VISION FOR THE FUTURE

North Carolina Agricultural and Technical State University is a learner-centered community that develops and preserves intellectual capital through interdisciplinary learning, discovery, engagement, and operational excellence.

VISION OF PROGRESS

Inspired by our vision and crafted by the brilliant mind and gifted hands of renowned sculptor, Richard Hunt, the gleaming magnificence of Progress serves as a reflection and a promise of what is and shall be.

Dedicated on May 7, 2004, this spectacular work of art represents the very essence of the goals and initiatives set forth by the University at the first Futures campus-wide retreat and put into action by the many faculty, staff, alumni, students, corporate partners, affiliates, and colleagues from around the globe.

Since launching the Futures Initiative in 2001, monumental achievements have been realized and are continuing to unfold ... proving there is no greater place to be than North Carolina A&T where one can witness ... Progress in Action.
Table of Contents

Chancellor’s Letter

Goal One
Near-Term ............................................. 5
Mid-Term .............................................. 8
Long-Term ............................................ 9

Goal Two
Near-Term ............................................. 13
Mid-Term .............................................. 14
Long-Term ............................................ 16

Goal Three
Near-Term ............................................. 21
Mid-Term .............................................. 26

Goal Four
Near-Term ............................................. 29
Mid-Term .............................................. 31
Long-Term ............................................ 34

Goal Five
Near-Term ............................................. 41
Mid-Term .............................................. 41
Long-Term ............................................ 42

Addendum ............................................ 46

Progress in Action Highlights
Focus on Learning .................................. 6
Focus on Research .................................. 10
Launching Pilot Courses ........................... 17
Developing Global Citizens ...................... 18
Information Technology ............................ 22
“SUPER” Computing ............................... 27
Aggie Pride Compact ............................... 36
Phi Kappa Phi Chapter ............................. 37
Expanding Aggie Family ........................... 38
AA Bond Rating ..................................... 43
Million-Dollar Partnership ....................... 44

Activity Status Color Key
Items identified in Blue text denote activity is complete.
Items identified in Green text denote activity is in process.
Items identified with I denote that while an activity may be in process, it has not met projected timelines for completion.
Letter from the Chancellor

Dear Aggies and Friends of North Carolina A&T:

Last year, one of the most exciting additions to the landscape of our University was the installation of Progress, a sculpture by the renowned American artist Richard Hunt. Mr. Hunt’s work graces buildings, parks, plazas and museums in many locations, and he is recognized internationally as one of the world’s foremost living sculptors. We were delighted when he accepted our offer for a commissioned work for the campus.

As you enter the plaza between Craig, Crosby, and Merrick Halls and the General Classroom Building from any direction, you are surrounded by resplendent architecture. In the middle of the plaza is a massive foundation of bricks and mortar and in the center of that foundation, Progress spirals its way upward reaching to the heavens with outstretched wings. Its metal form shines through even the darkest days and glistens magnificently on the brightest.

The analogy between this work of art and the momentum of our work in achieving the goals of the Futures visioning process made Progress an obvious choice for the theme of this year’s Futures report.

In 2000, a few specific themes emerged for building upon North Carolina A&T’s rich, solid foundation. North Carolina A&T has always had a team of extremely talented faculty, staff, and students who, with the support of alumni and community partners, were capable of carrying our vision forward for future generations. What many of us did not dare to dream at the time was how far we would come in almost six years. While some of the activities associated with our goals were met ahead of our timeline like our new doctoral programs in Leadership Studies and Energy and Environmental Studies, others like our new University Studies general education curriculum have taken twists and turns like those found in the shining metal detail of Progress. However, the activities of all our themes continue to make their way toward a successful conclusion. None have ended in failure, and most continue to spiral smoothly onward. We envision an end result that compares to Hunt’s artwork.

Next year we will come closer to nearing another plateau of accomplishment, and I assure you that we will assess how far we have come and what new directions we must take in order to realize the possibilities that unfold before us. If you have not visited the campus recently, please come and see our progress for yourself. We appreciate your continued support.

Thank you.

Sincerely,

James C. Renick
Chancellor
Near-Term

BY JANUARY 2002, ESTABLISH A VENTURE CAPITAL FUND FOR PROMISING INTERDISCIPLINARY INITIATIVES. Since establishing the Venture Fund program, the university has realized significant strides from this commitment to support and foster advancements throughout all disciplines. Seventeen awards were presented to faculty totaling $235,664 in 2003/2004.

