efficient buildings that minimize the impact on and/or enhance the site and provide good indoor environmental air quality for occupants.	Assistant VC for Facilities.	1.5% increase	Facilities Budget - Planning and Design	In Progress
	Increased cost for construction		3 - 5% increase	Construction costs	In Progress
Implement Sustainable Operations and Maintenance	Pursue funding for the installation of high efficiency equipment and Facilities as part of an ongoing Sustainability Action Plan following life cycle cost guidelines where applicable.	Assistant VC for Facilities.	NA	Facilities	In Progress
	Install electrical, gas and water meters for individual buildings to provide for the review of consumption				
	Operate and maintain buildings and grounds to reduce energy and water use.				
	Provide excellent air quality and comfort				
	Hire Energy Engineer	Facilities	\$90,000.00	Facilities - Engineering Salary and Benefits	June-09

	Provide Certified Training for Staff Technicians	Facilities	\$30,000.00	Yearly	
	Increase Operations and Maintenance budget to provide for preventative maintenance, utility monitoring, and other energy efficiency measures	Facilities	7% increase	Facilities Budget - Operations and Maintenance	July 09
	Provide increased attention to deferred maintenance items by R&R dollars and 3 rd Party Performance Contracting	Facilities		Facilities Budget -	July 09
	Implement sustainable practices and procedures that promote sustainability	Faculty and students			June 09
<i>Improve Transportation</i>	Use comprehensive multimodal transportation to reduce carbon emissions and dependency on single occupant vehicles.	Assistant VC for Facilities.		Facilities Budget -	July 2010
	Transform fleet to Alternative Fuels	Assistant VC for Facilities. Assistant VC for Business & Finance	\$50,000.00	Facilities Budget - per year additional vehicle cost.	Sept 2012
	Build tank for alternative fuels		\$20,000.00		July 2010
<i>Promote Climate Change Mitigation and Renewable Energy</i>	Become carbon neutral as soon as possible and by 2050 at the latest.	Asst VC for Facilities Faculty	Graduate Students/ Faculty \$100,000	Facilities WMI NOAA ISET CERT	July 2012
	Utilize the unique expertise of the National Oceanic and Atmospheric Administration (NOAA) Interdisciplinary Scientific Environmental Technology (ISET) Center to increase the amount of climate change related research.	NOAA ISET	\$100,000	NOAA ISET WMI CERT	June 2010

	Utilize the unique NC A&T combination of expertise in agriculture and environmental sciences, engineering, technology, physical sciences, and economics to increase the amount of research into environmental, energy, and sustainability issues.	NOAA ISET, WMI and CERT	Graduate Students/ Faculty \$150,000	NOAA ISET, WMI and CERT	September 2009	
<i>Comply With Executive Order No. 156 (Directs all state agencies to develop and incorporate policies and practices into their daily operations that preserve natural resources, conserve energy, eliminate waste and emissions, and lessen overall environmental impact).</i>	Develop Strategic Waste Reduction and Recycling Initiative	Asst VC for Facilities Recycling Committee Assistant VC for Business and Finance	NA	Facilities Budget	June-09	
	Salary Upgrades		\$110,000.00		Dec-08	
	Marketing/Promotions/ Incentives		\$35,000.00		March-09	
	Training & Education		\$5,000.00		Dec-08	
	Equipment – Designated Truck		\$45,000.00		March-09	
	Recycling and Commercial Disposal Equipment Develop organic composting/recycling program	Interdisciplinary Team	\$55,000.00 \$404,010		Grants	Dec-08 Dec 2012
	Promote Environmental Recyclable Purchasing (emailing purchase orders, eliminate hardcopy purchase orders and email soft copies, remanufactured cartridge program, recycle and buy recycled ink and toner cartridges, copier paper, office envelopes, furniture/window treatments, etc)	Director of Purchasing and Campus Departments	Purchasing Budget \$2K-\$3K (printing costs for educational training brochure)		All Departments	Sept 09

	Host a National Conference on Environmental Science and Technology.	NOAA ISET, WMI and CERT	2 faculty members (WMI & Cert) \$100,000	WMI NOAA ISET	Sept 2010
	Convene environmental sustainability forum for Triad community, college and high school students.	NOAA ISET, WMI and CERT	NA		
	Implement an environmental sustainability lecture series	NOAA ISET, WMI and CERT			
<i>Comply with Sustainability Reporting Requirements</i>	Strategic Energy Plan Report	Director of Physical Plant	NA	NA	In Progress
	Monthly energy report of the campus utilities (consumption in dollars)				
	Water consumption report for General Administration Annual water use report for the State Energy Office.	Assistant VC for Business and Finance			
	Fossil fuel displacement plan report to State <i>Plans</i> Recycling and Buy-Recycled report to NC DPPEA				
	Semi-annual report to the DENR Air Quality Section on SO2 and NOX emissions from natural gas, diesel and No 2 fuel oil sources	Director of Environmental Safety	NA	NA	In Progress
	Annual report to the DENR Radiation Protection Section Low Level				
	Radiation Waste Survey				
	Incidental reporting of spill and chemical release				

Appendix B

Student Organizations Involved with Promoting Sustainability

1. **Aggie O.U.E.E.N.S** - The purpose of this organization is to serve as a liaison between female A&T students and adolescent female students within the Greensboro community within an emphasis on the enhancement of leadership qualities and self-esteem implemented through various workshops and enrichment activities.
2. **Aggies Against AIDS promoting Awareness** - The purpose of AAAPA is to commit to the battle against AIDS, HIV, and STDs. AAA seeks to mobilize a collaborative student movement, in partnership with student nationally, to make claims upon government, corporations, and civil society through education, leadership training, informed advocacy, and direct actions.
3. **ALOBEAEM Accounting Society** - The purpose of AAS is to unite through membership accounting students who have similar interest and ideals, are committed to academic and future professional excellence, possess a sense of professional and civic responsibility, and are concerned with enhancing opportunities for minorities in the accounting profession.
4. **Aggies Economic Association** - The purpose is to maintain and perpetuate academic excellence, to promote student involvement, to maintain an environment where the students stay informal about the current economy, and to provide service to our communities both at home and at large.
5. **Alpha Delta Epsilon Civil Engineering Honor Society** - The purpose is maintaining and promoting the status of civil engineering as an ideal profession. ADE was organized to recognize the characteristics of the individual civil engineer deemed to be fundamental to the successful pursuit of an engineering career, and to aid in the development of those characteristics in the civil engineering students at NC A&T SU.
6. **Alpha Epsilon** - The purpose is to promote the ideals of the engineering profession, given recognition to agricultural engineers who manifest worthy qualities of character, scholarship and professional attainment, and encourage support such improvements in the agricultural engineering profession that make it an instrument of greater service to mankind.
7. **Alpha Kappa Alpha Sorority, Incorporated** - The purpose of Alpha Kappa Alpha, Incorporated is to cultivate and encourage high scholastic and ethical standards, to promote unity and friendship among college women, to study and help alleviate problems concerning girls and women in order to improve social stature, to maintain a progressive interest in college life, and to be of service to all mankind.
8. **Alpha Lambda Delta** - The purpose is to promote scholarship and academic excellence among first year students, encourage superior academic achievement. To promote intelligent living and a high standard of learning, to assist students in recognizing and developing meaningful goals in society.
9. **Alpha Phi Alpha Fraternity, Incorporated** - The purpose of Alpha Phi Alpha Fraternity, Incorporated is to stimulate the ambition of its members to prepare them for the greatest usefulness in the cause of humanity, freedom, and dignity, of the individual; to encourage the highest and noblest form of manhood; to aid downtrodden humanity in its efforts to achieve higher social, economic, and intellectual status.
10. **Alpha Phi Omega** - The purpose of Alpha Phi Omega is to assemble college students in a National Service Fraternity in the principles derived from the Scout Oath and Law of the Boy Scouts of America; to develop Leadership, to promote Friendship, and to provide Service to humanity; and to further the freedom that is our national, educational, and intellectual heritage.
11. **Alpha Pi Mu** - The purpose is to serve as the Industrial Engineering Honor Society; to confer recognition upon the student of the Industrial Engineering who has shown exceptional academic interests and abilities in the field of Industrial Engineering; to encourage participation in those activities which may be beneficial to the profession of IE; to create a close student-faculty relationship by periodically bringing together the thoughts and needs of both.
12. **Alpha Psi Omega** - The purpose is to develop dramatic talent and the art of acting, to cultivate a taste for the best in drama, to foster the cultural values, which we believe dramatics develop, and finally to unite the dramatic forces of the several colleges and universities.
13. **American Institute of Architecture Students** - The purpose is to promote excellence in architecture education, training and practice; to foster an appreciation of architecture and related disciplines; to enrich communities in a

spirit of collaboration; to organize students and combine their efforts to advance the art and science of architecture.

14. **American Institute of Chemical Engineers** - The purpose is to promote the professional development of its members by its programs and by its relations with other student chapters and with the parent body, the American Institute of Chemical Engineers; to contribute to the development of chemical engineering at North Carolina A&T State University through activities involving faculty and student members; and to counsel high school students interested in chemical engineering.
15. **American Marketing Association** - The purpose is to foster scientific study and research in the field of marketing; to develop sound thinking in marketing theory and more exact knowledge and definition of marketing principles; to improve the methods and techniques of marketing research; to develop better public understanding and appreciation of marketing problem; to study and discuss legislation and judicial decisions regarding marketing.
16. **American Society of Agricultural Engineers** - The purpose is to promote the science and art of engineering in agricultural, food, and biological systems; to encourage original research; to foster education; to advance the standards of engineering; to increase and extend the association of agricultural, food, and biological systems engineers among themselves and with allied scientist and technologist; to encourage the professional improvement of its members, and severally and in cooperation with other groups to broaden the usefulness of agriculture, food, and biological system engineering.
17. **American Society of Mechanical Engineers** - To promote and enhance the technical competency and professional well-being of our members, and through quality programs and activities in mechanical engineering, better enable its practitioners to contribute to the well-being of humankind.
18. **Association of African Students** - The purpose of AAS is to promote social, educational, and recreational activities among members of AAS at NC A&T SU and in the community for the awareness of the African culture and values; to maintain, foster, and promote goodwill and harmony among the students of various races at NC A&T SU and in the community; to encourage unity, interaction and a sense of closeness among students of various races at NC A&T SU and in the community; to preserve and sustain the African culture and heritage; to uphold, promote, and safeguard the good name of the Africa; to have channels of communication open with other recognized organizations registered with the University Student Government Association.
19. **Associated General Contractors of America** - The purpose if to promote unity, career awareness, and knowledge of the construction industry; provide opportunity for students to receive internship opportunities and experience in the construction industry; aid in student development in intrapersonal skills and job entry preparation; serve as a liaison between the students and the Construction Management Advisory Committee.
20. **Association of Computer Machinery** - The purpose is an international scientific and educational organization dedicated to advancing the art, science, engineering, and application of information technology, serving both professional and public interests by fostering the open interchange of information and by promoting the highest professional and ethical standards.
21. **Association of Graduate Students** - The purpose is to develop wholesome fellowship and intellectual inspiration among graduate students; to promote the development of graduate studies on campus; to assist in the recruitment of continuous matriculating graduate students who seek advancement at the master's and doctoral level; to promote the general welfare of graduate students on the University's campus; to assist in creating publications, making policies, developing seminars and formulating discussions which are pertinent to graduate education on the University's campus; to develop social activities befitting the needs and desires of graduate students.
22. **Beta Alpha Psi** - The purpose is to encourage and give recognition to scholastic and professional excellence in the fields of accounting, finance and management information systems. The objective includes, but is not limited to the following sub-objectives: to instill in its members a motivation for self-improvement; to foster high moral and ethical standards in its members; to cultivate a sense of responsibility and service in its members; to promote the collegiate study of professional accountancy and finance and to provide opportunities for association among its members and accounting, finance, and management information systems professionals.

23. **Beta Gamma Sigma National Honor Society** - The purpose is to encourage and reward scholarship and accomplishments in the field of business studies, to promote advancement of education in the art and science of business and to foster principles of honesty and integrity in business practice.
24. **Beta Kappa Chi Scientific Honor Society** - The purpose is to encourage and advance scientific education through original investigation, the dissemination of scientific knowledge and the stimulation of high scholarship in pure and applied science.
25. **Chemistry Club** - The purpose is to encourage in the broadest and most liberal manner the advancement of chemistry in all its branches; the promotion of research in chemical science and industry; the improvement of the qualifications and usefulness of chemist through high standards of professional ethics, education, and attainments; the increase and diffusion of chemical knowledge; and by meetings, professional contacts, reports, papers, discussions, and publications, to promote scientific interest and inquiry, thereby fostering public welfare and education, aiding the development of our country's industries, and adding to the material prosperity and happiness of our people.
26. **Chi Eta Phi Sorority, Incorporated** - The purpose is to encourage continuing education among the members of the nursing profession; to have a continuous recruitment program for nursing and the health profession; to stimulate a close and friendly relationship among the members; to develop working relationships with other professional groups for the improvement and delivery of health care services; to constantly identify a corp of nursing leaders within the membership who will function as agents of social change on the national, regional, and local levels
27. **Chi Sigma Iota, Counseling Honors Society** - The purpose is to promote and recognize excellence in counseling scholarship, research, leadership and practice; to support and enhance the counseling profession; to provide members with encouragement and support in pursuit of their personal, academic, and clinical excellence; and to provide an organizational structure to implement the goals of Chi Sigma Iota.
28. **Collegiate 100 Black Women** - The purpose is to establish a leadership forum of Black Women from all geopolitical and socioeconomic groups whose overall mission is to provide a national and international medium through which they can develop, initiate and implement action plans designed to pursue social, economic, and political gains.
29. **Collegiate Future Farmers of America** - The purpose is to develop competent and assertive agricultural leaders; to create and nurture a love of country life; to create more interest in the intelligent choice of agricultural occupations; to participate in worthy undertakings for the improvement of agriculture; to develop character, train for useful citizenship, and foster patriotism, to participate in cooperative effort; to encourage and practice thrift; to encourage improvement in scholarship; to familiarize prospective teachers of agricultural education with the FFA, its aims and activities.
30. **Council of Presidents** - The purpose is to provide an assembly of student organization presidents for the development and implementation of plans to keep the campus organizational life meaningful, wholesome, stimulating, productive and active; to be involved in learning and training experiences designed to enrich leadership skills; to represent the University whenever a cross section of student organizational life is invited in conference with A&T officials or to visit another university. When appropriate, the Council invites organizations from other universities and colleges to participate in campus activities.
31. **Delta Sigma Theta Sorority, Incorporated** - The purpose is to promote academic excellence; to provide scholarship; to provide support to the underserved; to educate and stimulate participation in the establishment of positive public policy; and to highlight issues and provide solutions for problems in their communities.
32. **Environmental Science Club** - The mission of the Environmental Science Club of NC A&T State University (ESC) is to promote environmental science and ecological awareness throughout the campus and local Greensboro community
33. **Epsilon Pi Tau** - The purpose is to promote the values and contributions of professionals in Technology, provide a medium for the professional development and recognition of individual members for leadership and achievement, enhance the status of the practitioners and the professions in Technology, foster and encourage the acceptance among its members of the ideals of technical competence, social and professional proficiency and research, and advance understanding, appreciation and awareness of Technology as both an enduring and influential human endeavor and an integral element of culture.

