



The Aggie Report

A BIWEEKLY NEWSLETTER FOR FACULTY AND STAFF OF NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

FUTURES Planning and Resource Council

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Environmental Design

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Interim Vice Chancellor
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Dr. Grace McWhorter
ACE Fellow

Chancellor Charges FUTURES Planning and Resource Council

During the past decade, the competition in higher education for high quality students, public support and private resources has intensified. This trend will continue.

Over time we have positioned North Carolina Agricultural and Technical State University so that it is appropriately competitive as we responded to opportunities that serve our students and our community. It is now time to move beyond positioning and develop institutional foresight that will form the core of a proactive planning process.

Our institutional activity so far has centered on five themes: 1) the interactive university, 2) student success, 3) resource diversification and expansion, 4) information technology, and 5) globalization. It is time to reexamine these themes and continue to chart the

best possible directions for this institution.

A dynamic university never stops generating enthusiastic efforts to achieve its mission. A successful planning effort must encompass the consideration of a broad spectrum of ideas, points of view and orientations. It also must include informed judgements as well as actionable goals.

As we look to the future we must have high ambitions. We must be intent listeners to one another as well as to the external community in order to elicit the genuine values that we are willing to live up to and hold as our standard. Identification of institutional distinctiveness will drive this process. We must also translate these values into actions, and we must realize that optimism about our future cannot be transformed into vital actions without deliberate effort.

During the 2000-01 academic year, the FUTURES Planning and Resource Council will be central to the process of advising the Chancellor in planning our future. Council members will provide important leadership for strategic institution-wide thinking.

The Council, together with campus colleagues, students, and community friends, will consider future challenges and opportunities. We must anticipate to our advantage the major changes, trends, socioeconomic and technological movements, e.g., driving forces that will affect North Carolina A&T in the next three to five years. Now is the time to capture the opportunities to build on our rich tradition and current momentum.

Specifically, the charge to the Council in engaging the process of strategic visioning is to think boldly, insure campus-wide



Renick

participation/communication, study the facts/data, advise the Chancellor, and maintain a university-wide perspective. These actions are essential to facilitate continuity of the strategic visioning process.

I am confident that our efforts will result in a plan of constant, purposeful innovation to ensure that North Carolina Agricultural and Technical State University meets the challenges of the future.

FUTURES Planning and Resource Council



Chisley



Craig



Edwards



Grotsky



Harrigan



Hoard



Hunter



Jeffries



Johnson



McGirt



McWhorter



Meyers



Meyers



Mitchell



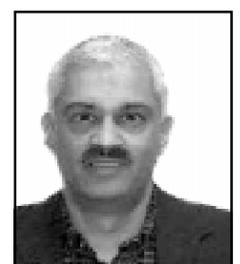
Moseley



Psalmonds



Renwick



Sarin



Smith



Speight



Stearns



Uzochukwu



Willis



Wilson

Internal Scan Team Reports Findings

The FUTURES Internal Scan Team, comprised of faculty, staff, and administrators, analyzed the internal environment at N.C. A&T.

The team examined internal databases for information pertaining to the university's faculty, students, administration, staff, revenues and expenditures. They also studied the existing academic niche, academic support services, administrative processes and physical structure. Upon reviewing the information, the team's role was to discern trends, driving forces and comparative advantages.

The initial report from the team listed comparative advantages as unique academic programs and qualified and dedicated faculty. Other strengths include the F.D. Bluford Library, The Interdisciplinary Research Center, the Center for Student Success and a student-centered core value.

However, several weaknesses seem to undermine the strengths in varying degrees. These weaknesses include but are not limited to a lack of evening/adult education degree programs, the perception of limited

on-campus parking, and the fact that too many of our students work.

Following the initial report, the Internal Scan Team held a series of focus group sessions with chairpersons, deans, vice chancellors and their administrative councils, or directors that produced an interesting list of Internal Driving Forces.