<table>
<thead>
<tr>
<th>Title of Project</th>
<th>Principal Investigator</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing, Writing and Teaching Through the Case Method: An Interdisciplinary Approach</td>
<td>Dr. Chi Anyansi-Archibong and Dr. Betty L. Brewer</td>
<td>$14,500</td>
</tr>
<tr>
<td>Teaching Effectiveness Training Program for Graduate Teaching Assistants</td>
<td>Dr. Ayanna Boyd-Williams</td>
<td>$15,000</td>
</tr>
<tr>
<td>A Model Interdisciplinary Program in Computational Science</td>
<td>Dr. Dominic P. Clemence</td>
<td>$15,000</td>
</tr>
<tr>
<td>An Interdisciplinary Initiative to Organize Workshop Series in Environmental Health and Education</td>
<td>Dr. Ipek Goktepe</td>
<td>$11,300</td>
</tr>
<tr>
<td>Equipment Support for Development of Low-cost Water Filtration Systems/Materials from Nutshells</td>
<td>Dr. Shamsuddin Illias</td>
<td>$15,000</td>
</tr>
<tr>
<td>A Proposal to Institutionalize the National Ronald E. McNair Symposium for Science and Technology Frontiers</td>
<td>Dr. Abebe Kebede</td>
<td>$15,000</td>
</tr>
<tr>
<td>Interdisciplinary Environmental Education and Leadership Program</td>
<td>Dr. Vereda King</td>
<td>$15,000</td>
</tr>
<tr>
<td>Resisting Empire: The Struggle for Identity in the Age of Globalization</td>
<td>Dr. Michele Levy</td>
<td>$15,000</td>
</tr>
<tr>
<td>Interdisciplinary Consortium for Operations Research and Management Science</td>
<td>Dr. Emmett Lodree, Jr.</td>
<td>$11,550</td>
</tr>
<tr>
<td>Framework for Interdisciplinary Collaborative Studies in Intuitive Teleoperation</td>
<td>Dr. Daniel Mountjoy</td>
<td>$14,815</td>
</tr>
<tr>
<td>“A&amp;T in Russia, 2004” Interdisciplinary Program in Soil and Water Quality Research and Education</td>
<td>Dr. Thomas Porter</td>
<td>$15,000</td>
</tr>
<tr>
<td></td>
<td>Dr. Gudigopuram B. Reddy</td>
<td>$15,000</td>
</tr>
<tr>
<td>Formation of an Interdisciplinary Biotechnology Student Organization-International Society of Pharmaceutical Engineering</td>
<td>Dr. Keith Schimmel</td>
<td>$3,500</td>
</tr>
<tr>
<td>Building the Pipeline for the New Interdisciplinary Computational Science Program Through Undergraduate Research</td>
<td>Dr. Gouqing Tang</td>
<td>$15,000</td>
</tr>
<tr>
<td>An Interdisciplinary Perspective on Health Care: The Role of the Nursing Preceptor in Barbados</td>
<td>Dr. E. Monica Ward-Murray</td>
<td>$14,999</td>
</tr>
<tr>
<td>Beginning with the End in Mind: The Honors Freshman Year Experience</td>
<td>Mrs. Sandrea Williamson</td>
<td>$15,000</td>
</tr>
<tr>
<td>Remote Manufacturing Control Solutions</td>
<td>Dr. Fereshteh Fatehi</td>
<td>$15,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Awards</strong> $235,664</td>
</tr>
</tbody>
</table>

By October 2002, implement a marketing plan to support the capital campaign.

By January 2003, publish a document that delineates the vision and goals to the University.

Uncompromising Excellence: A Blueprint for the Future

By May 2003, implement a strategy to communicate the interdisciplinary model in a clear consistent manner that will garner University and public acceptance.

By May 2003, conduct an annual campus-wide retreat focused on evaluating the University’s progress toward the vision.

By August 2003, implement a “text in community” series.

By December 2003, implement a marketing program that brands the University’s initiative.
ATL's Focus on Learning

Since its establishment, the Academy of Teaching and Learning (ATL) has been responsible for the University’s implementation of the annual interdisciplinary theme. Initiated in 2003-2004 and continuing through this year, the theme has been Focus on Learning. Scott Simkins, Director of the Academy for Teaching and Learning, developed a program of activities beginning with a Summer Teaching and Learning Institute led by Professor Milt Hakel, Ohio Board of Regents’ Eminent Scholar, Bowling Green State University.