34. **Eta Kappa Nu** - The purpose in the profession of Electrical Engineering who by their attainments in college or practice, have manifested a deep interest and marked ability in their chosen life work, may be brought into closer union so as to foster a spirit of liberal culture in the engineering colleges and to mark in an outstanding manner those who, as student in Electrical Engineering, have conferred honor on their Alma Maters by distinguished scholarship, activities, leadership and exemplary character and to aid these students to progress through association with alumni who have attained prominence.
35. **The History Club** - The purpose is a campus-based student organization whose central focus is the mental, physical, and spiritual liberation of African people everywhere from the worldwide system of Racism/Sexism/Classism.
36. **The History Scholars** - The purpose is to promote sound academic and professional practices and habits towards careers in History. In addition, the organization provides an umbrella for a variety of activities that assist students in developing an understanding of the historical process, as well as providing opportunities for connecting students with community concerns.
37. **Institute of Transportation Engineers** - The purpose is to promote the advancement of transportation and traffic engineering; acquaint students with topic of interest in transportation and traffic engineering; foster the development of professional spirit; promote common interests among students; encourage the expansion of facilities or transportation and traffic.
38. **Institute of Electrical and Electronic Engineers** - The purpose is to advance global prosperity by fostering technological innovation, enabling members' careers and promoting community worldwide.
39. **Institute of Industrial Engineers** - The purpose is to advance general welfare of mankind through the resources and creative abilities of the Industrial Engineering profession; to advance the art and science of Industrial Engineering for the general welfare of mankind; to encourage and assist education and research in the art and science of Industrial Engineering; to promote the unrestricted dissemination of knowledge and information by means of meetings and publication relating to the art and science of Industrial Engineering.
40. **Mathematical Association of America** - The purpose is to promote the interests of the mathematical sciences in America, especially in the collegiate field, by holding meetings in any part of the United States or Canada for the presentation and discussion of mathematical papers.
41. **Model United Nations** - The purpose is to develop a binding relationship between students who have an interest in international affairs; to promote a basic understanding of foreign cultures; to interpret and respect differing ideologies of other governing bodies; to promote global awareness through the study of Political, Social, and Economic events historically; to gain "hands on" international experience by stimulating the proceedings of regional and international organizations.
42. **Minorities in Agriculture, Natural Resources and Related Sciences** - The purpose is to promote social activities and events that will develop students educationally and personally. To promote and stimulate career interest and understanding and appreciation for Agriculture, Forestry, Home Economics, and Natural Resources as areas to study; to meet the leadership, social and academic needs of students, within the School of Agriculture and Environmental Sciences; to aid in the recruitment and placement of students in professional positions in the agricultural sciences.
43. **Minority Association of Pre-Medical Students** - The purpose is to provide pre-health resources regarding admissions and academic advising; promote an increase of minority undergraduate students pursuing careers in the pre-health profession; help minority undergraduate students explore the pre-health profession through interaction with health professionals, graduate institutions, and the community; coordinate events to help minority pre-health students explore the health profession; increase awareness about health disparities and health issues around the world; serve North Carolina A&T State University and local community.
44. **National Agri-Marketing Association** - The purpose of this organization shall be to serve the food and fiber industry, focusing on members' professional development by providing access to solutions and opportunities in agribusiness.
45. **National Association of Black Journalist** - The purpose is to establish a strong union among black students pursuing degrees in journalism at North Carolina A&T State University for the purpose of receiving guidance from both the NABJ and its professional affiliate chapters; to promote academic excellence at NC A&T State University; to meet for the purpose of exchanging journalism-related ideas and information through workshops,

symposiums and lectures; to inform members of journalism-related workshops, conferences and conventions, and assist members with short and long-range career planning; to serve as a clearinghouse for journalism-related internships, jobs, scholarships, grants and awards; to honor excellence and outstanding achievements in journalism by members and chapter alumni; to commend those who positively address matters of diversity in the media regarding hiring, promotion, retention and coverage.

46. **National Society of Black Engineers (NSBE)** - The purpose is develop intensive programs for increasing black and other ethnic minority participation in the field of engineering and engineering technology. Programs will be initiated both within and outside the university community and will serve to strengthen relations between professional industry and the black community. Members of this organization are encouraged to join and participate in their individual professional societies. This organization will endeavor to provide general counseling to all members.
47. **Public Relations Student Society of America (PRSSA)** - The purpose of PRSSA is to serve our members by enhancing their knowledge of public relations and providing access to professional development opportunities; to serve the public relations profession by helping to develop highly qualified, well-prepared professionals.
48. **Political Science Society** - The purpose is to promote academic enrichment, as well as, political awareness and mobilization to ensure students majoring, and those who having a general interest of Political Science are well informed and active in the politics of their community, state, and national government.
49. **Psychology Club** - The purpose of the Psychology club is three fold. One, to increase awareness of the opportunities in the field of psychology in students, staff, and faculty at NC A&T SU. Second, to create a forum for those people interested in learning more about psychology to gather information and participate in the field. Thirdly, to facilitate involvement in psychological issues, such as relevant community service projects, leadership roles in this organization, and participation in lectures, films, relevant to the field.
50. **Psycholinguistics (Braille Club)** - The purpose is to create awareness among community of students for those who are visually impaired. Further to serve as advocate for the blind and promote literacy and opportunities which are afforded to the blind. Show students the psychological importance of nonverbal communication. Give the students a true feel of what it is like to be blind.
51. **Resident Hall Association** - The purpose is to provide a voice for all resident students through their elected hall council in the planning of social, cultural and diversity, education, and community service activities and in the establishment of policies that affect the on-campus living environment; to serve as representative body of the resident students in matters concerning Residence Life policies, residential facilities, food services, and programming in residential areas; to endorse unity among all residence halls on the university campus; to work to create a viable working relationship between resident hall students and the administration; including Departmental of Housing and Resident Life, Student Government, and other on campus departments and organization.
52. **Sigma Gamma Rho** - The purpose is to cultivate and nurture all aspects of education amongst collegiate women, the campus community and to pursue the mission and national programs of Sigma Gamma Rho Sorority, Incorporated, we set forth our bond of sisterhood.
53. **Society of Women Engineers** - The purpose is to stimulate women to achieve full potential in careers as engineers and leaders, expand the image of the engineering profession as a positive force in improving the quality of life, and demonstrate the value of diversity.
54. **Society of Hispanic Professional Engineers** - The purpose is to increase the number of Hispanic engineering students at NC A&T State University; provide a social, cultural and political forum for students for NC A&T State University and the surrounding community interested in experiencing and promoting the richness of the international Hispanic and Latino community/culture; promoting the advancement of Hispanic engineers and scientists in education and employment; to promote the participation of A&T engineering students in state and national Hispanic events.
55. **Sophomore Class** - The purpose is to aid all sophomores in realizing their individual potential, and in becoming an effective member in society.
56. **TELOCA** - The purpose is to assume responsibility for contributing to nursing education in order to provide the highest quality health care; to provide programs representative of fundamental and current professional interests

and concerns; to aid in the development of the whole person, his/her professional roles and his/her responsibility for the health care of people of all walks of life.

57. **Technology Education Collegiate Association (TECA)** - The purpose is to assume responsibility for contributing to nursing education; to promote the highest quality of health care; to provide programs representative of fundamental and current professional interests and concerns; to aid in the development of the person and his/hers professional roles.
58. **Thurgood Marshall** - The purpose is to promote quality student development of the highest regard and improve the preparation of all students at Historically Black Colleges and Universities for advances in every career field.

VIII. Existing Degree Programs North Carolina A&T State University

I. UNC Tomorrow Phase II Response Plan Guidelines

Areas of Focus: Campuses are asked to address the following areas of focus during UNC Tomorrow Phase II Response Planning Process.

Areas of Focus A. Review of Existing Degree Programs (including Recently-Approved Degree Programs) for alignment with UNC Tomorrow [Mabe/Sadler; UNC Tomorrow Commission Report Sec. 5.2]

NOTE: Guidelines and submission documents for this section are being developed by UNC General Administration pursuant to the Board of Governor's recent approval of the new policy on academic planning (approved March 2008) and will be available in mid-August 2008.

II. NC A&T State University Phase II Response Plan Review Of Existing Degree Programs

A. Introduction

The purpose of the University of North Carolina Tomorrow Initiative was to determine how the University of North Carolina can respond more directly and proactively to the 21st century challenges facing North Carolina both now and in the future through the efficient and effective fulfillment of its three-pronged mission of teaching, research and scholarship, and public service. The outcomes of this Initiative will guide and shape current and future priorities, resource allocations, existing and future programs, and strategic plans and missions of the University of North Carolina, its 17 constituent institutions and its affiliated entities. The goal is to ensure that UNC not only becomes more proactive and responsive to the needs of our state, but remains so in the years to come as the people of North Carolina continue to confront the myriad challenges of the rapidly changing, knowledge-based global economy and environment of the 21st century.

Pursuant to the preceding, the Existing Degree Programs Action Team was specifically charged to review existing degree programs (including recently approved degree programs) for alignment with UNC Tomorrow Commission Phase I Report Findings and associated Recommendations.

B. Work Plan

To accomplish our charge, we developed a survey based on the seven major Findings and associated Recommendations presented in UNC Tomorrow Commission Phase I Report. Each School or College was required to report on their compliance to UNC Tomorrow using three response categories: "Definitely", "Somewhat", and "Not at All". The data were collected by CIP (Classification of Instructional Programs) numbers.

C. Computing Scores By UNC Tomorrow Categories By Programs

The responses from all the Schools and Colleges were obtained and reviewed. Because of the broad scope of these data, we further analyzed each program's response by each of the seven major findings and associated recommendations. This was accomplished by developing the proportion of response by each Recommendation. For example, in the School of Technology, Electronics Technology CIP # 150303-027, the self reported data are shown Table 1.

Table 1. Sample Of Existing Degree Programs Survey

<i>Our Global Readiness</i>	<i>Elect. Tech. CIP # 150303-027</i>		
	<i>Definitely</i>	<i>Somewhat</i>	<i>Not At All</i>
Does your program equip students with the tools they will need to adapt to the ever-changing world?	x		
Is your program globally competitive to ensure that students are globally relevant and significant?		x	
Does your program increase partnerships between its own campus?		x	
Does your program increase partnerships between international universities?			x
Does your program enhance the global awareness of its faculty?	x		
Does your program enhance the global awareness of its students?	x		
Global Readiness Compliance	0.50	0.33	0.17
<i>Our Citizens and Their Future: Access to High Education</i>	<i>Definitely</i>	<i>Somewhat</i>	<i>Not At All</i>
Does your program continue ongoing efforts with the North Carolina Community College System to strengthen and streamline articulation between the two systems to develop a more seamless relationship?	x		
Is your program a model for accommodating the needs of persons with disabilities, including students, faculty, staff, and the general public?	x		
Does your program increase the educational attainment of all underrepresented populations?	x		
Does your program increase the educational attainment of African American males?	x		
Does your program increase the educational attainment of Hispanic students?		x	
Does your program help to ensure that all students are better prepared to enter and succeed academically in college?	x		
Access To Higher Education Compliance	0.83	0.17	0.00
<i>Our Children and Their Future: Improving Public Education</i>	<i>Definitely</i>	<i>Somewhat</i>	<i>Not At All</i>
Does your program help address the shortage of science and math teachers, especially in rural areas?		x	
Does your program strengthen efforts, in cooperation with the North Carolina State Board of Community Colleges and the Community College System, the North Carolina State Board of Education, and the North Carolina Department of Public Instruction, to enhance the teaching skills of public school faculty and the leadership skills of public school administrators?			x
Does your program strengthen partnerships with the State Board of Education, the North Carolina Department of Public Instruction, the North Carolina Community College System, and our state's Independent Colleges and Universities to develop a seamless educational continuum from Pre-K through higher education ("Birth-20")?			x
Does your program help to improve the quantity, quality, and geographic distribution of public school teachers?			x
Improving Public Education Compliance	0	0.25	0.75
<i>Our Communities and Their Economic Transformation</i>	<i>Definitely</i>	<i>Somewhat</i>	<i>Not At All</i>
Does your program focus specific efforts in meeting the needs of rural and underserved areas of the state?		x	
Does your program seek to align appropriate campus programs with the strategic economic plans (including sector and cluster plans) of this region and the state, recognizing the unique differences and challenges of our state's economic and geographic regions?		x	
Does your program facilitate inclusive discussions on important community issues?	x		

Does your program help to increase capacity and commitment to respond to and lead economic transformation and community development?	x		
Economic Transformation Of Communities Compliance	0.5	0.5	0
<i>Our Health</i>	<i>Definitely</i>	<i>Somewhat</i>	<i>Not At All</i>
Does your program lead in improving health and wellness in North Carolina?			x
Does your program educate more health professionals?			x
Does your program lead in utilizing health and wellness in North Carolina?			x
Health Compliance	0.00	0.00	1.00
<i>Our Environment</i>	<i>Definitely</i>	<i>Somewhat</i>	<i>Not At All</i>
Does your program embrace environmental sustainability as a core value among its institutions?			x
Does your program leverage its existing research expertise to address critical environmental and/or energy issues?		x	
Does your program increase community awareness of environmental and/or sustainability issues?	x		
Environment Compliance	0.33	0.33	0.33
<i>Our University's Outreach and Engagement</i>	<i>Definitely</i>	<i>Somewhat</i>	<i>Not At All</i>
Does your program apply, translate, and communicate research and scholarship to broader audiences?	x		
Has your program developed a strategic plan for scholarly public service that is detailed and specific in definition and scope?	x		
Does your program communicate its resources and expertise to wider audiences?	x		
Does your program provide a mechanism for applying research and scholarship to addressing significant regional and statewide issues?	x		
Outreach and Engagement Compliance	1.00	0.00	0.00
Total Compliance Measure By Degree Program	3.17	1.58	2.25
Total Compliance Measure By Degree Program (Percentage)	45%	23%	32%

The data as reported by the sample program, indicate that Electronics Technology is definitely in compliance with one-half of the items identified as critical to Global Readiness. Because three of the six items under Global Readiness were “definitely” met by the program, the score is 50%. The program indicated that two of the six items were “somewhat” met (33%), while one of the six items was “not met at all” (17%). The rest of the recommendations are computed and shown in Table 1.