The "driving forces" that emerged from the dialogue and discussion in more than one group are:

1. The challenge of integrating information technology tools into the teaching and management areas of the educational organization;
2. Changing student attitudes, expectations, behavior, and satisfaction scores, e.g. our students today are different;
3. Quality control – "customer service driven";
4. The change in administration (e.g., leadership, mindset and management style); and
5. The resource allocation process and the need to diversify the resource base.

continued on back page

Internal Scan Team

Dr. Robert Davis (Chair)
Academic Affairs

Dr. Claude Barnes
Political Science

Ayanna Boyd-Williams
Graduate School

Hayes Bowling
Electrical Engineering

Dr. Eric Cheek
College of Engineering

Dr. Godfrey Gayle
Natural Resources and Environmental Science

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Academic Affairs/Technology and Telecommunication

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Center for Student Success

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Library Services

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English Department

Dr. Kenneth Roberts
Chemical Engineering

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Economics and Transportation Logistics

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Registrar's Office

Dr. Sonja Wilson
School of Nursing

External Scan Team

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U.S. Dept. of Commerce

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Forward Greensboro

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Mechanical Engineering

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Natural Resources and Environment Design

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John Pryor
Academic Affairs

Dr. "Jag" Sankar
Mechanical Engineering

Dr. Bernadine Sharpe-Chapman
Human Development and Services

Dr. Musibau Shofoluwe
Construction Management and Safety

MacArthur Sims
East Market Street Development Corp.

Dennis Stearns
Stearns Financial Services

Chuck Wallington
American Express

Demetris White
Computer Science

Harry Williams
Admissions

YOUR INPUT IS NEEDED

Be a part of planning N.C. A&T's future

Campus-wide FUTURES Planning Retreat

Facilitator: Dr. Edward M. Penson, Senior Principal and President of Penson-Strawbridge

**Webb Hall Auditorium
N.C. A&T State University Campus**

Thursday, April 19 1-5 p.m. **Friday, April 20 8 a.m.-5 p.m.**

**Saturday, April 21
8:30 a.m.-12:30 p.m.**

Refreshments

**RSVP by Thursday, April 12
(336) 334-7940**



External Scan Team Identifies Stakeholders' Perceptions

Like the FUTURES Internal Scan Team, the External Scan Team also was charged with examining the institutional values of North Carolina Agricultural and Technical State University and to conduct a scan.

The external team applied three models to identify the driving forces and the opportunities and threats that influence N.C. A&T's efforts at developing an effective competitive advantage. They include Porter's five forces in industry analysis, macroeconomic factor analysis and Porter's "Diamond" of nation-state attributes to industry competitive advantages.

To identify the external stakeholders perspective on the university's competitive advantage, an analysis of recent surveys of external stakeholder groups was made. Major findings in the respective areas are listed below.

Critical Success Factors (Industry Forces)

- Advancement in technology
- Increase in substitute institutions made possible by technology
- Smarter suppliers and consumers (buyers)
- Diverse and intense competition (top five include N.C. Central, N.C. State, UNCG, UNC and ECU)
- Inadequate resources
- Need for favorable positioning with the government, private industries and among faculty

Opportunities and Threats (Macro-Environment Forces)

- Growth trends in non-traditional students (continuing education/life-long learning)
- Growth trends among African American and Hispanic high school graduates
- "Graying of America" (specialty programs in health education)
- "Generation Digital" and self-employment trends (challenge for existing programs)
- Occupation/labor trends (growth in technical/service industries)

- Economic health for students and their parents (access to funds, upgrading university choices)
- Economic options for education (other job opportunities)
- Perception of A&T to enhance students' wellbeing (demand for graduates, ability to prosper in career path)
- Local and national economy (impact on funding from State of North Carolina)
- Financial independence of A&T (endowment, technology transfer)
- Technology impact on education (equipment, infrastructure, competition programs, learning processes)
- Federal, state and local government policies on education (budget cuts, bond issues, increase in scholarships, grants)
- University of North Carolina system's policies (student enrollment, faculty demands, administrative process)
- Global trends (inadequate resources, competition, students and faculty positioning)