Based on learning research summarized in the National Research Council’s landmark text, How People Learn: Brain, Mind, Experience, and School, this two-day institute gave faculty the opportunity to reflect on ideas gained from learning research that could be applied in classroom teaching to promote and enhance student learning, i.e., using the science of learning to build an effective learning-centered institution. During the workshop, faculty members applied these learning principles to develop their own classroom-based projects and assignments and shared their revised projects.

Throughout the summer, a group of faculty members worked with Dr. Simkins to develop a new freshman-level course that will become one of four Foundation courses in the new University Studies curriculum that will be fully implemented in Fall 2006. Part of a broader UNC system initiative focused on redesigning large-enrollment courses, the A&T course is being piloted during Spring 2005. Learning outcomes will be assessed during Summer 2005 and the revised version of the course will be offered during the 2005-2006 academic year.

The Academy launched the ATL web site which makes best teaching and learning practices from across the country available to faculty via The National Teaching and Learning Forum. The Teaching Professor, and articles from the leading national faculty development organization. Updated monthly, these resources provide faculty with fresh insights on teaching and learning-related issues throughout the year.

ATL activities also included professional development for Graduate Teaching Assistants, led by Ayanna Boyd-Williams, Assistant Dean of the Graduate School, and Dr. Simkins, orientation workshops were held for incoming teaching assistants in early August. The workshops focused on factors affecting student learning and how to apply that knowledge to make classroom teaching more effective.

With funding by a Futures Ventures Fund grant, the Graduate School developed the Graduate Teaching Assistant Handbook, providing practical advice to novice teaching assistants from A&T faculty on a wide variety of teaching-related topics, as well as a Graduate Teaching Assistant Tutorial developed by Karen Smith-Gratto. Dr. Smith-Gratto also taught a course in Fall 2005 to help new teaching assistants develop an evolving teaching portfolio.

The semester began in August 2004 with an extended faculty orientation for new full-time faculty who had the opportunity to participate in a year-long series of ongoing faculty development and community building. Every member of the permanent faculty at North Carolina A&T also received a copy of How People Learn: Brain, Mind, Experience and School.

Congratulations go to Dr. Simkins and all faculty members who participate in the Academy for Teaching and Learning’s many teaching-and-learning-related activities and who actively supported this year’s interdisciplinary theme, Focus on Learning.
**Mid-Term**

By January 2005, implement a marketing plan to support the revised General Education Core Curriculum, upper division, graduate programs, and new interdisciplinary academic centers and programs. The following activities have resulted from putting the plan into action:

- Sent five faculty members on the General Education Core Curriculum Revision Committee to the spring Institute on General Education, sponsored by the Association of American Colleges and Universities. The revised general education core courses will become the model for developing new courses and revising existing courses in the majors.

- Developed action plan at the Institute to communicate continuously with faculty and administrators about the general education curriculum model, the guiding principles, the proposed governance structure, and assessment of student learning outcomes.

- Developed action plan with timelines for communicating with the faculty and administrators throughout the academic year, e.g., new faculty orientation, departmental visits, town hall meetings, newsletter, mid-year administrators’ retreat, and committees with complementary agenda, i.e., Learning Communities.

- Developed and monitored planned activities (General Education Core Curriculum Revision Committee (GECCR-C) and the executive committee of GECCR-C).

- Used faculty feedback from town hall meetings, departmental visits and other forums to improve the revision process.

- Emphasized the interdisciplinary focus of the general education revision.

- Funded 15 faculty members ($2,000 each) to develop pilot general education courses with an interdisciplinary focus, e.g., restructuring the introductory course in American government to include economics content.

- Drafted policy for new faculty hires having joint appointments in at

**Long-Term**

By January 2006, implement a marketing plan to support new and enhanced international service learning programs for faculty and international study and internships for students. Hired Study Abroad Coordinator and requested Assistant Director in the Office of International Programs to develop proposals and grow exchange linkages.
UNDER THE LEADERSHIP OF VICE CHANCELLOR N. RADHAKRISHNAN, who believes that one should “Focus on greatness and you will achieve greatness,” the Division of Research has organized two councils that review and refine the University’s research processes. The Research Council helps identify impediments that keep faculty from doing research, and the Council of Associate and Assistant Deans assists in creating policies to remove the impediments.