After computing the scores in the seven categories, the total score, as reported by this department, indicates that the total compliance measure is 3.17. This is the sum of all the scores under the category “definitely”. The score under the category “somewhat” is 1.58 while “not at all” is 2.27. The sum of these scores is 7, because there are seven categories. When the reported scores were converted to frequencies, it is observed that this sample program did not meet 23% of the UNC Tomorrow Recommendations, however, the departments “definitely met” or “somewhat met” 45 + 23 or 68% of the recommendations (Table 2). It should not be expected that every academic program would meet all Recommendations, but that the University should meet all of the Recommendations.

D. Alignment With UNC Tomorrow

The seven recommendations from UNC Tomorrow Commission Report are: (1) Our Global Readiness; (2) Our Citizens and Their Future: Access to High Education; (3) Our Children and Their Future: Improving Public Education; (4) Our Communities and Their Economic Transformation; (5) Our Health; (6) Our Environment; and, (7) Our University's Outreach and Engagement. The University-wide data depicting alignment with UNC Tomorrow by Schools and Colleges is presented in Table 2.

Table 2. Summary of Alignment By Colleges and Schools With UNC Tomorrow Recommendations

	Our Global Readiness	Our Citizens and Their Future: Access to High Education	Our Children and Their Future: Improving Public Education	Our Communities and Their Economic Transformation	Our Health	Our Environment	Our University's Outreach and Engagement
College of Arts and Sciences	87%	89%	66%	82%	34%	65%	83%
College of Engineering	100%	100%	100%	75%	0%	100%	100%
School of Agriculture & Environmental Sciences	94%	92%	92%	100%	59%	100%	100%
School of Business & Economics	93%	74%	18%	71%	19%	71%	100%
School of Education	100%	100%	98%	86%	61%	64%	100%
School of Nursing	84%	100%	0%	75%	100%	67%	100%
School of Technology	79%	93%	50%	75%	22%	74%	89%

In examining these data for all school and college programs, the University programs align well with *Outreach and Engagement*, *Economic Transformation*, *Environment*, *Access to High Education*, and *Global Readiness*, but do not align well *Health* and *Improving Public Education*

E. Next Steps

The self reported data is a good “snap shot” of how the various programs perceived their alignment with UNC Tomorrow’s Recommendations. It will be prudent in this process however, if each of the academic programs demonstrates how they addressed each of the recommendations. The outcome from this exercise would result in best practices. We offer the following recommendations to the Schools and Colleges:

- Develop strategies on methods to bring their various programs into alignment with UNC Tomorrow;
- Develop strategies to sustain their alignment with UNC Tomorrow; and
- Provide evidence on how the Schools and/or Colleges are in compliance.

IX. Faculty and Staff Recruitment and Retention North Carolina A&T State University

I. UNC Tomorrow Phase II Response Plan Guidelines

Areas of Focus: *Campuses are asked to address the following areas of focus during UNC Tomorrow Phase II Response Planning Process.*

Areas of Focus D. Faculty and Staff Recruitment and Retention [Martin/McCullom]
The UNC Tomorrow Commission recommended that “UNC should prepare for wide-scale faculty retirement and should increase efforts to recruit and retain high-quality faculty.” (Recommendation 5.4) The Commission further recommended that “UNC should increase efforts to attract and retain high-quality staff at all levels.” (Recommendation 5.5)

Campuses are asked to consider their internal workforce planning needs over the next 5 years, including (1) critical talent issues, including leader and worker shortages; (2) the aging workforce including retirement and attrition trends among faculty and staff; (3) the impact of worldwide demographic shifts on campus workforces; (4) strategies for recruiting and retaining high potential talent; and (5) managing a diverse multi-generational workforce. In identifying strategies responding to this section, campuses are asked to consider the related suggested strategies identified by the UNC Tomorrow Commission (See Recommendations 5.4 and 5.5 of the UNC Tomorrow Commission Final Report). In conducting this review, campuses are encouraged to seek input from and involve their human resources professionals and faculty and staff representatives.

The following questions are to serve as the “template” for campus responses to this section:

- 1. Is your campus engaged in a thoughtful and deliberate planning process to address your campus’ workforce needs now and for the future?*
 - Do you believe you have a thorough understanding of your current workforce and the changes that will be occurring over the next 5 years?*
 - Have you begun to identify the staffing levels and skill sets or competencies needed over the next 5 to 10 years?*
 - Do you have the analytical tools you need to conduct a workforce planning process?*
 - Is Human Resources included in your organization’s solution strategies to enable your organization to accomplish its mission, goals, and objectives?*
- 2. With respect to critical talent issues, have you begun to identify gaps and surpluses between the present and the future with respect to leader and worker shortages?*
 - Have you implemented or do you have plans to implement a proactive recruitment strategy designed to attract top talent and identify candidates to target hard-to-fill positions?*
 - Have you developed or do you have plans to develop a strategy to retrain, redeploy or reduce-in-force employees where functions are not needed in the future?*

3. *With respect to the aging workforce and attrition, have you evaluated the percentage of employees who will be eligible for retirement over the next 5-, 10-, 15-, 20-year period and the impact this will have on your campus' workforce?*
 - *Have you addressed how you can improve recruitment and retention of employees and reduce turnover in your organization?*
 - *Are there policies or programs that General Administration should consider implementing that would help to improve your campus' recruitment and retention efforts?*
 - *Has the availability of phased retirement been helpful in addressing faculty recruitment, retention, and retirement issues? Given the increasing numbers of non-tenured and non-tenure track faculty on UNC campuses, should phased retirement be extended to these faculty?*
4. *With respect to worldwide demographic shifts in age and ethnicity/race, what challenges have you identified for your university at the present time, or within the next 5 years, as a result of demographic shifts?*
5. *What are some of the barriers that your University is facing with respect to recruiting and retaining high potential talent? What additional resources/flexibilities would be helpful to help you address these challenges, e.g., policies, programs, compensation, benefits, etc.?*
6. *With respect to managing a diverse multi-generational workforce, how are you defining diversity in your university?*
 - *Are you setting goals for achieving increased diversity among faculty and staff?*
 - *Have you implemented programs, policies and activities to support diversity in your university? If so, describe those diversity initiatives? Have you found them to be effective, and if so, how do you measure effectiveness?*
7. *With respect to succession planning, has your campus engaged in a systematic process to identify key employees and the critical competencies that these employees possess to prepare for their replacement? What level of professional management and leadership development programs are available for your senior and mid-level managers? Please describe.*

II. NC A&T State University Phase II Response Plan Faculty and Staff Recruitment and Retention

A. Context and Overview

The American population is aging, with the Baby Boom Generation (1946-1964) retiring. This major demographic shift will have an impact on the recruitment and retention of faculty members at North Carolina A&T State University (NC A&T). Looking ahead to 2050, nearly 42% of the population is projected to be between the ages of 45-85 years old. Thirty-one percent of the population will be between the ages of 20-44, and 26% of the population will be between the ages of 4-19 years of age. Due to the aging of the baby boomers and improving longevity, the number of people in 85+-year-old age group will grow by 389% between 2000 and 2050. The working age population will be smaller than the elderly population and only slightly larger than the school-age population (1).

Faculty members hired in the late 1960s are retiring. This can present a threat to both institutional effectiveness, if courses cannot be offered and projects cannot be completed, and to faculty morale which, in turn, may affect student and faculty interaction (2). Is there a new cohort ready to take the places of experienced faculty members with commitment to that institution? According to a national study by Dooris and Guidos (2006) (3), 53% of the untenured faculty hired at research universities became tenured, while about 42% resigned before reaching the point where a tenure decision was to be made. Moreover, both nationally and locally, the withdrawal rate was most pronounced among underrepresented groups (e.g. women and persons of color). A recent national report (4) found that early in their academic career, fewer than half of pre-tenure faculty felt adequately prepared to obtain grants, conduct research, teach, advise undergraduates, and serve on faculty committees.

Retaining effective faculty and recruiting new ones are essential tasks complicated by demographic shifts and tightening budgets. When recruiting new faculty, it is important that an institution have sufficient knowledge of its economic condition (e.g., current funding status), know which area(s) are most in need and have the highest demand for new faculty, and have long-term staffing plans. Part of the recruitment process, besides attracting qualified workers, is knowing the available funding level required for new hires. It is also important to know what area(s) have the highest demand for a professor. Finally, it is important to acknowledge the future staffing plans of the institution. Knowledge of future staffing plans will be crucial in deciding whether to hire tenure-track faculty, a full-time contract instructor, or a post-doctoral fellow.

Workforce planning is the process of ensuring that the right people with the right skills are in the right place at the right time to accomplish the mission, vision and values of NC A&T). The purpose of this plan is to provide a clear vision of NC A&T's current workforce profile compared to future needs, to provide recommendations and strategies for recruitment, retention and career development for the next five years. The process will be dynamic as this is the first workforce strategic plan which will need to be fully developed over the next year. For example, there will be political, socio-economic, global, national and regional changes of which we are currently unaware. This plan will need to be updated at least annually following its full development during the year.

B. North Carolina A&T State University Workforce Profile

During the next five years, NC A&T anticipates experiencing higher turnover due to retirement rates, with some employment categories being impacted significantly greater than others. Twenty-one percent (373) of the University's workforce will be eligible to retire in 2009 based upon the eligibility criteria for the Optional Retirement Plan (ORP) and the Teachers and State Employees Retirement System (TSERS). Of the 21%, 69% represent the following faculty and senior administrator categories: Faculty; Department Heads, Chairs and Directors; Institutional and Chief Functional Officers; and Senior Executive Officers. Of the University's workforce of 1,760, 49% is the average age as compared to 42.1 years of age, which is the projected national median age of the labor force in 2016. Greater than 50% of the workforce at the University is at the mid-career stage or later.

There is a predicted shortage of managers in the workforce for the next three years. However, due to corporate layoffs and downsizing, the market is beginning to be saturated with management candidates. When considering the average age of 49 for the University's faculty, management and senior executive workforce, the loss and replacement of management talent becomes a critical component of the workforce planning strategy for the next five years.

C. North Carolina A&T State University's Projected Future Staffing Needs

The University particularly will be challenged to recruit and retain top quality faculty and professional staff in the following interdisciplinary education fields which are being initiated: Nanoscience; Nanoengineering; Biomedical Engineering; Biotechnology; and Computational Science. The University will also be challenged to recruit and retain top quality faculty and professional staff in the following current areas of strength which need to become more prominent and dominant within the UNC System: Nursing; Education; and Engineering. In order to fully support the growth, development and enhanced customer service requirements of the above-referenced areas, staff with the following competencies will need to be recruited, trained, and retained: Information Technology Support; Human Resources; Administrative Support; and Middle Level Management

As recruitment strategies are identified, we know that younger faculty and staff often accept employment with different expectations from the reasons stated by current mid-career and longer-term faculty and staff. Specifically, mid-career and longer-term employees often are interested in the retirement benefits of the UNC System and/or tenure for faculty. Additionally, we are challenged to establish the appropriate balance of tenured track, tenured, junior and adjunct faculty. Adjunct faculty increased as follows between FY' 06/07 – FY' 07/08:

- Total Headcount FY' 06/07 295
- Total Headcount FY' 07/08 358

During the academic years of 2000 through 2006, the student population at the University increased substantially from approximately 7,000 to 11,000 students. To accommodate this rapid increase in the student population, adjunct faculty were hired to help reduce the student teacher ratio for tenured faculty.

New technology and ways of doing business, e.g. joint initiatives/partnerships, are quickly changing many aspects of the workplace. Employees of all ages need adequate on-going training and support so they can be prepared for the changes in the workplace, maintain and improve productivity and retain job satisfaction.

D. A Survey of Faculty Recruiting Strategies

A survey of faculty recruiting strategies of NC A&T's Colleges and Schools was completed by Department Chairs and Deans. Feedback was summarized into the following categories: required/changing competencies: recruitment/retention strategies for high potential talent: and general management and professional development. The following is a summary of the survey findings:

- For five categories (Nanoscience, Nanoengineering, Nursing, Education and Engineering), an increase in faculty and new MS and PhD programs is projected. The desired mix of tenured-track and non-tenured track faculty will need to be determined with corresponding recruitment and retention strategies developed.
- Fairly stable-sized workforce of approximately 1,300 staff (excluding faculty) is projected through 2013. The competency requirements for SPA staff as defined by career-banding, will help to assess and validate current and future competency requirements for the University. This process will also help to define the number of staff FTEs required by the University, based upon enhanced competency requirements. The University potentially will require fewer FTEs with greater competency in the next five years.
- Recruitments are projected to continue their upward trend based upon the projected employees who are eligible to retire within the next five years.