Nation-State Attributes

- Factor endowment (quality of high school graduates, state and local infrastructure)
- Local demand (inadequate demand, low pressure for research and innovation, positioning with the private sector)
- Absence of strong and competitive suppliers and related industries (need for better positioning with high schools and private industries)
- Mild to strong rivalry among institutions in the UNC system (structure and policies)

Perception of External Stakeholders

- A&T is the largest national producer of African American engineers and a recognized undergraduate business program (McKinsey Report on Greensboro economic development)
- Three top qualities: academic programs, majors and campus technology (Institutional Image Study of Students, August 2000)
- High placement, good reputation and beautiful campus (students)

Scenarios Created to Describe University's Future Focus

On March 15, the FUTURES Planning and Resource Council, along with members of three scan teams (internal, external and values), participated in a retreat to develop scenarios that describe the future focus of North Carolina Agricultural and Technical State University.

Under the direction of Edward M. Penson, Ph.D., a consultant with more than 20 years' experience with clients in higher education as well as the business and government sectors, four new teams were formed for the purpose of crafting four scenarios. Upon sharing their theories, the four teams determined that some of the themes overlapped. The collective group then was able to craft three scenarios, each with its own unique features.

In the first scenario, A&T directs its energy and resources to become a distinctive doctoral granting/intensive institution, awarding at least 20 doctorates annually while maintaining an emphasis on teaching and service. (SEE Scenario I: HBCU Doctoral Intensive Institution for further details.)

The second scenario focuses on a horizontal organization that facilitates collaboration and fosters integrated learning 24 hours a day through the use of technology, globalization and flexible service delivery. (SEE Scenario II: Interdisciplinary/Inter-institutional University for further details.)

The third scenario describes the university's mission as driven by excellence in teaching, particularly at the undergraduate level, service and applied research with a focus on

the learner and learning. (SEE Scenario III: Personalized Learning Communiversity for further details.)

Participants included Team 1: Rodney Harrigan (team leader), Dr. Nita Dewberry (recorder), Deloris Chisley, Dennis Stearns, Paula Jeffries, Dr. Sanjiv Sarin, Dr. Godfrey Uzochukwu, Dr. Rita Lamb, Dr. Jeffrey Parker and Dr. Phillip Carey.

Team 2: David Hoard (team leader), Lesley Renwick (recorder), Dr. Quiester Craig, Albertina McGirt, Dr. Marihelen Glass, Doris Mitchell, Dr. Pamela Hunter, Dr. Kenneth Murray and Dr. Elazer Barnette.

Team 3: Dr. Olenda Johnson (team leader), Dr. Clifford Lowery, Dr. Velma Speight, Dr. Roselle Wilson, Dr. Musibau Shofoluwe and Dr. Willie Willis.

Team 4: Dr. Alton Thompson (team leader), Dr. Patricia Price-Lea (recorder), Dr. Lelia Vickers, Dr. Chi Anyansi Archibong, Mac Sims, Dr. Celestine Ntuen, Dr. Peter Meyers, Obrie Smith, Dr. Samuel Moseley and Dr. Carolyn Meyers.

Penson is senior principal and president of Penson-Strawbridge, a research and consultations firm. He once served as president of Salem College and chancellor of the University of Wisconsin-Oshkosh. He earned his baccalaureate degree, with honors, from the University of Florida, his master's degree from Ohio University, and his doctorate from the University of Florida.



Scenario I: Doctoral Research Institution

In the first of three scenarios crafted by scan teams, North Carolina A&T directs its energy and resources to become a distinctive doctoral-granting/intensive institution, awarding at least 20 doctoral degrees annually, while maintaining an emphasis on teaching and service.

We will be recognized as the premier HBCU (Historically Black Colleges and Universities) at the forefront of scholarly discourse on topics of interest to the region, the nation and the world. (Presently, Howard University is the only other Doctoral I HBCU.) We will capitalize on our current comparative advantages, including our history of social activism, and develop other strengths to become a leading institution at the forefront of societal, educational, and technological advancements.