With input from the Councils, the Division has identified eight core research areas that highlight faculty research expertise. They are:

• Computational Science and Engineering,
• Information Sciences and Technology,
• Leadership and Community Development,
• Public Health,
• Transportation and Logistics,
• Biotechnology, Bio and Food Sciences,
• Advanced Materials and Nanotechnology, and
• Energy and Environment.

In addition to the traditional work, A&T’s Division branches into economic development and the transformation of A&T’s research into new products and jobs. Within the Office of Technology Transfer and Commercialization, staff work hard seeking opportunities to convert research into intellectual property, licenses, and commercialization. As a result, the University’s total research portfolio based on all active projects has grown to $101 million and includes 13 patents owned with 10 patents pending. NOTE: $36 million of research was funded in 2004.
Deliver visionary and distinctive interdisciplinary learning, discovery, and engagement that include collaborations and partnerships as part of the learning experience.

Near-Term

- **By August, 2003, review existing academic and research centers, enhance viable centers, and eliminate inactive ones.** The Council of Associate and Assistant Deans (CAAD), in conjunction with the Vice Chancellor for Research and Economic Development, had begun the process of reviewing A&T’s centers and institutes this past year. In the meantime, we received updated criteria on centers and institutes from the Office of the President. The existing centers and institutes on the campus are undergoing assessment based on these new criteria. Viable centers will be enhanced. Inactive ones will either be eliminated or folded into thriving centers.

- **By August, 2003, complete the review and prepare for implementation of a new General Education Core Curriculum.** Upon developing a general education curriculum model, it was deemed that the General Education Core Curriculum should be renamed University Studies to better reflect the overall intent of core studies as a foundation of all University programs. The development of pilot interdisciplinary University Studies courses during the Summer 2004 got underway.

  With Faculty Senate approval of the philosophy and learning objectives, a governance structure began work toward implementation. Faculty Roundtable members were selected to oversee further development of clusters and courses. (See Progress in Action Highlight, Page 17.)
Significant is the fact that numerous partnerships across a wide variety of disciplines have been realized, far exceeding the goal of two set forth in the initial planning forum. Some of those established to-date include:

- Global Positioning Systems Partnership with Penn State University and Virginia Tech (School of Technology);
- Johns Hopkins School of Nursing... a multi-year $2.3 million grant to investigate health disparities;
- Fairview University Medical Center in Minnesota, Novant/Forsyth Medical Center, Barbados Psychiatric Hospital, School of Medicine in Ghana (School of Nursing), and Moses Cone Health Systems (Nursing and Continuing Studies);
- NASA-PAIR and NSF-LSAMP projects to enhance the number of underrepresented minorities in the undergraduate and graduate pipeline (College of Engineering);
- Guilford County Schools/A&T Middle College (School of Education);
- Germany Bundestat (International Office of Programs);
- U.S. Small Business Administration houses the Small Business Technology Development Center at A&T;
- KPMG Foundation and Gargill (School of Business and Economics), and Gillette (Business and College of Engineering);
- Tractel Training Solutions (School of Technology and Continuing Studies);
- American Society for Quality and the Department of Manufacturing Systems (Continuing Studies);
- Eli Lilly Elanco Animal Health Division (Agricultural and Environmental Sciences);
- Computer Associates (Information Technology and Telecommunications);
- Poynter Institute (Department of Journalism and Mass Communication); and
- ETS Criterion writing program (Arts & Sciences as the lead for a campus-wide effort).

By August 2004, review curriculum for upper division and graduate programs and prepare for implementation of interdisciplinary and internationally focused curricula across colleges and schools.

By August 2005, enroll at least 10 percent of the student population (or 1,000 students) in new interdisciplinary academic centers and programs.

Significant progress continued to be realized in 2004 in this area of focus. The University’s Waste Management Institute awarded 188 undergraduates Waste Management Certificates with an additional 29 graduate students receiving the Advanced Waste Management Certificate in special ceremonies in December 2003 and May 2004. Seventeen students were placed in the 2004 summer internship program at Research Triangle Park, North Carolina and two interned at the Savannah River Field Station, South Carolina. The School of Agriculture and Environmental Studies collaborated with the Department of Natural Resources to offer courses required in the certificate program.

Other initiatives include:
- Enrolling approximately 50 students in the Liberal Studies degree program, approved during the 2003-2004 academic year, with concentrations in African American Studies and Global Studies.
- Establishing two new, interdisciplinary PhD programs in Energy and Environmental Studies and in Leadership Studies.
- Establishing an Information Technology Concentration in the Department of Electronics and Computer Information.
- Gaining approval from the UNC system for Masters of Science major in Computational Science and Engineering.
- Engaging both undergraduate and graduate students in research projects with interdisciplinary components.