- Management/supervisory training will be essential to implement beginning FY' 09-10. This training will be necessary to enhance the recruitment/selection, performance management and ethics competencies of existing managers. Leadership development training will be developed and ready for implementation during FY' 10 -11.
- New technology and ways of doing business are quickly changing many aspects of the workplace. Workers of all ages need on-going training and support to keep pace with these changes and maintain productivity and job satisfaction. "Open enrollment" course offerings will be necessary through Human Resources to provide support for competency development in the areas of fundamental through advanced levels of computer skills and customer-focused assessment tools and behaviors.
- Develop and implement mentoring programs for junior faculty and management staff.
- Complete comprehensive salary equity analysis and allocate required financial resources to increase, as applicable, faculty and staff salaries. Recruitment and retention of high potential faculty and staff at NC A&T will require market competitive salaries and total compensation packages, including competitive startup packages. Development and implementation of a total compensation strategy is essential by FY'09 -'10.

E. Workforce Themes and Strategies

Staff and faculty needs have changed over the past 20 years. In past years, it was common and expected to have an entire career with one organization. However, people entering the workforce today expect that they will have multiple careers and sufficient opportunities for career advancement. NC A&T must create a work culture where faculty and staff no longer have to leave the University to further their careers and experience career growth and development. In order for the University to recruit and retain the highest quality faculty and staff, we will need to know, understand and sustain the type of work environment that attracts these individuals. We must encourage employees to take responsibility for innovation in approaches to problem-solving, customer service and operations improvement.

High morale and the ability to balance work and personal needs enable employees to produce at consistently high levels. Employee needs and expectations are changing. NC A&T must be open to and more aggressive in implementing changes to support employees in today's workplace in order to make the University the kind of place where talented faculty and staff want to work. The following are the types of initiatives that will need to be implemented to enhance the University's work culture:

1. Diversity Awareness

Diversity and inclusion are integral parts of our University culture, particularly as we strive to become a more customer-focused, high-performance institution. As such, NC A&T values diversity and seeks to foster it because it sparks creativity and innovation when employees with different perspectives work together to offer solutions to the many challenges in the academy.

To recruit and retain the best talent, our diversity and inclusion strategy seeks to ensure that candidate pools are broad and diverse and that all applicants are treated fairly and equally. Not only are diversity and inclusion a moral imperative, they are strategic imperatives. NC A&T's management is responsible for enforcing this policy by making thoughtful and equitable efforts to correct imbalances in our workforce. We expect all leaders at the University to achieve key diversity and inclusion goals consistent with our Affirmative Action Plan.

Although NC A&T is an historically black University, we face the challenge of continuing to diversify our workforce. With the changing demographics, awareness of ethnic, cultural and special needs, diversity will play an increasing role in retaining our current diverse faculty and staff. The engineering, technology and research focus of the University creates the need to attract and retain more foreign nationals in our graduate programs based upon current labor force demographics. English language literacy is a critical competency for foreign national employees, particularly faculty, relative to the quality of classroom instruction. In addition, workforce diversity in engineering and technology includes recruiting more African Americans.

2. Management Development and Mentoring Programs

Current and future demands dictate the development and standardization of training for supervisors and managers with certain competencies that must be obtained. These competencies are fundamental to creating a management team that is empowered to manage their human resources. Following are key components of the proposed management development training initiatives:

- Fundamentals of job evaluation and organization design;
- Fundamentals of behavioral-based interviewing;
- Performance management process guidelines;
- Linking performance management to pay and career development; and
- Managing conflict resolution.

The management training should not be optional, but should instead be expected for a supervisor or manager to obtain the skills/competencies necessary to be promoted. Providing this type of training and offering promotional opportunities enables NC A&T to replace retiring managers and positively impacts diversity at higher levels of the organization.

3. Career Development Planning

Mapping out the future involves more than an organizational chart displaying NC A&T hierarchy. It is essential to know which faculty and staff have the particular skills and competencies required to assume expanded and promotional opportunities at the University, what competencies will be required in the future, and how to train staff for those needs. Career development planning can help to develop and maintain strong leadership and also help the organization to keep pace with changes in the business, e.g. technical competency requirements, customer-focused competency requirements, ethics requirements, etc., general industry and overall marketplace. It can help NC A&T focus on organizational excellence and create alignment with the key strategic objectives of the University.

4. Flexible Options

Based upon the changing demographics of the labor market, flexible staffing of talented faculty and staff will be the face of the future. Managers need to staff up and down and fill unexpected voids with competent, available and University-knowledgeable flexible staff, e.g. temporary workers. A major theme that emerges from research and interviews with HR professionals and senior leaders at NC A&T is flexibility. The use of the term has multiple meanings:

- Flexible scheduling;
- Flexible benefit offerings;
- Flexible compensation models;
- Flexible staffing options that provide “core” staffing and seasonal or event oriented flexible staffing (Temporary Service); and
- Flexibility to balance life needs through programs at work, e.g. fitness programs, etc.

5. Recruitment Strategies

Effectively planning for and meeting the staffing requirements of NC A&T is essential and a formidable challenge. Whether recruiting new talent or preparing and supporting internal candidates for promotion, recruitment and potentially redeployment are important responsibilities for all University managers. Effective planning on the front end is one of the essential contributors to success. Training guidelines and supporting tools for managers and supervisors will be developed as part of the Management/Supervisory training modules to provide consistency in how to develop recruitment strategies and conduct behavioral based interviews.

6. Workforce Planning System

The development of the NC A&T workforce is critical and requires forethought and planning. Areas of need must be identified and prioritized, and resources must be directed towards the areas of greatest need. This plan is the beginning of an ongoing process.

NC A&T has begun development of a strategic plan which will set the framework from which all workforce planning will evolve. The workforce plan must ensure that the University has the human capital available to meet the University's strategic goals and objectives. For example, if the workforce plan identifies an expected shortage of faculty and staff in interdisciplinary education fields, this need could be met by a combination of strategies, e.g. formation of partnerships with other institutions of higher learning here and abroad, reallocation of current resources, training - internal and external, etc. To the extent that training and development are needed, planning for development and growth of the University's faculty and staff must be tightly linked to workforce planning on an University-wide basis, as well as in each school/college, department, etc.

Schools/Colleges and departments should formulate an integrated plan which not only lays out their strategic performance objectives, but identifies how they plan to use their workforce to address those needs and related training requirements. In summary, the development of strategies to retain and attract talent to meet the future education and business needs of NC A&T is the final step in the workforce strategic plan. These strategies need to be consistent across the University. They must promote a work culture that aligns with the University's strategic plan. During FY' 09-10, the workforce strategic plan will be further developed and aligned with the completed University strategic plan.

F. Tenure Track and Tenure Faculty Recommendations

The following recommendations were made by the faculty committee reviewing the UNC Tomorrow Faculty and Staff Recruitment and Retention area of focus:

1. Critical talent issues, including leader and worker shortages
 - a) Junior faculty need to be transitioned into leadership roles to meet the needs as retirements increase.

Recommendations:

- 1) Mentoring plans should match junior faculty with senior faculty to prepare them for tenure and for leadership positions.
 - 2) Prepare faculty for administrative positions in the future by offering them roles as program coordinators.
- b) Tenure and promotion/annual review process needs to be improved.

Recommendations:

- 1) Increase transparency and clarity of the promotion and tenure and annual review process.

- 2) Increase consistency in the annual review process across departments and schools/colleges.
 - c) Outstanding faculty need to be identified and nurtured.
Recommendations:
 - 1) Strategies for retention include providing support in the form of research dollars, faculty development, collaborative opportunities and given first priority to utilize limited funds to engage in activities that will enhance their application for tenure and promotion.
 - 2) Develop a comprehensive mentoring program for junior faculty members.
 - 3) Implement a Summer Junior Faculty Research Grant Program.
 - 4) Expand junior faculty orientation and professional development activities.
 - d) Increase support for professionalism and development of department chairs and deans.
Recommendations:
 - 1) Require extensive leadership and ethics training for all departmental chairs and deans.
 - 2) Evaluate chairs and deans annually.
 - e) Staff will need to be retained and developed as competition increases for a shrinking pool of younger workers.
Recommendations:
 - 1) Improved pay/benefits package at hiring.
 - 2) Increase opportunities for staff development and training.
2. Strategies for recruiting and retaining high potential talent.
- a) Faculty teaching loads are variable across schools and the university as a whole.
Recommendations:
 - 1) Faculty lines should be more closely tied to the number of undergraduates they teach, to ensure equitable distribution of course and student credit hours load among faculty across the institution.
 - b) Faculty and staff are being lured away by others institutions.
Recommendations:
 - 1) Develop a common (across schools/colleges) minimum "new hire" package.
 - 2) Participate more fully in the UNC-GA Faculty Recruitment and Retention Fund.
 - 3) Implement the University Reassigned Time Policy (Sabbatical).
 - 4) Improve the work environment.
 - 5) Increase job satisfaction.
3. Managing a diverse multi-generational workforce.
- a) Support faculty at various stages of their work life as they cope with needs of children, aged parents.
Recommendations:
 - 1) Provide flexibility in work/teaching schedules.
 - 2) Limit junior faculty advising, committee, and administrative commitments.
 - 3) Promote the use of a small set of "vacant" faculty lines to develop a rotating pool of course-release time for junior faculty members.
 - 4) Increase recognition and reward for high-quality Scholarship of Teaching and Learning (SoTL) activities in the annual review and promotion and tenure review process.
4. Junior Faculty Retention Issues. In December 2006, the Provost appointed a Junior Faculty Task Force in response to survey results from the Fall 2005 COACHE survey indicating low job satisfaction among junior faculty members at NC A&T. Based on the COACHE survey results and the data

obtained by the Junior Faculty Task Force, they recommended a series of actions, which are outlined below. We believe these recommendations are vital to improving faculty retention among our junior faculty and include them as part of our strategy for UNC Tomorrow.

- a) Professional Support for Junior Faculty Members:
 - 1) Develop a comprehensive mentoring program for junior faculty members.
 - 2) Implement a Summer Junior Faculty Research Grant Program.
 - 3) Expand junior faculty orientation and professional development activities.

- b) Tenure and Promotion/Annual Review Process:
 - 1) Increase transparency and clarity of the promotion and tenure and annual review process.
 - 2) Increase consistency in the annual review process across departments.
 - 3) Initiate a campus-wide discussion of tenure and promotion / annual review criteria and processes.
 - 4) Increase clarity of expected professional demands on new tenure track faculty members.

- c) Teaching, Service and Workload Balance:
 - 1) Provide junior faculty members with increased flexibility in teaching schedules.
 - 2) Limit junior faculty advising, committee, and administrative commitments.
 - 3) Develop a centralized advising program.
 - 4) Develop a common (across schools/colleges) minimum "new hire" package.
 - 5) Promote the use of a small set of "vacant" faculty lines to develop a rotating pool of course-release time for junior faculty members.
 - 6) Increase recognition and reward for high-quality Scholarship of Teaching and Learning (SoTL) activities in the annual review and promotion and tenure review process.
 - 7) Establish a university-wide junior faculty teaching award.
 - 8) Initiate a campus-wide discussion regarding the development of full-time, tenure-track, teaching-centered academic positions.

- d) Overall Academic/Administrative Environment:
 - 1) Require extensive leadership and ethics training for all departmental chairs and deans.
 - 2) Evaluate chairs and deans annually.
 - 3) Develop and "Aggie Code of Student Classroom Conduct."
 - 4) Bring all classrooms up to minimum instructional technology standards.
 - 5) Provide appropriate academic support for students with under-prepared backgrounds.

G. Non-Tenure Track Faculty Strategic Workforce Issues

In September 2002, the Committee on Non-Tenure Track Faculty, appointed by Dr. Gretchen Bataille, Senior Vice President for Academic Affairs, was charged with examining the employment of non-tenure track faculty within the University of North Carolina system. Dr. Bataille's research indicated a substantial increase in non-tenure track faculty throughout the UNC system. Specifically at NC A & T, the percentage of Non-Tenure Track faculty increased from low 30's in 1997 to the low 50's in 2007. Such a dramatic change in the composition of our faculty has a number of implications toward the quality of instruction, workforce dynamics, quality of life, and the ability to achieve our strategic university goals.

The Committee, upon recognizing a substantial increase of non-tenure track faculty throughout the system, produced a set of **eight recommendations** to address this phenomenon. We look at these recommendations as guidelines for this segment of faculty and in addressing their recruiting and retention issues. Therefore, our plan going forward would be to assess where we are in fulfilling General Administration's recommendations and what actions, if any, are necessary to include these recommendations in our workforce plans.

Recommendation 1: Each UNC institution should develop a staffing plan defining the desired mix of various types of faculty appointments and monitor its progress in moving toward its staffing goals.

NC A&T has determined that reducing the number of adjuncts and non-tenure track faculty teaching our general education courses is critical. The University Studies Program, which teaches our general education courses, has as its general premise the hiring of predominantly tenure-track faculty to teach University Studies courses. We believe with our concerted effort to increase the tenure-track faculty teaching in the general education curriculum and a slower growth of new students over the next few years, we will see a decrease in the percentage of non-tenure track faculty on campus. NCA&T has committed to "begin a careful study of the proper ratio of the different types of faculty with a report due by the end of the fall semester."

Recommendation 2: Each campus, whenever possible, should offer multi-year contracts (for three or more years, with eligibility for reappointment) to full-time non-tenure track faculty who have successfully completed a probationary period or otherwise demonstrated their effectiveness and contributions.

We do not offer multi-year contracts except on a very limited basis. In the future, we will assess how many schools and colleges are interested in providing these types of multi-year contracts and commit to making them available as an option for the 2009-2010 academic year.