The premise of the scenario is based on the concomitant development of intellectual capital along with career development and life preparation. We will foster a culture of knowledge creation where students thrive on interactive discourse and faculty flourish as scholars in their respective disciplines. In addition to traditional career placements, we will prepare students for academic careers, while also guiding their development of necessary life skills (e.g., critical thinking). The main campus, the farm and the virtual environment will be important settings for the creation and delivery of knowledge.

Emphasis in this model is placed upon:

- Research and the creation of knowledge that will result in increased/enhanced learning;
- A wide range of baccalaureate programs that will feed graduate programs;
- Graduate education that has a global reputation;
- Multiple majors are encouraged through niche programs in agriculture, technology/engineering, health sciences, and business;
- Arts and sciences and education programs serve as foundation areas in preparation for advanced learning;
- Applied concepts as the overall teaching philosophy;
- Applied research as the focus for teaching service, career and lifelong development;
- Refining and strengthening our programs, and
- Strengthening our connection to local, regional, global, and virtual communities.

This scenario has implications for managing diversity, globalization and fund raising. We will generate increased enrollments at both the undergraduate and graduate level as the university becomes firmly established as a leading graduate degree-granting institution. We will increase our funding sources, including endowed chairs as a way to fund research, thereby reducing our reliance on state funds. We will expand the diversity of our student base, attracting top talent globally.

Scenario III: Learner Centered Communiversity

The third scenario describes A&T's mission as driven by excellence in teaching – particularly at the undergraduate level – service and applied research. The focus is on the learner and learning.

Place is important in this scenario as the center of learning where technology is used to support and to expand learning and service. Emphasis in this model is placed upon the following.

- Developing students for the workforce both nationally and internationally;
- Developing life skills through all programs so that student exits with electronically based portfolio that reflects a high degree of learning/experience in leadership, teamwork, ethics, problem solving, time management, self-management, adaptability, analytical thinking, global consciousness, business etiquette and basic communications including listening, speaking, reading and writing;

- Preparation that includes entrepreneurial and economic empowerment skills;
- Lifelong learning programs that include, for example, senior programs, week-end/evening programs, distance/ distributive learning programs, senior citizens teachers programs, and intensive learning camps (using campus facilities especially during the summer);
- Applied research focused to effective learning, service, leadership, building relationships, and business incubators;
- Enhanced degree options include interdisciplinary liberal studies and learning by contract; and
- Expanded student services.

This scenario's hallmark is its focus on the student as a partner in a setting where place and service to the student are important – a communiversity. Every degree comes with a guarantee, e.g., skills learned are portable. If graduates do not meet employers' expectations, we will retool/re-educate at no cost to student.

Scenario II: Interdisciplinary Centered University

This scenario describes North Carolina A&T as a horizontal organization that facilitates collaboration and fosters integrated learning. The entire university is based on the model of current millennium campus legislation.

Place and time become irrelevant because the basic premise underlying this scenario is that 24-hour service is provided through technology, globalization and flexible, creative activities, including instruction, research and support services. Colleges and schools are restructured into interdisciplinary centers. Themes for the centers have been suggested to include: The Center for Economic Development (includes business incubators), The Center for Technological Advancement, The Center of Agriculture and Environmental Health, The Center for Social Change, and The Center for Health. Globalization is the connecting theme for all centers.

Emphasis in this model is placed upon the following:

- Interdisciplinary research and institutional activities become inter-institutional as relationships/partnerships are developed with other universities, businesses, and industry.
- Interdisciplinary team teaching and research is an expectation. For example, a team might consist of foreign language and business professors or chemistry, biology and agriculture professors. Fifteen sites across the state are established to serve as service centers for anywhere/anytime education. Fifteen centers across the nation and then 15 more sites around the world will follow. These service centers could be at current/future alumni houses.
- Emphasize study-abroad and internships or combination of the two at least one semester.
- Life-long learning ticket is awarded with the degree so that commencement is truly a beginning to future education at A&T, i.e., students pay a fee in their freshman year as an investment so that they can continue in additional degree or degree plus programs after graduation.
- De-emphasis placed on remedial instruction, but support is provided to students through collaboration with public and/or private sources, i.e., Sylvan or community college with transferable credits back to North Carolina A&T.
- Programs offer alternatives to fit individual learning and lifestyles thereby meeting an external driving force affected by modern lifestyles.
- Prep school developed as feeder to student admission and retention.