By August 2005, each academic center and institute will establish at least two formal partnerships with industrial, governmental, educational, or community organizations. The Research Council and the Council of Associate/Assistant Deans have developed eight Research Cluster areas focused upon the University’s research expertise. Existing centers and institutes are being mapped to one of the Research Cluster areas, which will in turn be used as the basis to form partnerships with governmental, educational and/or community organizations.
Long-Term

By August 2006, implement enhanced opportunities for international service learning programs for faculty, and international study and internships for at least five percent of our student population (or 500 students). Enhanced opportunities are well underway resulting in more faculty and students realizing the benefits from this expanded program initiative.

Key accomplishments include:

• Creating the Global Studies Certificate program, built upon both academic coursework and a requirement to complete an international experience during matriculation;
• Enrolling 32 students in this new Global Studies Certificate program;
• Students studying abroad in countries such as:
  - Engineering students in Brazil
  - History students in Russia
  - Business students in Denmark
  - Several students in Ghana and South Africa
  - Two students on internships in Thailand
  - A political science major placed at the American Embassy in Thailand.
  - An animal science major working on a horse ranch in Mexico among other students studying at Tec de Monterrey
  - A graduating senior majoring in engineering at the Congress Bundesrat in Germany, with a combination of classroom study and paid internship;
  - A double language major in France
  - Political science and marketing students in Japan

(See Progress in Action Highlight, Page 18)

• Initiating plans to engage multinational corporate partners to increase international internship opportunities.

University Studies Launches Pilot Courses

According to Shirley Bell, Professor and Interim Chair for A&T’s Department of English, based on information that she received at the Association of American Colleges and Universities Institute on General Education (Newport, R.I., May 2004), “N.C. A&T State University is ahead of many American colleges and universities” as far as implementing general education reform. Her opinion is based on A&T’s overlapping efforts that have intensified positive results. “The overall mission of general education reform dovetails with A&T’s Futures mission of providing students with opportunities for visionary and distinctive ‘interdisciplinary learning, discovery and engagement.’”

<table>
<thead>
<tr>
<th>Dept.</th>
<th>No.</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>100</td>
<td>Ideas and their Expression I</td>
<td>Jason DePolo</td>
</tr>
<tr>
<td>ENGL</td>
<td>101</td>
<td>Ideas and their Expression II</td>
<td>Shirley Bell and Byron Turman</td>
</tr>
<tr>
<td>SPCH</td>
<td>250</td>
<td>Fundamentals of Speech Communication</td>
<td>Myra M. Shird</td>
</tr>
<tr>
<td>FOLA</td>
<td>104</td>
<td>Elementary Spanish I</td>
<td>Nita M. Dewberry</td>
</tr>
<tr>
<td>MATH</td>
<td>101</td>
<td>Fundamentals of Algebra &amp; Trigonometry I</td>
<td>Kathy Cousins-Cooper</td>
</tr>
<tr>
<td>MATH</td>
<td>420</td>
<td>History of Mathematics</td>
<td>Thomas Clarke</td>
</tr>
<tr>
<td>BIOL</td>
<td>100</td>
<td>Biological Science</td>
<td>Andrew Goliszek</td>
</tr>
<tr>
<td>PHYS</td>
<td>101</td>
<td>Introducing to Astronomy</td>
<td>Chuck Stone</td>
</tr>
<tr>
<td>HIST</td>
<td>334</td>
<td>20th and 21st Century Women Activists of the World</td>
<td>Millicent E. Brown</td>
</tr>
<tr>
<td>HIST</td>
<td>320</td>
<td>African History through Art and Archaeology</td>
<td>Conchita Ndege Kemei</td>
</tr>
<tr>
<td>PHIL</td>
<td>266</td>
<td>Contemporary Moral Problems</td>
<td>Karen Hornsby</td>
</tr>
<tr>
<td>POLI</td>
<td>200</td>
<td>An Introduction to American Government</td>
<td>Claude Barnes</td>
</tr>
<tr>
<td>COMP</td>
<td>390</td>
<td>Social Implications of Computing</td>
<td>Ray Hawkins</td>
</tr>
<tr>
<td>AGEN</td>
<td>216</td>
<td>GIS in Engineering and Natural Resources</td>
<td>Peggy Fersner and Godfrey Gayle</td>
</tr>
</tbody>
</table>
DEVELOPING GLOBAL CITIZENS

The Office of International Programs is instrumental in providing service-learning programs for faculty and international study and internships for our students. Over the course of a year, our students studied abroad in countries throughout North and South America, Africa, Asia, and Europe.