Recommendation 3: The Office of the President should develop a policy and guidelines for non-tenure track appointments, requiring each institution to develop the following:

- a) A definition of "full time" faculty load applicable to non-tenure track positions and appropriate to the institution's mission and program array;***
- b) A definition of assignments and responsibilities that constitute 50%, 75% and 100% loads, with identification of the employee benefits available to non-tenure track faculty employed at 50% or 75% of a full-time load;***
- c) A policy determining under what circumstances if any faculty on part-time appointments can be assigned full-time loads;***
- d) A policy determining under what circumstances part-time faculty should be issued two-semester continuing contracts with accompanying eligibility for benefits;***
- e) A policy for timely notice of appointment or reappointment of part-time faculty.***

NC A&T's policies and guidelines for non-tenure track appointments vary by colleges and schools. We acknowledge that having the Office of the President create a standard policy would streamline the process and reduce confusion and stress on the part of non-tenure track faculty. We will work with the Office of the President to complete this task.

Recommendation 4: Each campus should develop a set of clearly defined position descriptions and titles for full-time and part-time non-tenure track positions.

In 2006, the School of Agriculture and Environmental Sciences (SAES) developed formalized job descriptions for their non-tenure track research faculty. NC A&T will begin a careful study of the SAES descriptions and develop a generic description of

these positions with a report due by the end of the Fall semester. Formal descriptions for all schools/colleges will be developed by May 1, 2009.

Recommendation 5: At campuses which have not done so, full-time and part-time non-tenure track faculty should be provided a specific description of the evaluation process and criteria by which their performance will be judged and how the evaluations will be linked to reappointment and salary determinations. One of the schools at NC A&T developed a formalized performance expectations and evaluation criteria for the research faculty in full-time and part-time non-tenure track positions. This particular document determines salary increases and procedures for transitioning to a tenure-track position. NC A&T plans to further evaluate this document and develop a generic process for these positions with a report due by the end of the fall semester. A formal process for all schools/colleges will be developed by May 1, 2009.

Recommendation 6: Each campus should:

- a) Provide non-tenure track faculty adequate orientation to their responsibilities as well as access to office space, telephones, computers, email, clerical support and other assistance necessary to fulfill their responsibilities;***
- b) Develop guidelines for the proper compensation, either through stipends or adjusted teaching loads, for advising and administrative activities assigned to non-tenure track faculty;***
- c) Include non-tenure track faculty as appropriate in decision-making processes at the department, school/college, and university level, particularly in decisions affecting their own responsibilities and employment conditions.***

All schools/colleges and their departments provide orientation for their faculty, however, they struggle with developing guidelines for compensation mainly because of the diversity of the teaching disciplines. Most schools/colleges include full-time non-tenure track faculty on its committees where possible. This does meet with some resistance from the tenured faculty. NC A&T will develop an orientation process for all non-tenure track faculty, which will include a formal program administered by the schools/colleges with the help of the Academy for Teaching and Learning. This program will begin with the 2009-2010 academic year. Each school/college will develop compensation guidelines based upon its special conditions consistent with the individual departments within it. The implementation of these policies will be for the 2009-2010 academic year.

Recommendation 7: Each campus should provide opportunities to non-tenure track faculty for professional development activities and for recognition of their accomplishments through campus awards. The Academy for Teaching and Learning (ATL) awards grants to fund faculty travel and registration-related expenses to conferences/academic workshops. During the 2007-2008 academic year, ATL Faculty Development Grants were awarded to five non-tenure track faculty members (out of 62 total grants) for a total of \$10,403 (out of \$66,057). On a limited basis, depending upon available space, non-tenure track faculty have been included in the year-long New Faculty Lunch Series orientation program. They also have access to online faculty development resources provided through university site licenses paid for by ATL (National Teaching and Learning Forum, The Teaching Professor, etc.).

Recommendation 8: As part of their staffing plans, institutions should:

- a) Analyze the compensation of full-time and part-time non-tenure track faculty and weigh this compensation against the duties and responsibilities of these positions;***
- b) Increase compensation where appropriate to ensure the continued employment of qualified, experienced, and professional faculty;***

c) Develop policies for the eligibility of full-time non-tenure track faculty for regular salary increases and for increases in part-time faculty stipends, both across-the-board within disciplines, and for individual faculty based on experience and performance.

We recognize the need to analyze the compensation of full-time and part-time non-tenure track faculty. The university will study the data surrounding this issue and make recommendations to the schools/colleges on compensation based upon this study.

H. Faculty and Staff Demographics

The following Appendices contain graphs and tables containing the demographics and statistical information related to faculty and staff at NC A&T. The following data are presented:

1. NC A&T Headcount and Demographics
2. NC A&T Total Hires and Terminations
3. NC A&T Turnover Statistics and Trends
4. NC A&T Retirement Projections
5. NC A&T Promotions, Transfers and Reclassifications
6. NC A&T Adjunct Faculty Demographics
7. NC A&T New and Abolished Positions

I. References

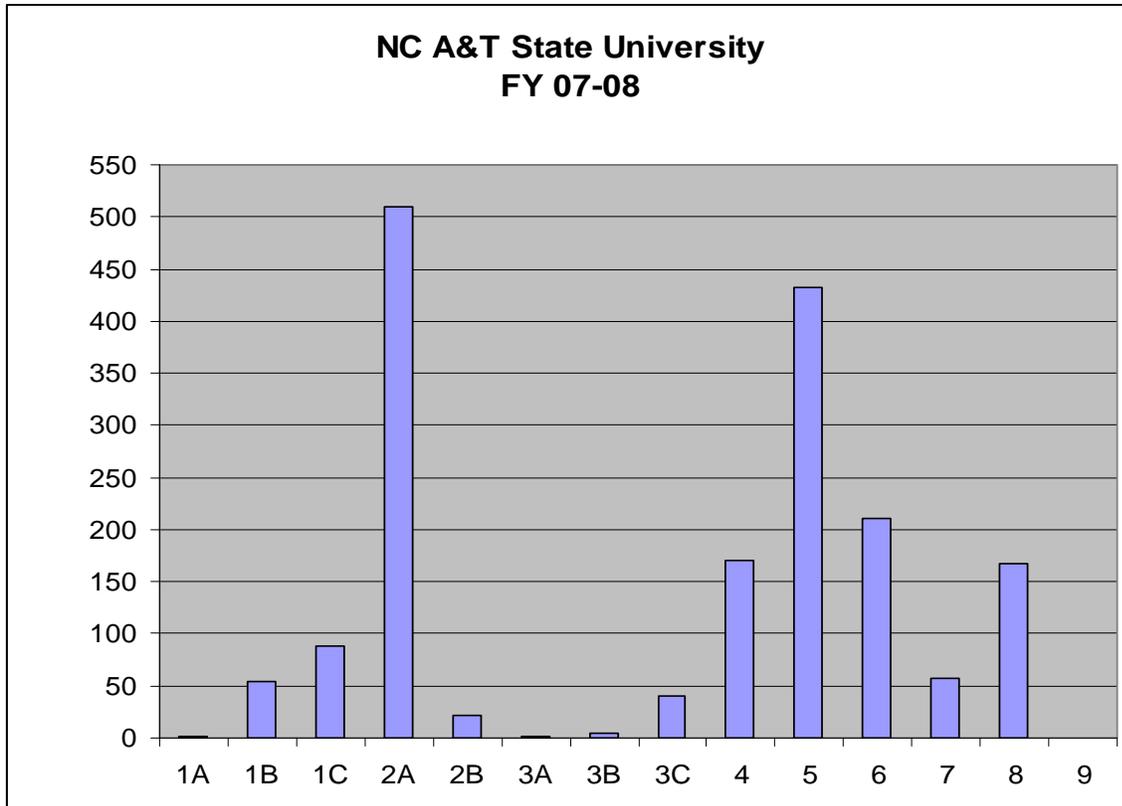
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Appendix 1. NC A&T Headcount and Demographics

Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	Total Headcount FY' 05/06	Total Headcount FY' 06/07	Total Headcount FY' 07/08
1A – Senior Executive Officers	2	1	2
1B – Institutional & Chief Functional Officers	46	43	54
1C – Department Heads, Chairs & Directors	88	89	89
2A – Faculty	455	422	510
2B – Professionals with Academic Rank	18	17	21
3A – Administrative Unit Heads/ Professionals	1	1	1
3B – Managers	5	5	5
3C – Administrative / Professional Associates	32	41	41
4 – Other Professionals	158	171	170
5 – Office / Clerical	411	442	432
6 – Technical / Paraprofessional	213	207	211
7 – Skilled Crafts	65	58	57
8 – Service & Maintenance	154	153	167
9 – Other (Miscellaneous Status Designations)	1	1	0
Grand Total	1,649	1,651	1,760

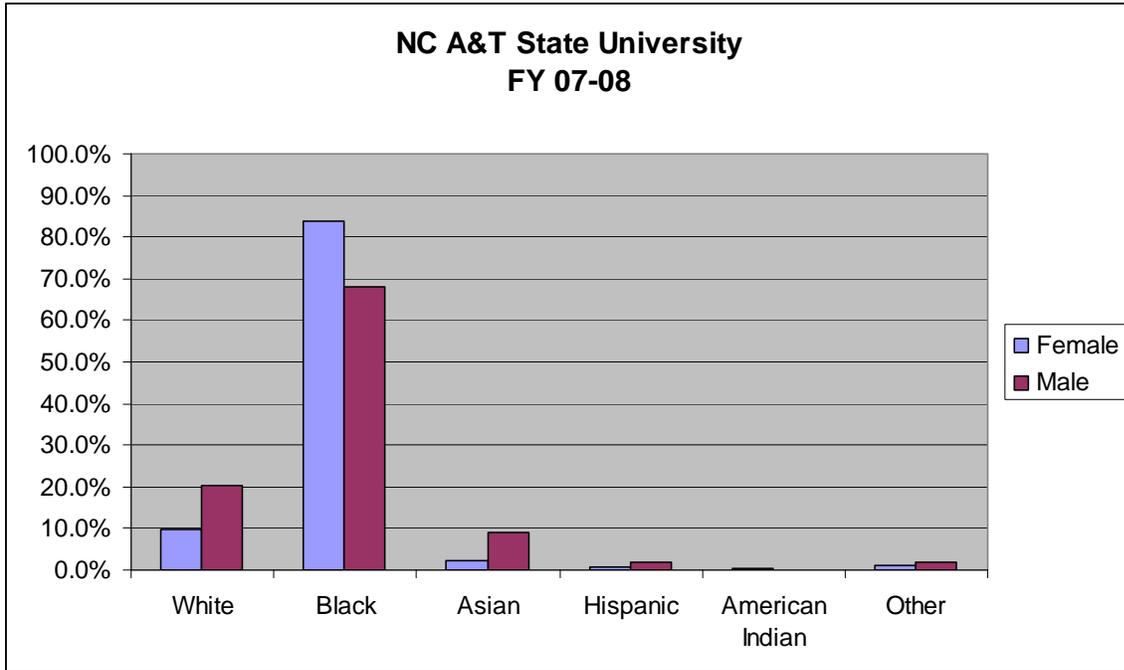
The following is a graphical representation of the above for FY 2007-08.



Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	Total Headcount FY' 07/08	Average Age	Average Salary
1A – Senior Executive Officers	2		
Female		0	0
Male		54	\$ 226,200
1B – Institutional & Chief Functional Officers	54		
Female		50	\$ 105,734
Male		55	\$ 139,014
1C – Department Heads, Chairs & Directors	89		
Female		51	\$ 84,671
Male		51	\$ 95,234
2A – Faculty	510		
Female		47	\$ 63,889
Male		50	\$ 72,384
2B – Professionals with Academic Rank	21		
Female		48	\$ 50,398
Male		39	\$ 70,765
3A – Administrative Unit Heads/ Professionals	1		
Female		33	\$ 76,913
Male		0	0
3B – Managers			
Female	5	43	\$ 62,282
Male		0	0
3C – Administrative / Professional Associates	41		
Female		48	\$ 58,501
Male		48	\$ 76,272
4 – Other Professionals	170		
Female		48	\$ 47,801
Male		49	\$ 50,964
5 – Office / Clerical	432		
Female		47	\$ 32,198
Male		43	\$ 32,293
6 – Technical / Paraprofessional	211		
Female		43	\$ 46,616
Male		43	\$ 46,003
7 – Skilled Crafts	57		
Female		0	0
Male		49	\$ 35,285
8 – Service & Maintenance	167		
Female		47	\$ 26,135
Male		47	\$ 27,459
9 – Other (Miscellaneous Status Designations)	0		
Female		0	0
Male		0	0

Headcount by Race and Gender (excludes students and temporaries)



Appendix 2. NC A&T Total Hires and Terminations

NC A&T New Hires

Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	Total Headcount FY' 05/06	Total Headcount FY' 06/07	Total Headcount FY' 07/08
1A – Senior Executive Officers	1	3	10
1B – Institutional & Chief Functional Officers	2	4	7
1C – Department Heads, Chairs & Directors	10	12	5
2A – Faculty	58	52	74
2B – Professionals with Academic Rank	11	5	3
3A – Administrative Unit Heads/ Professionals	2	0	0
3B – Managers	0	0	0
3C – Administrative / Professional Associates	0	6	7
4 – Other Professionals	38	34	36
5 – Office / Clerical	60	59	44
6 – Technical / Paraprofessional	36	39	28
7 – Skilled Crafts	5	13	8
8 – Service & Maintenance	27	28	43
9 – Other (Miscellaneous Status Designations)	0	0	0
Grand Total	250	255	265

NC A&T Separations

Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	Total Headcount FY' 05/06	Total Headcount FY' 06/07	Total Headcount FY' 07/08
1A – Senior Executive Officers	2	2	3
1B – Institutional & Chief Functional Officers	4	7	6
1C – Department Heads, Chairs & Directors	11	15	14
2A – Faculty	60	55	56
2B – Professionals with Academic Rank	9	5	7
3A – Administrative Unit Heads/ Professionals	2	0	0
3B – Managers	1	0	0
3C – Administrative / Professional Associates	0	7	3
4 – Other Professionals	24	44	37
5 – Office / Clerical	39	51	54
6 – Technical / Paraprofessional	26	31	30
7 – Skilled Crafts	11	10	11
8 – Service & Maintenance	29	26	39
9 – Other (Miscellaneous Status Designations)	0	0	0
Grand Total	218	253	260