This scenario envisions students as clients who experience convenience from a 24-hour university with activities to match the 24-hour world. The focus is on ensuring that the clients leave A&T with skills/degrees reflecting interdisciplinary learning plus technologically based, international experience. In other words, they experience a convenient delivery of relevant skills to meet 21st century life styles. The hallmark of this scenario is client-centered operational excellence and the development of intellectual capital.

Town Hall Meetings Planned for Campus Input

Members of the campus community should plan to attend at least one of the FUTURES Town Hall Meetings by Wednesday, April 4.

The Planning and Resource Council, with assistance from team members from the External Scan, Internal Scan and Values teams have crafted three scenarios that describe what could end up being the primary focus of the university. Faculty, staff and students are invited to attend these meetings to help refine the scenarios in preparation for the FUTURES campus-wide retreat, April 19-21.

Listed below are the dates, times and locations of each town hall meeting.

Date	Time	Location
March 26	2-3:30 p.m.	Carver Hall Auditorium
March 28	9-10:30 a.m.	1020 E. Wendover Ave., Room 007
March 30	1:30-3:00 p.m.	Webb Hall Auditorium
April 2	2-3:30 p.m.	Memorial Union Old Ballroom
April 4	9-10:30 a.m.	Webb Hall Auditorium

Mark your calendar now for the FUTURES retreat Thursday, April 19, 1-5 p.m.; Friday, April 20, 8 a.m.-5 p.m.; and Saturday, April 21, 8:30 a.m.-12:30 p.m. The retreat is open to the campus community; however, reservations are required. RSVP by sending an email to futures@ncat.edu.

Values Team Appointed to Ensure Accountability, Inclusiveness in Strategic Planning Process

"Difficult circumstances often create paradigm shifts, whole new frames of references by which people see the world and themselves and others in it, and what life is asking of them. Their larger perspective reflects the attitudinal values that lift and inspire us all."

- Stephen Covey, 1989

Values are those firmly held beliefs, conceptual models, mental images, feelings and ideas about the nature of observed behavior. Over time, these belief systems that are shared by a significant number of people, or a number of significant people within a social system or institution, become socially indispensable. They determine the behavior pattern of the group. The Values Team worked to identify the core values at North Carolina A&T.

The values team, comprised of 19 members, was instructed to gather specific information regarding the values of the institution (e.g., the standards that the institution is willing to uphold). More specifically, the team was asked to scan the institutional environment and synthesize the data into a statement of values. Therefore, the team report addressed:

1. What principles do we hold "near and dear"?
2. What is our belief system as a community of educators?
3. Which of our stated values are we prepared to uphold?

FUTURES Values Team		
Dr. Phillip Carey (Chairman) College of Arts and Sciences	Dr. Cliff Lowery Minority Student Affairs	Dr. Edna Ragins Business Administration
Dr. Shirley Bell English	Dr. Peter Meyers History/Honors	Dr. Velma Speight Board of Trustees
Dana Valdes-Brooks Business and Finance	Dr. Samuel Moseley Political Science	Dr. Michelle L. Squire Industrial and Systems Engineering
Dr. Nita Dewberry Foreign Languages	Albertina McGirt Upward Bound	Dr. Godfrey Uzochukwu Waste Management Institute
Dr. Tracy L. Hanner Animal Science	Dr. Kimberly R. McNeil Business Administration	Dr. James Wood History Department
Glen L. Hart Human Resources	Dr. Celestine Ntuen Industrial and Systems Engineering	

4. Which of our stated values do we presently uphold?
5. Which stated values can we potentially uphold?

The most frequently selected values by alumni, students and employees in all three of the categories given above were: 1) heritage as an HBCU, 2) excellence, and 3) people centeredness. Other values of significance include 1) integrity/honesty, 2) respect for the individual, 3) service, 4) global awareness, 5) diversity, and 6)

innovation/creativity. From the findings, the Values Team authored the following statement concerning the University's values:

North Carolina Agricultural and Technical State University is an institution where respect for the individual, integrity/honesty, and pride in its heritage as an HBCU, can be leveraged to achieve excellence in our historic mission of instruction, research and service.