In an effort to add value that would become a part of students’ academic records at A&T, Minne Battle-Mayes and Dr. Chi Anyansi-Archibong, with a team of faculty and funding from a Futures Venture Fund Grant, established the Global Studies Certificate that may be earned while fulfilling the academic requirements for a degree in any discipline.

The certificate program requires students to complete a minimum of 16 credit hours in addition to completing their major degree requirements. The required hours include a three-hour Introduction to Global Studies; six to twelve hours of elective courses including foreign language courses at the intermediate or advanced levels; an Experience Abroad (study or internship); and the one-to-three-hour Global Studies Capstone Seminar that follows the Experience Abroad.

Students interested in Russian history, language and culture had the opportunity to travel to Russia with Dr. Olayemi Adeniyi, a resident of Moscow for thirteen years before joining the A&T faculty to teach Russian, and Dr. Thomas Porter of the History Department. This trip, funded by another Futures Venture Fund Grant, included students who had taken at least a year of Russian language and a Russian history course. The students studied at Omsk State University, giving them the opportunity to take additional Russian language classes as well as history courses with Russian students. Upon their return, several students have plans to work for the government or businesses where they can use their new skills. One student is planning to pursue a doctoral program in Russian history. All came back with a new appreciation of Russian culture and history. Plans are being made for two Russian students to study at A&T during the Spring 2005 semester.

In addition to the programs previously named, the Office of International Programs administers or coordinates other ongoing programs and partnerships, including several in African nations such as the partnership with Kwame Nkrumah University of Science and Technology in Ghana and the University of Natal in South Africa. North Carolina A&T also participates in UNC system agreements with four universities in the Western Cape of South Africa and at least two universities in the People’s Republic of China. The University has also established or is negotiating additional partnerships for international opportunities for students and faculty in the Caribbean, Brazil, Korea, and India.

... Adding value to students’ academic records through international studies.
Foster a responsive learning environment that utilizes an efficiently integrated administrative support system for high quality programs, research and collegial interactions, and effectively disseminates consistent information to University stakeholders.

Near-Term

By August 2002, Administrators will collaborate with faculty and staff to implement programming that addresses cultural transformation and facilitates leadership development, communication, collaborative skill development, and professionalism. At least two leadership programs for staff and two programs for faculty and administrators will be held annually. Through the reorganization of the Academy for Teaching and Learning, the University is better able to respond to the teaching and learning needs of the students and faculty. A specific focus has been placed on using appropriate methods and technologies. These efforts promote deeper, long-term student learning and the effective transfer of knowledge into new situations while allowing students to self-monitor their learning process. Staff have additional opportunities for development that focuses on operational excellence.

By August 2003, a university-wide policy on the joint administration of interdisciplinary academic programs will be established. The university-wide Council on Interdisciplinary Programs appointed by the Provost in August 2003 is responsible for developing policies and procedures regarding interdisciplinary programs. While their work continues in developing a policy and procedures manual, the Council helps facilitate the implementation of new interdisciplinary programs.

By August 2003, enhance the Technology Transfer Office to support scholarly research and productivity. The Office of Technology Transfer and Commercialization (OTTC) continues to successfully educate faculty and students on intellectual property development, protection and policies to enhance the value of innovations in the Division of Research. The OTTC is aggressively promoting the 13 patents and 10 pending patents in the commercial market. Invention disclosures for fiscal year 2005 are expected to exceed 16, surpassing the 11 disclosures received during 2004.
After a comprehensive information technology and telecommunication plan was devised, subsequent goal-related activities commenced. Significant progress on the plan was accomplished during the 2003-2004 academic year. These accomplishments are summarized according to the ten major themes of the comprehensive information technology and telecommunications plan:

1. **Governance**: Create a learner-centered interdisciplinary community that moves from good to great through:
   - Re-organizing the Help Desk unit for better customer service
   - Re-organizing the Teaching and Learning Technologies unit
   - Holding numerous workshops on “Execution: The Art of Getting Things Done” for the Division of Information Technology and Telecommunications (ITT) Senior Team
   - Working with the newly established Board of Trustees ITT Committee to establish a framework for review and assessment of ITT campus-wide activities