Appendix 3. NC A&T Turnover Statistics and Trends

NC A&T Turnover Comparison

Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	Total Headcount FY' 05/06	Total Headcount FY' 06/07	Total Headcount FY' 07/08
1A – Senior Executive Officers	0.20%	0.20%	0.20%
1B – Institutional & Chief Functional Officers	0.80%	0.50%	0.40%
1C – Department Heads, Chairs & Directors	2.20%	0.90%	0.80%
2A – Faculty	3.70%	3.40%	3.20%
2B – Professionals with Academic Rank	0.60%	0.30%	0.40%
3A – Administrative Unit Heads/ Professionals	0.20%	0.00%	0.00%
3B – Managers	0.10%	0.00%	0.00%
3C – Administrative / Professional Associates	0.00%	0.50%	0.20%
4 – Other Professionals	1.50%	2.70%	2.10%
5 – Office / Clerical	2.40%	3.10%	3.10%
6 – Technical / Paraprofessional	1.60%	1.90%	1.70%
7 – Skilled Crafts	0.70%	0.60%	0.70%
8 – Service & Maintenance	0.20%	1.60%	2.30%
9 – Other (Miscellaneous Status Designations)	0.00%	0.00%	0.00%
FY Average	0.95%	1.05%	1.01%

NCA&TSU Turnover Comparison

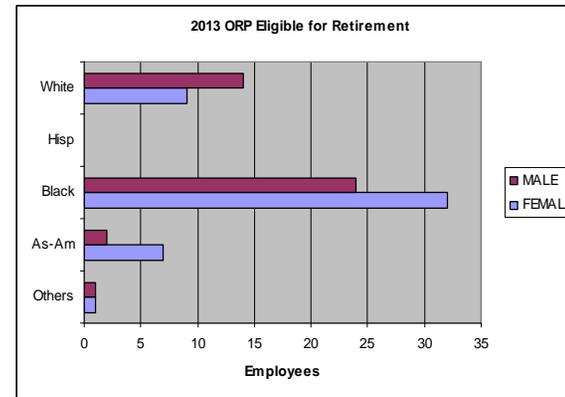
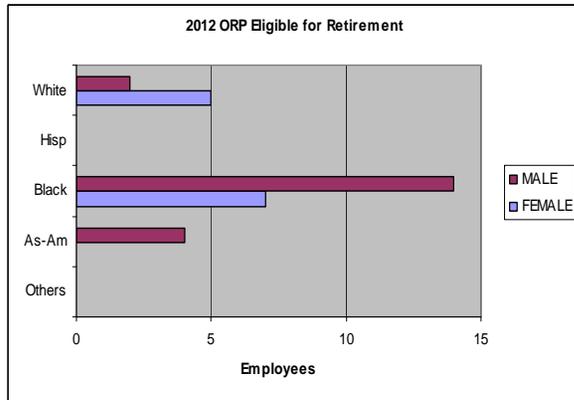
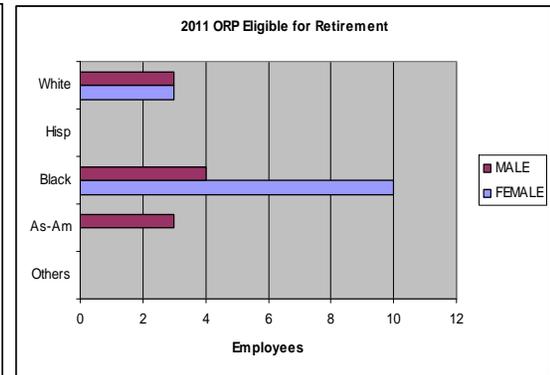
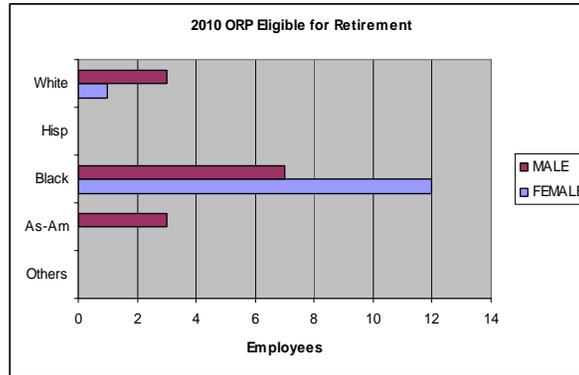
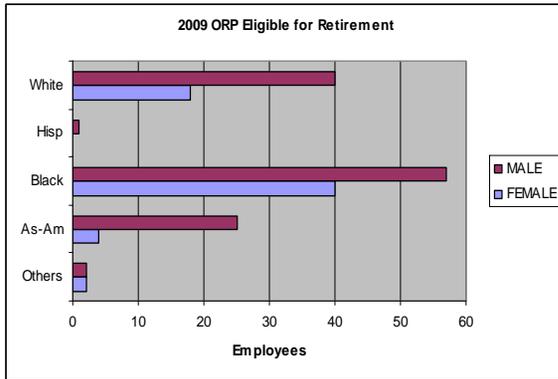
FY' 07/08

Comparison by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	Turnover Rate	Comments
1A – Senior Executive Officers	0.20%	
1B – Institutional & Chief Functional Officers	0.40%	
1C – Department Heads, Chairs & Directors	0.80%	
2A – Faculty	3.20%	
2B – Professionals with Academic Rank	0.40%	
3A – Administrative Unit Heads/ Professionals	0.00%	
3B – Managers	0.00%	
3C – Administrative / Professional Associates	0.20%	
4 – Other Professionals	2.10%	
5 – Office / Clerical	3.10%	
6 – Technical / Paraprofessional	1.70%	
7 – Skilled Crafts	0.70%	
8 – Service & Maintenance	2.30%	
9 – Other (Miscellaneous Status Designations)	0.00%	

Appendix 4. Retirement Projections

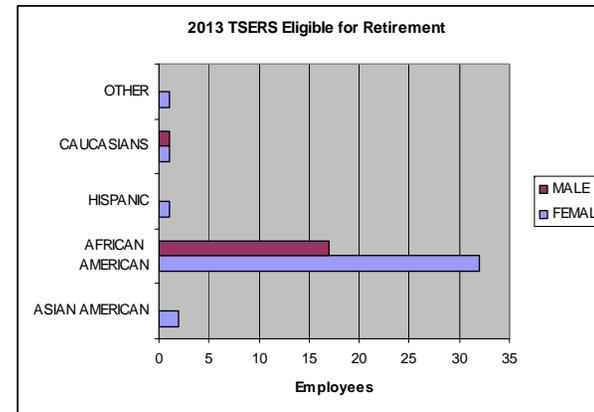
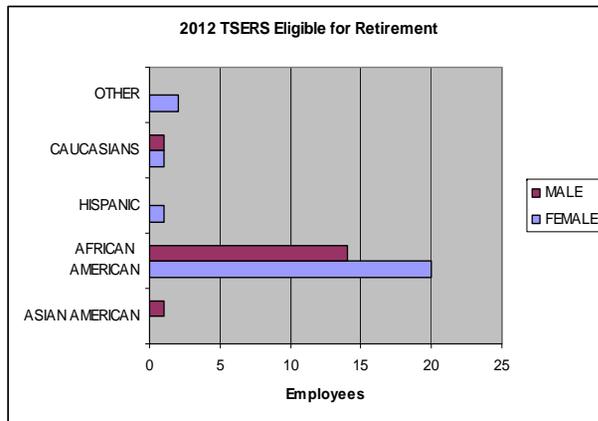
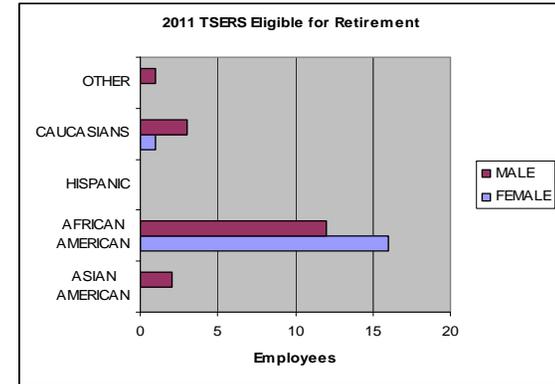
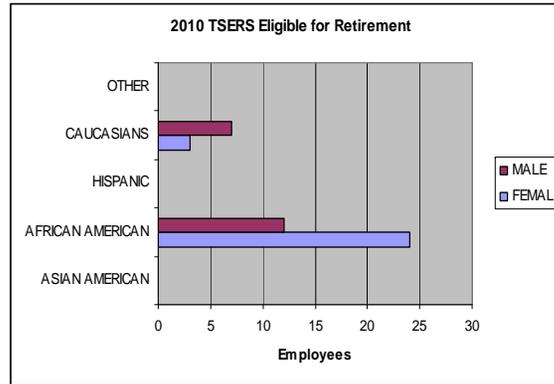
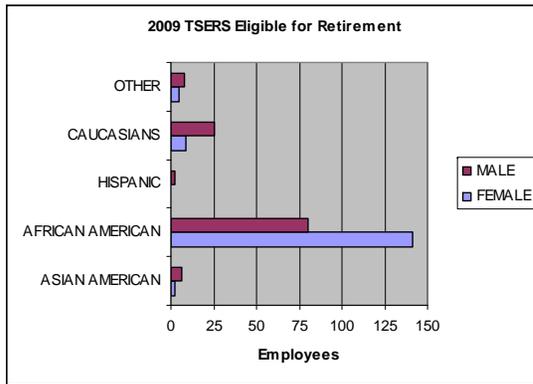
NC A&T Optional Retirement Plan (ORP) Eligible for Retirement Headcount by Race and Gender (excludes students and temporaries)



NCA&TSU Retirement (ORP Eligible) 5 or more years of state service.
 Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	2009	2010	2011	2012	2013
1A – Senior Executive Officers	1				1
1B – Institutional & Chief Functional Officers	8	3			14
1C – Department Heads, Chairs & Directors	15	3	1	6	3
2A – Faculty	160	20	22	18	62
2B – Professionals with Academic Rank	3				
3A – Administrative Unit Heads/ Professionals					
3B – Managers					
3C – Administrative / Professional Associates					3
4 – Other Professionals	2			7	7
5 – Office / Clerical					
6 – Technical / Paraprofessional				1	
7 – Skilled Crafts					
8 – Service & Maintenance					
9 – Other (Miscellaneous Status Designations)					
Grand Total	189	26	23	32	90
Average Age - Female	52	52	45	51	42
Average Age - Male	54	47	43	49	45
Average Salary	\$ 80,596	\$ 72,901	\$ 67,447	\$ 73,636	\$ 81,094

NC A&T Teachers' and State Employees' Retirement System (TSERS) Eligible for Retirement
 Headcount by Race and Gender (excludes students and temporaries)



NC A&T Retirement (TSERS Eligible age 50 & 20 years service)
 Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	2009	2010	2011	2012	2013
1A – Senior Executive Officers					
1B – Institutional & Chief Functional Officers					2
1C – Department Heads, Chairs & Directors				1	
2A – Faculty		2	3	1	4
2B – Professionals with Academic Rank			1		
3A – Administrative Unit Heads/ Professionals				2	1
3B – Managers	2			1	
3C – Administrative / Professional Associates					
4 – Other Professionals		3	3	1	3
5 – Office / Clerical	6	6			8
6 – Technical / Paraprofessional	1	1	5	4	5
7 – Skilled Crafts		1	1		
8 – Service & Maintenance	1	1		1	
9 – Other (Miscellaneous Status Designations)					1
Grand Total	10	14	13	11	24
Average Age	56	53	52	65	51
Average Age - Female					
Average Age - Male					
Average Salary	\$ 62,068	\$ 49,859	\$ 47,113	\$ 48,000	\$ 50,199

NC A&T Retirement (TSERS Eligible age 65 & 5 years service)
 Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	2009	2010	2011	2012	2013
1A – Senior Executive Officers					
1B – Institutional & Chief Functional Officers	5				
1C – Department Heads, Chairs & Directors	3		1		1
2A – Faculty	11				4
2B – Professionals with Academic Rank		1	3		
3A – Administrative Unit Heads/ Professionals	1				
3B – Managers				1	
3C – Administrative / Professional Associates					
4 – Other Professionals	4			1	
5 – Office / Clerical	11		1	5	1
6 – Technical / Paraprofessional	2				1
7 – Skilled Crafts	2		1	2	
8 – Service & Maintenance	3			5	
9 – Other (Miscellaneous Status Designations)			1		2
Grand Total	42	1	7	14	9
Average Age	68	68	65	54	64
Average Age - Female					
Average Age - Male					
Average Salary	\$ 63,119	\$ 54,000	\$ 62,442	\$ 50,903	\$ 53,172

NC A&T Retirement (TSERS Eligible 30 years service & Any Age)
 Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	2009	2010	2011	2012	2013
1A – Senior Executive Officers					
1B – Institutional & Chief Functional Officers	2				
1C – Department Heads, Chairs & Directors	4				
2A – Faculty	18				
2B – Professionals with Academic Rank					
3A – Administrative Unit Heads/ Professionals	1				
3B – Managers	1				
3C – Administrative / Professional Associates					
4 – Other Professionals	4				
5 – Office / Clerical	13				
6 – Technical / Paraprofessional	2				
7 – Skilled Crafts					
8 – Service & Maintenance	2				
9 – Other (Miscellaneous Status Designations)					
Grand Total	47	0	0	0	0
Average Age	62	0	0	0	0
Average Age - Female					
Average Age - Male					
Average Salary	\$ 66,278	\$ 0	\$ 0	\$ 0	\$ 0

NC A&T Retirement (TSERS Eligible age 60 & 25 years service)
 Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	2009	2010	2011	2012	2013
1A – Senior Executive Officers					
1B – Institutional & Chief Functional Officers	1				
1C – Department Heads, Chairs & Directors	2				
2A – Faculty	8				
2B – Professionals with Academic Rank	1				
3A – Administrative Unit Heads/ Professionals	1				
3B – Managers					
3C – Administrative / Professional Associates					
4 – Other Professionals	2				
5 – Office / Clerical	3				
6 – Technical / Paraprofessional	2				
7 – Skilled Crafts					
8 – Service & Maintenance	2				
9 – Other (Miscellaneous Status Designations)					
Grand Total	22	0	0	0	0
Average Age	64	0	0	0	0
Average Age - Female					
Average Age - Male					
Average Salary	\$ 71,405	\$ 0	\$ 0	\$ 0	\$ 0