Internal Scan *continued*

The clear choice of all groups was the issue of information technology and the challenges associated with integrating technology tools into teaching as well as the overall operation of the University. The consensus was that it behooves every university to prepare its students to live and compete in a technologically oriented, global environment.

The other issue that emerged from the focus groups that had broad based discussion dealt with our students and their changing attitudes and taste. There was considerable discussion about students' satisfaction scores (e.g. sophomore and senior surveys) and the need for "satisfied customers." This social/economic issue was generally

mentioned with that of accountability and the need for a "customer-driven" quality control culture and practice, grounded by a value of student centeredness.

The change in leadership and management style of top-level administrators was seen as a "driving force" that in some ways is already having an impact upon the university. There was a discussion regarding the impact upon faculty and staff morale and a "sense of empowerment," particularly among deans, chairpersons and program directors. Finally, there was some agreement across the various groups that before we plan or make any major moves at A&T, the resource allocation process will have to be dealt with along with the need to diversify the University's resource base.

Other topics mentioned in the focus groups included:

- The need for more competitive scholarships to effectively compete for students;
- Salary compression and the need for more salary flexibility;
- Post-Tenure Review and a "non-engaged faculty";
- Entrepreneurship as an integral part of the university curriculum;
- Infrastructure to support faculty research (e.g., administrative, facility and programmatic);
- The need for a clear conceptual meaning of "Aggie Pride," and
- The promotion and marketing of the university.

www.ncat.edu/futures



NORTH CAROLINA
AGRICULTURAL
AND TECHNICAL
STATE UNIVERSITY

1601 East Market St.
Greensboro, NC 27411

JANUARY 17

- Planning and Resource Council Meets
- Chancellor Renick gives FUTURES overview/role of Council
- Council is charged to recommend scan team members to Chancellor Renick by Jan. 19
- Values (Identifies values we are willing to live up to)
- Internal Scan (to include Comparative Advantages/Driving Forces)
- External Scan (to include Comparative Advantages/Driving Forces)

JANUARY 24

- Planning and Resource Council meets with scan teams regarding their charge. Reports are to include values, environmental scans, driving forces, and comparative advantages. Reports from teams due Feb. 27 to Chancellor's Office.
- FUTURES link on homepage announced with special email address for campus input.

MARCH 1

- Planning and Resource Council meets for reports from scan teams.

MARCH 15

- Planning and Resource Council and scan teams meet to construct alternative scenarios.
- Announce schedule of Town Hall Meetings. These meetings are scheduled to test scenarios on both internal and external constituencies.

MARCH 26-28

- Town Hall meetings to present scenarios

MARCH 29

- Planning and Resource Council meets to refine scenarios

APRIL 2 and April 4

- Town Hall meeting to present scenarios

APRIL 19

- FUTURES RETREAT - Planning and Resource Council, scan teams, and campus participants meet to:
- Make final refinements to selected scenario.
- Identify possible barriers to achievement of the "scenario we will implement."
- Design specific operational goals with time targets, rationales, and action steps needed to minimize or eliminate the barriers, and make the selected scenario happen.

APRIL 26

- Planning and Resource Council meets to assign implementation teams for goals.
- Council sets schedule for future meetings to monitor implementation/make corrections as needed.

The Aggie Report is published biweekly by the North Carolina Agricultural and Technical State University Office of University Relations. Send information to:

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North Carolina Agricultural and Technical State University is committed to equality of educational opportunity and does not discriminate against applicants, students or employees based on race, color, national origin, religion, gender, age or disability. Moreover, North Carolina Agricultural and Technical State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a large number of white students.

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