2. **Infrastructure**: Rebuild the technology infrastructure so that it supports collaboration through:
   - Installing intrusion detection/prevention equipment in the campus security network
   - Installing Cisco core and edge routers in the converged network
   - Installing plasma monitors for campus signage bulletins, and announcements
   - Developing a plan for campus-wide wireless computing
   - Installing the Cluster portion of the grid computing
   - Installing the first campus network for researchers
   - Deploying a Service Desk Manager, Vulnerability Manager and Network Systems Manager

3. **Content**: Establish a consolidated mission-critical data repository through:
   - Solving a major communication problem through a new email system
   - Enhancing Website content and design throughout the academic year including the: Homecoming Website, Biology Symposium Website, Minority Summit/Black Caucus Website, Online University Assessment Tool, and UNC Financial Systems Conference Website
   - Installing a new system for the Cashier’s Office
   - Upgrading the RMS program for enhanced operation of the Office of Housing and Residence Life
   - Implementing the Resource 25 Web Viewer for display of campus events
   - Implementing an application that facilitates direct deposits of student refunds
   - Making progress on the installation of Banner* Project including:
     - Created two new Banner Non-production databases for AIS program developers
     - Data cleanup for advancement efforts in Development & University Relations
     - Implemented Banner security
     - Established a dedicated facility for Banner training
4. **Partnership:** Establish critical partnerships through the Computer Associates partnership

5. **Funding:** Diversify sources of funding including $450,000 in software grants from the Thurgood Marshall Scholarship Fund

6. **Instruction:** Assist the learner-centered community’s efforts to optimize the University’s use of technology by:
   - Conducting extensive Banner technical training and user training
   - Holding numerous workshops for faculty, staff and administrators in the areas of Blackboard, MS Office, e-mail, FOCUS reports, Multimedia, and online interactive technologies

7. **Service:** Provide universal service excellence to the learner-centered community by:
   - Supporting the University Master Plan for construction and renovation by providing technology specifications, and procurement and installation assistance for the following buildings: General Classroom; Moore Gym; New Residence Halls; New Science Building; Hazmat Building; Harrison Auditorium; Morrison Hall; and the Poultry Facility on the A&T Farm
   - Completing the required UNC System Data Extract process early with a record minimum number of errors
   - Providing students with a stationary computing environment to compliment the laptop checkout program
   - Installing expanded printing services in Bluford Library

8. **Assessment:** Institute a system of checks and balances for IT efforts through:
   - Achieving a clear financial audit of the Center for Distance Learning
   - Submitting regular progress reports to Institutional Research on key metrics

9. **Communication:** Update the learner-centered community regularly about the direction and progress of the plan by:
   - Meeting with numerous groups to discuss technology status and directions including the College of Engineering, School of Technology, Faculty Senate, Faculty Forum, and Deans’ Council
   - Publishing articles in the *Aggie Report* monthly
   - Publishing bi-monthly *Aggie Tech Talk* newsletters

10. **Awards and Recognition:** Award innovation, progress and achievement through creative programs. For example, staff accomplishments may be rewarded through additional professional development opportunities and travel to technology conferences.
Mid-Term

By August 2004, create, implement and refine recognition and reward programs for faculty and staff who successfully collaborate in interdisciplinary learning, discovery, and engagement. The Center for Student Success established the Advising Excellence Award to recognize excellence in academic advising practices with a plaque and special ceremony. A total of nine individuals were awarded this inaugural honor. Faculty were also recognized with 15 $2,000 internal grants to develop pilot interdisciplinary courses for University Studies.

(See Progress in Action Highlight, Page 17)

By August 2005, implement the comprehensive information technology and telecommunications plan. The schedule to fully implement the comprehensive information technology and telecommunication plan was revised to be completed by the end of the 2007 academic year. After extensive analysis and review by the committee of faculty, staff and students, ten major themes were identified: (1) Governance, (2) Infrastructure, (3) Content, (4) Partnership, (5) Funding, (6) Instruction, (7) Service, (8) Assessment, (9) Communication, and (10) Recognition.

(See Progress in Action Highlight, Page 22)

High Performance “Super” Computing

North Carolina A&T is well known for its technical competency, so when high performance computing services from the North Carolina Supercomputing Center were no longer available to researchers across the UNC system, North Carolina A&T’s Division of Information Technology and Telecommunications (ITT) took charge.