NC A&T Retirement (TSERS Eligible age 60 & 5 years service)
 Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	2009	2010	2011	2012	2013
1A – Senior Executive Officers	1				
1B – Institutional & Chief Functional Officers	2		1	1	1
1C – Department Heads, Chairs & Directors	13	2	1		
2A – Faculty	1	6		4	2
2B – Professionals with Academic Rank	2	1	1		
3A – Administrative Unit Heads/ Professionals	1	1			
3B – Managers			1		1
3C – Administrative / Professional Associates		1			
4 – Other Professionals	31	6	1	4	1
5 – Office / Clerical	2		5	12	2
6 – Technical / Paraprofessional	2		1	2	5
7 – Skilled Crafts					2
8 – Service & Maintenance	8		3		1
9 – Other (Miscellaneous Status Designations)					
Grand Total	63	17	14	23	15
Average Age	61	60	59	57	53
Average Age - Female					
Average Age - Male					
Average Salary	\$ 43,197	\$ 54,884	\$ 46,422	\$ 19,287	\$ 40,608

Appendix 5. NC A&T Promotions, Transfers and Reclassifications

NC A&T Promotions

Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	Total Headcount FY' 05/06	Total Headcount FY' 06/07	Total Headcount FY' 07/08
1A – Senior Executive Officers	0	1	1
1B – Institutional & Chief Functional Officers	3	4	7
1C – Department Heads, Chairs & Directors	1	30	10
2A – Faculty	22	15	14
2B – Professionals with Academic Rank	1	0	2
3A – Administrative Unit Heads/ Professionals	2	0	1
3B – Managers	0	0	0
3C – Administrative / Professional Associates	0	0	2
4 – Other Professionals	2	4	3
5 – Office / Clerical	47	18	34
6 – Technical / Paraprofessional	15	10	11
7 – Skilled Crafts	5	4	6
8 – Service & Maintenance	21	11	11
9 – Other (Miscellaneous Status Designations)	0	0	0
Grand Total	119	97	102

NC A&T Horizontal Transfers

Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	Total Headcount FY' 05/06	Total Headcount FY' 06/07	Total Headcount FY' 07/08
1A – Senior Executive Officers	1	0	0
1B – Institutional & Chief Functional Officers	2	2	8
1C – Department Heads, Chairs & Directors	2	1	8
2A – Faculty	12	5	3
2B – Professionals with Academic Rank	3	3	4
3A – Administrative Unit Heads/ Professionals	0	1	1
3B – Managers	0	0	0
3C – Administrative / Professional Associates	0	0	0
4 – Other Professionals	6	9	2
5 – Office / Clerical	25	22	12
6 – Technical / Paraprofessional	1	0	4
7 – Skilled Crafts	0	1	0
8 – Service & Maintenance	6	7	2
9 – Other (Miscellaneous Status Designations)	0	0	0
Grand Total	58	51	44

NC A&T Reclassifications

Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	Total Headcount FY' 05/06	Total Headcount FY' 06/07	Total Headcount FY' 07/08
1A – Senior Executive Officers	0	0	0
1B – Institutional & Chief Functional Officers	0	0	0
1C – Department Heads, Chairs & Directors	0	0	2
2A – Faculty	0	0	0
2B – Professionals with Academic Rank	0	0	0
3A – Administrative Unit Heads/ Professionals	0	0	0
3B – Managers	0	0	0
3C – Administrative / Professional Associates	0	0	0
4 – Other Professionals	4	3	2
5 – Office / Clerical	13	10	9
6 – Technical / Paraprofessional	2	1	3
7 – Skilled Crafts	0	0	0
8 – Service & Maintenance	1	1	0
9 – Other (Miscellaneous Status Designations)	0	0	0
Grand Total	20	15	16

Appendix 6. NC A&T Adjunct Faculty Demographics

NC A&T Headcount and Demographics EPA Adjunct Faculty

BCAT Occupational Group	Total Headcount FY' 05/06	Total Headcount FY' 06/07	Total Headcount FY' 07/08
1A – Senior Executive Officers		0	0
1B – Institutional & Chief Functional Officers		1	0
1C – Department Heads, Chairs & Directors		0	2
2A – Faculty		256	321
2B – Professionals with Academic Rank		0	0
3A – Administrative Unit Heads/ Professionals		1	0
3B – Managers		0	0
3C – Administrative / Professional Associates		16	0
4 – Other Professionals		19	35
5 – Office / Clerical		2	0
6 – Technical / Paraprofessional		0	0
7 – Skilled Crafts		0	0
8 – Service & Maintenance		0	0
9 – Other (Miscellaneous Status Designations)		0	0
Grand Total		295	358

Appendix 7. NC A&T New and Abolished Positions

NC A&T Positions - New

Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	Total Headcount FY' 05/06	Total Headcount FY' 06/07	Total Headcount FY' 07/08
1A – Senior Executive Officers			
1B – Institutional & Chief Functional Officers		2	4
1C – Department Heads, Chairs & Directors	3	6	6
2A – Faculty	15	44	12
2B – Professionals with Academic Rank			3
3A – Administrative Unit Heads/ Professionals			
3B – Managers			
3C – Administrative / Professional Associates		5	4
4 – Other Professionals	14	17	21
5 – Office / Clerical	18	20	23
6 – Technical / Paraprofessional	13	17	11
7 – Skilled Crafts	4		6
8 – Service & Maintenance	14	5	10
9 – Other (Miscellaneous Status Designations)			
Grand Total	81	116	100

NC A&T Positions - Abolished

Headcount by Occupational Group (excludes students and temporaries)

BCAT Occupational Group	Total Headcount FY' 05/06	Total Headcount FY' 06/07	Total Headcount FY' 07/08
1A – Senior Executive Officers			
1B – Institutional & Chief Functional Officers		1	1
1C – Department Heads, Chairs & Directors			2
2A – Faculty		6	3
2B – Professionals with Academic Rank			
3A – Administrative Unit Heads/ Professionals			
3B – Managers			
3C – Administrative / Professional Associates	1	2	3
4 – Other Professionals		15	2
5 – Office / Clerical	7	19	6
6 – Technical / Paraprofessional	2	6	7
7 – Skilled Crafts	1	3	1
8 – Service & Maintenance		3	1
9 – Other (Miscellaneous Status Designations)			
Grand Total	11	55	26

X. Review of Tenure and Rewards Systems North Carolina A&T State University

I. UNC Tomorrow Phase II Response Plan Guidelines

Areas of Focus: Campuses are asked to address the following areas of focus during UNC Tomorrow Phase II Response Planning Process.

Areas of Focus E. Review of Tenure and Reward System in relation to integration of UNC Tomorrow Recommendations and other findings and goal setting by the campus.

The UNC Tomorrow Commission recommended that “UNC should lead the campuses in a refinement and adjustment of the tenure, promotion, and incentive system to place greater value on faculty involvement and engagement in applied research and outreach that will enhance the state’s competitiveness without decreasing support for teaching, basic research and scholarship.” (Sec. 5.3)

Campuses are asked to outline the process by which they will review their tenure, promotion, and incentive systems to determine whether their systems appropriately value faculty involvement and engagement in applied research, outreach, and public service consistent with the Commission’s recommendation, and the process by which campuses will adopt changes, if necessary and appropriate, to their current systems. In outlining their process, campuses are asked to identify the mechanisms by which faculty will be involved, and the time frame for conducting this review and adopting changes. Campuses are not expected to have completed their review of promotion and tenure policies by December 1st; rather, campuses are asked to develop the process by which this review will take place and report on that process by December 1st.

In reviewing their tenure, promotion, and incentive systems, campuses are asked to consider the following suggested strategies identified by the UNC Tomorrow Commission:

- *Encourage faculty to address important societal issues, and reward them for doing that work well;*
- *Create incentives for faculty to engage in applied research, scholarship, and public service;*
- *Continue to support and reward basic research, theoretical scholarship, and creative activities;*
- *Make appropriate University faculty more accessible to small business owners, nonprofit organizations, K-12 schools, and community groups; and,*
- *Continue to support the use of the tenure process as a way to validate that faculty candidates are highly qualified experts in their fields.*

In considering modifications to faculty reward systems, campuses are asked to also consider issues that may relate to rewards and incentives that support faculty work in developing online and distance education programs. Finally, campuses are asked to continue to affirm the value of and reward quality teaching, and student advising and mentoring by faculty.

II. NC A&T State University Phase II Response Plan Review of Tenure and Reward System

A. Goal

To outline the process by which North Carolina Agricultural and Technical State University (NC A&T) will review its tenure, promotion, and incentive systems to determine whether its systems appropriately value faculty involvement and engagement in applied research, outreach, and public service consistent with the Commission's recommendation, and the process by which the University will adopt changes, if necessary and appropriate, to the current system.

B. Strategies

The Tenure and Reward System Action Team used the set of strategies listed below to implement a comprehensive review of reappointment, promotion, tenure, reward, and incentive policies currently used at NC A&T. These strategies are:

- Encourage faculty to address important societal issues, and reward them for doing that work well;
- Create incentives for faculty to engage in applied research, scholarship, and public service;
- Continue to support and reward basic research, theoretical scholarship, and creative activities;
- Make appropriate University faculty more accessible to small business owners, nonprofit organizations, K-12 school, and community groups; and,
- Continue to support the use of the tenure process as a way to validate that faculty candidates are high qualified experts in their fields.

C. Current Assessment and Recommendations

Current University policies and procedures for reappointment, promotion, and tenure (RPT) of faculty comply with existing University of North Carolina System guidelines. Representation on the University Committee is proportional to the number of tenured and tenure-track faculty in the Schools and Colleges. Each School/College has committees which review applications submitted by respective departmental RPT committees. Although each academic discipline has flexibility in determining specific RPT criteria, the overall goals of RPT and rewards should be transparent in design and implementation, provide clarity for faculty and the respective review committees regarding criteria, and address the five strategies suggested by the UNC-Tomorrow Commission.

The Action Team also recommends that RPT criteria reflect the "scholarship of teaching and learning" (SoTL) in RPT and the rewards processes. These criteria should also serve as the basis for faculty incentives and rewards. In addition to the review process outlined below, the University has already proposed additional initiatives to address RPT. In the UNC Tomorrow Phase I Response Plan submitted, the University outlined plans to develop a signature program (the Center for Outreach, Engagement, and Economic Development) for coordinating a variety of economic development, community engagement, and outreach activities. Current promotion and tenure policies are more narrowly focused on traditional evaluations of teaching, research, and service – with little recognition of faculty efforts at promoting greater interaction with the larger non-university community. The Office of the Provost has also proposed the establishment of a faculty committee, to include Deans and Department Chairs, to ensure that the RPT processes properly reward faculty for community engagement (UNC Tomorrow Phase I Response Plan).

The Tenure and Reward System Action Team distributed a “self-reporting” survey to all School/College Deans and Department Chairpersons with faculty subject to RPT (total of 42). Its purpose was to have each chairperson assess whether their current RPT guidelines address the suggested five strategies identified by the UNC Tomorrow Commission and a sixth strategy developed by the Action Team in their current promotion, tenure, annual review processes, faculty incentives/rewards, and explicitly rewards faculty engagement in the scholarship of teaching and learning. The data collected are summarized in the Table 1 below.

Table 1. Results of the “Self-Reporting” Survey

	<i>Strategy Statement</i>	<i>Agree</i>	<i>Disagree</i>
1	Encourages faculty to address important societal issues, and rewards them for doing that work well.	50.0% (n = 21)	50.0% (n = 21)
2	Creates incentives for faculty to engage in applied research, scholarship, and public service.	81.0% (n = 34)	19.0% (n = 8)
3	Continues to support and reward basic research, theoretical scholarship, and creative activities.	92.9% (n = 39)	7.1% (n = 3)
4	Make appropriate University faculty more accessible to small business owners, nonprofit organizations, K-12 schools, and community groups.	69.0% (n = 29)	31.0% (n = 13)
5	Continues to support the use of the tenure process as a way to validate that faculty candidates are highly qualified experts in their fields.	88.1% (n = 37)	11.9% (n = 5)
6	The promotion, tenure, and annual review process in our department/school/college explicitly rewards faculty engagement in the scholarship of teaching and learning.	78.6% (n = 33)	21.4% (n = 9)

The responses from University deans and department chairpersons were, with few exceptions, consistent. Fifty percent agreed that their current RPT and reward criteria do not explicitly address societal issues. Nearly one-third of respondents did not agree that faculty, where appropriate, are made accessible to small business owners, nonprofit organizations, K-12 schools, and community groups. The strategy statement added by the Action Team, relating the importance of faculty engagement in the scholarship of teaching and learning revealed that 21.4% did not use this specifically in their RPT and rewards system. Several comments indicated this was part of the overall evaluations of teaching effectiveness.

D. Specific Plans For Review

The Action Team recommends the creation of a University-wide RPT Review Committee (U-RTPRC). The committee will include representatives from the University RPT Committee (3), each school/college RPT committee (9), UNC Tomorrow Phase II Review of Tenure and Reward System Action Team (3), and the Faculty Senate (via the creation of a new committee or utilizing 3 members of the existing Faculty Welfare Sub-Committee). The suggested membership on the committee will assure faculty involvement and is consistent with shared governance in this review process.

The specific actions to be undertaken throughout the Tenure and Reward System Review process are shown in Table 2. Also shown in the Table are the roles of the groups identified to be involved in the action(s) as well as the projected timelines and completion dates. The responsibility for coordinating the outlined activities will be coordinated by the Office of the Provost and Vice Chancellor for Academic Affairs.

**Table 2. UNC Tomorrow Phase II Review of Tenure and Reward System Suggested Actions and Timeline
North Carolina A&T State University**

<i>Step</i>	<i>Action/Explanation</i>	<i>Groups Involved</i>	<i>Timeline</i>
A	Survey departments (self reporting) to determine current incorporation of UNC Tomorrow Commission suggested strategies in reappointment, promotion, and tenure (RPT) guidelines; and the role of scholarship of teaching and learning (SoTL) recognition in RPT guidelines.	UNC Tomorrow Phase II Review of Tenure and Reward System Action Team.	By November 5, 2008
B	Develop RPT Review Committee	Composed of representatives from: <ul style="list-style-type: none"> ▪ University RPT Committee (3) ▪ School/college RPT Committees (9) ▪ UNC Tomorrow Phase II Review of Tenure and Reward System Action Team (3) ▪ Faculty Senate (2) 	December 2008
C	Collect and review current RPT guidelines (<i>RPT Review</i>) at university, school/college, and department level with respect to: (1) UNC Tomorrow Commission suggested strategies in reappointment, promotion, and tenure (RPT) guidelines; (2) recognition for SoTL activities; and, (3) clarity and transparency in the RPT Process.	RPT Review Committee	December 2008 – February, 2009
D	Provide summary of <i>RPT Review</i> findings and recommended changes to deans and chairs.	RPT Review Committee	March 15, 2009
E	Propose new award(s) and award procedures to complement current University teaching/research awards with respect to UNC Tomorrow Commission strategies (e.g. community engagement/public service).	RPT Review Committee NC A&T Honors and Awards Committee	Spring 2009
F	Request suggested changes in school/college RPT guidelines in light of <i>RPT Review</i> recommendations.	RPT Review Committee, Deans	March – May 2009
G	Initiate discussion in departments on changes to RPT guidelines with respect to <i>RPT Review</i> recommendations. Request suggested changes in RPT guidelines from departments.	RPT Review Committee, Chairs	March – May 2009
H	Develop draft of proposed changes to University-level RPT policies (see NCAT Faculty Handbook] based on school/college/departmental feedback).	RPT Review Committee	June – September 2009
I	Lead "Town Hall" faculty meetings to discuss, modify, clarify, and develop consensus on recommended University-level RPT policy changes.	RPT Review Committee	September – October 2009

J	Obtain department/school/college feedback on recommended University-level RPT policy changes.	RPT Review Committee, Deans, Chairs	October 2009
K	Present modifications of University-level RPT policies to NC A&T Faculty Senate for discussion and approval.	RPT Review Committee	November 2009
L	Modify school/college/department RPT policies to align with Faculty Senate-approved University RPT policy changes.	Deans, Chairs	November, 2009 - Early Spring 2010
M	Review modified school/college/department RPT policies for consistency with modified University-level RPT guidelines.	RPT Review Committee	Late Spring 2010
N	Submit modified University-level RPT policies for approval by NC A&T Board of Trustees and UNC Board of Governors.	RPT Review Committee	Spring 2010
O	New RPT guidelines in place at University, school/college, and department levels.	Deans, Chairs	Fall 2010

Appendix A

UNC Tomorrow Phase II Response Plan Members North Carolina A&T State University

UNC Tomorrow Campus Planning Team Members

- Stanley Battle, Chancellor, **CHAIR**
- Alton Thompson, Provost and Vice Chancellor for Academic Affairs - **Associate Chair**
- Narayanaswamy Radhakrishnan, Vice Chancellor for Research and Economic Development
- Linda McAbee, Vice Chancellor for Human Resources
- Robert Pompey, Vice Chancellor for Business and Finance
- Sullivan Welborne, Vice Chancellor for Student Affairs
- Linda Callahan, Faculty Senate President
- Harry Giberson, Staff Senate President
- Kenneth Murray, Associate Vice Chancellor for Academic Affairs
- James Gooch, Academic Affairs

21st Century Skills Work Group Members

- Joseph Graves, Dean – University Studies – **CHAIR**
- Solomon Billlign, Professor – Physics Dept
- Kathy Cousins-Cooper, Associate Professor – Mathematics Dept
- Sonya Draper, Assistant Professor – Graphic Communications Systems and Technology Studies Dept
- Emmanuel Ikegwu, Associate Professor – Foreign Languages Dept
- Denise Iverson-Payne, Assistant Vice Chancellor – Office of Student Development
- Devdas Pai, Professor – Mechanical Engineering Dept
- John Slade, Assistant Professor – University Studies
- Lea Williams, Associate Vice Chancellor – Office of Academic Affairs

Global Competitiveness Work Group Members

- Minnie Battle Mayes, Director – International Programs – **CHAIR**
- Phoebe Ajibade, Assistant Professor – Human Performance and Leisure Studies Dept
- Chi Anyansi-Archibong, Professor – Business Administration
- Elizabeth Barber, Assistant Professor – Leadership Studies Dept
- Agya Boakye-Boaten, Assistant Professor – University Studies
- John A. Cole, Associate Professor – Economics and Finance Dept
- Beverly Grier, Director – Liberal Studies
- Wendy Hamblet, Assistant Professor – University Studies
- Sarita Jackson, Professor – Political Science and Criminal Justice Dept
- Patricia Price Lea, Professor – School of Nursing
- Michele Levy, Professor – English Dept
- Donna McGiboney, Assistant Professor – Spanish Dept
- John Paul Owens, Adjunct Instructor – Agribusiness, Applied Economics and Agriscience Education Dept
- Eui Park, Associate Professor – Industrial and Systems Engineering Dept
- Thomas Porter, Professor – History Dept
- Michael J. Roberto, Assistant Professor - History Dept

- Musibau Shofoluwe, Professor – Construction Management and Safety Dept
- Terrence Thomas, Adjunct Associate Professor – Agricultural Education Dept
- Cynthia Thompson, Assistant Dean – School of Technology
- Abraham Woldeghebreiel, Associate Professor – Animal Sciences Dept

Increasing Access to Higher Education Work Group Members

- Tracey Ford, Director, Center for Academic Excellence - **CHAIR**
- Yvette Underdue Murph, Associate Vice Chancellor – Enrollment Management
- Miriam Wagner, Associate Professor, Human Development & Services
- Phillip Carey, Professor, Sociology and Social Work
- George Robinson Jr., Associate Professor & Chair, Psychology
- Kenneth Roberts, Associate Professor, Chemical Engineering
- Phyllis Cole, Director, Evening/Weekend Programs
- Gwendolyn Godard, Director Distance Learning
- Karen Smith-Gratto, Associate Professor, Curriculum & Instruction
- Peggy Oliphant, Director, Veteran and Disability Support Services
- Sherri Avent, Director, Financial Aid
- Beverly Wallace, Director, Upward Bound
- George McCormick, Associate Director of Graduate Admissions
- Mozell Weston, Senior Associate Director of Admissions
- Veronica Ford, Associate Director, Evening/Weekend Programs
- Jason Moore, CAE Retention Advisor for University Studies
- Antonio Perry, CAE Retention Advisor for the School of Technology
- Daniel Miller, Associate Professor, Leadership Studies
- Anthony Graham, Assistant Professor, Curriculum and Instruction Dept

Improving Public Education Work Group Members

- Ceola Ross Baber, Dean – School of Education – **CHAIR**
- Antoine Alston, Associate Professor – Agribusiness, Applied Economics and Agriscience Education Dept
- Walthea Cobitz, Assistant Dean – School of Education
- Vallie Guthrie, Associate Professor – Mathematics & Director GAMSEC
- Karen Guy, Assistant Professor – Curriculum and Instruction Dept and Director Student of Teaching and Internships
- Sharon Hoard, Director – Teaching Fellows Program
- Linda Hopson, Associate Professor – Human Development and Services Dept
- Cathy Kea, Professor – Curriculum and Instruction Dept
- Thelma King, Associate Professor – Business Education Dept
- Dorothy Leflore, Associate Professor & Chair – Curriculum and Instruction Dept
- Cailisha Petty, Associate Professor – Biology Dept
- Katrina Staley, Assistant Professor – Mathematics Dept
- Shawn Watlington, Secondary Clinical Faculty – School of Education
- Daniel Webb, Assistant Professor – Human Performance and Leisure Studies Dept
- Tammy Webb, Assistant Professor – Human Development and Services Dept

Economic Transformation, Community Development, Outreach and Engagement Work Group Members

- Thaddeus McEwen, Professor – Business Administration Dept – **CHAIR**

- Blair Abee, Director – Triad Region, Small Business and Technology Development Center
- Robin Adams, Director – Communications and Technology, Agriculture and Environmental Sciences
- Eric Cheek, Assistant Vice Chancellor – Summer Sessions and Outreach
- Joyce Edwards, Executive Director – Career Services & Experiential Learning
- Kathryn Dobie, Professor & Director – Transportation Institute
- Ray McKinnie, Associate Dean – Cooperative Extension Programs, School of Agriculture and Environmental Sciences
- Lee Morgan, Director of Service Learning – Student Affairs
- Patricia O'Connor, Director – Continuing and Professional Studies
- Nettie Rowland, Director – Media Relations
- Douglas Speight, II, Assistant Vice Chancellor – Office of Outreach, DORED
- Wayne Szafranski, Director – Technology Transfer and Commerce, DORED
- Silvanus Udoka, Associate Professor – Business Administration Dept
- Chastity Warren-English, Assistant Professor – Agribusiness, Applied Economics and Agriscience Education Dept

Health Work Group Members

- Patricia Chamings, Dean, School of Nursing - **CHAIR**
- Linda Wilson, Director, Health Center
- Goldie Byrd, Professor and Chair, Biology
- Sharon Criner, Director, Outreach Summer Sessions
- Glenna Barnes, Assistant Professor, Sociology and Social Work
- Susan Schumacher, Associate Professor, Psychology
- Brenda Swearingin, Instructor, Human Performance & Leisure Studies
- LaToya Rogers, Associate Professor, Nursing
- Patricia Lynch, Assistant Professor, Family and Consumer Sciences

Environment Work Group Members

- Godfrey Uzochukwu, Director, Waste Management Institute - **CHAIR**
- Keith Schimmel, Director, PhD in Energy and Environmental Studies
- Shooou-Yuh Chang, Professor, Civil and Environmental Engineering
- Andrew Small, Director Environmental Health and Safety
- Abolghasern Shahbazi, Professor and Director Biological Engineering
- Carey Baldwin, Director Physical Plant
- Robert L. Powell, Assistant Professor, Architectural Engineering
- Harmohindar Singh, Professor, Architectural Engineering
- Regina Williams, Assistant Professor, English Dept

Existing Degree Programs Action Team Members

- Benjamin Uwakweh, Dean – School of Technology – **CHAIR**
- Deborah Barnes, Associate Dean – University Studies
- Alice Boyd-Williams, Assistant Dean – Graduate School
- Nita Dewberry, Associate Dean – College of Arts and Sciences
- Gwendolyn Highsmith-Quick, Associate Professor and Interim Chair – Accounting Dept
- Trent Larson, Associate Professor and Interim Chair – Human Performance & Leisure Studies Dept
- Donald McDowell, Interim Dean – School of Agriculture and Environmental Sciences
- Sanjiv Sarin, Associate Dean – College of Engineering

- Patricia Shelton, Assistant Dean – School of Nursing
- Earnest Walker, Associate Dean – School of Technology

Faculty and Staff Recruitment and Retention Action Team Members

- Michael Plater, Dean, College of Arts and Sciences – **CHAIR**
- Linda McAbee, Vice Chancellor for Human Resources
- Sharon Neal, Director, EPA Salary Administration
- Wanda Lester, Assistant Dean, School of Business and Economics
- Comfort Okpala, Assistant Dean, School of Education
- Tommy Ellis, Associate Dean of Administration, School of Agriculture and Environmental Sciences
- Linda Callahan, Faculty Senate President
- Harry Giberson, Staff Senate President
- Mary Smith, Associate Professor, Biology
- Toni McRae, Administrative Support Associate, Distance Learning

Review of Tenure and Reward System Action Team Members

- Joseph Whittaker, Associate Professor, Biology Dept // Faculty Chair of the RPT Committee – **CHAIR**
- Cathy Badgett, Clinical Associate Professor – School of Nursing
- Julian Benjamin, Professor – Marketing, Transportation and Supply Chain Dept
- Robert Drake, Assistant Professor – University Studies
- Stephanie Luster-Teasley, Assistant Professor – Civil, Architectural, Agricultural and Environmental Engineering Dept
- Geraldine Ray, Associate Professor – Family & Consumer Sciences Dept
- Craig Rhodes, Associate Professor – Graphic Communication Systems & Technology Studies Dept
- Scott Simkins, Director – Academy for Teaching and Learning
- Carolyn Turner, Associate Dean – School of Agriculture and Environmental Sciences
- Sharon Waldrum, Assistant Professor – Human Development and Services Dept
- James Wood, Associate Professor – History Dept

Mission Review Action Team

- Stanley Battle, Chancellor – **CHAIR**
- Quiester Craig, Dean, School of Business and Economics
- Alton Thompson, Provost and Vice Chancellor for Academic Affairs – **Co-Chair**
- Sandra Totten, Assistant Director, Title III HBCU
- Samuel Moseley, Professor and Chair, Political Science and Criminal Justice
- Vijay Verma, Vice Chancellor for the Division of Information Technology
- Earl Hilton, Executive Director Internal Operations, Student Services
- Leonard Jones, Executive Director, Housing and Resident Life, Student Services
- William Barlow, Director, Design and Construction, Facilities
- Marcus Bass, SGA President

Changes to internal Policies and Processes Work Group Members

- Scott Simkins, Director, Academy for Teaching and Learning - **CHAIR**
- Larry Kreiser, Internal Auditor
- Craig Rhodes, Associate Professor, Graphic Communications Systems & Technology Studies
- Sharon Neal, Director, EPA Salary Administration
- Scott Hummel, Assistant Vice Chancellor for Business and Finance/Comptroller

- Valerie Green, Chief Legal Council
- Alvin Keyes, Associate Professor, Psychology
- Mitzi Bond, Associate Vice Chancellor Research Administration
- Robert Ussery, Assistant Vice Chancellor Institutional Research
- Frederick Ferguson, Professor, Mechanical Engineering