ITT administrators developed a process and negotiated arrangements with other organizations to provide researchers with critical access to the computing power and software they needed to perform extremely fast computations, store problem sets and other information in enhanced high-performance systems. At no cost to the University, ITT also acquired 10 Silicon Graphics Origin 02 tower computers for computer-aided design and modeling and placed them in research laboratories with student access.

With the addition of more capacity and support in equipment and training, North Carolina A&T offers a highly technological computational environment that can be accessed by all campus researchers. The efforts of ITT have been essential to support research in areas like nanotechnology and biotechnology and to the University’s new master’s degree in computational science and engineering, the first and only stand-alone degree program in this field in the entire UNC system. Next steps include developing a Ph.D. program and providing high performance environments and grid enabled functionality, capability and capacity that few campuses in North Carolina offer.
In accordance with strategy for assessment of student needs, Dr. Roselle Wilson, Interim Vice Chancellor for Student Affairs heads a team that includes student leaders and professional staff for each activity. Survey data are reviewed and evaluated by each assessment team, and recommendations are incorporated into subsequent activities.

**Near-Term**

**By January 2003, Implement Feedback and Response Mechanisms to Ensure Student Involvement in the Implementation of the Futures Vision.** Completed in 2002, the emphasis currently is to continually monitor the implementation of the Futures Vision using the feedback and response mechanisms on an ongoing basis. The mechanisms in place include two student Futures interest and awareness surveys and also encompass assessment measures and assessment procedures. The surveys were posted on the web (2002) and distributed through Student Government Association (SGA) leadership (2003). SGA and Council of Presidents (COP) leadership will facilitate distribution and collection of survey samples annually during the fall semester in subsequent years.

Initial survey data suggest that students are relatively unaware of Futures activities and initiatives, although awareness appears to be increasing. As a result, the University engaged student participation in managing and organizing the Student Technical Services in the division of Information Technology and Telecommunications.

**By August 2003, Expand Seminars That Enhance the Intellectual, Cognitive, Social, Personal, and Physical Competencies of Students.** Completed in 2002 with recurring value, the series of revised and implemented seminars on topics including Leadership Development and Safety was successful in enhancing the intellectual, cognitive, social, personal, and physical competencies of students.

Assessment measures including individual program surveys, an annual program evaluation instrument review, and a participant survey were utilized. Surveys have been distributed and evaluated each subsequent year to program participants and program presenters for feedback. Information gathered from surveys are reviewed and evaluated by the appropriate assessment team annually. Their recommendations will be incorporated into subsequent student developmental enhancement seminars.
By August 2003, Centralize Academic Class Scheduling. The University purchased and installed the scheduling software (Resource 25) in University Events office in January 2003. A user survey evaluated annual scheduling conflicts which could have been avoided because of the lack of fully implementing this software to faculty and students for academic classes and other events. Upon full implementation of the centralized scheduling system, surveys will be distributed and evaluated each subsequent year to measure satisfaction and effectiveness.

By August 2003, Automate Student Housing Administration and Management. The University purchased and installed housing automation software, (RMS), in the Office of Housing and Residence Life in January 2003. Once this software is fully operational, it will generate data to gauge annual occupancy rates, trend lines, and satisfaction with housing.

By August 2003, Implement an Advisement Model for Advisors and Participants in Student Clubs and Organizations That Facilitates Physical Wellness, Intellectual, Cognitive, and Social Growth. Completed in fall of 2003, the revised and implemented new advisor training and accountability model was the result of surveying student club participants and advisors and monitoring incidents of prohibited behavior by student organizations. Plans are to distribute surveys each subsequent year to faculty and students to measure satisfaction with the new advisor training model.

Out of the initial survey results, an academic advising model with appropriate materials was created and disseminated to faculty. Workshops were conducted to acquaint faculty with the new model.

Mid-Term

By August 2004, Establish 24-Hour Access to All Services Affecting Student Matriculation, Including the Library, Registration, Housing, Dining, Health, and Financial Processes. To achieve this directive, other constituent institutions were surveyed. Peer institutions were selected as model participants of the survey for their existing student access parameters. Recommendations from the 24-Hour Access Committee will be forwarded as needed to University administrators.

Using the information gathered from other schools, a survey for annual distribution to students to evaluate any gaps in access to student services is under development.
**By August 2005, surpass the previously established enrollment goal of 10,000 students.** The University achieved this goal well ahead of schedule by reaching a total number of 10,600 enrolled students in the Fall 2004 academic year. Projected enrollment figures of 10,000+ students were realized for the 2004-2005 academic year.

Attaining enrollment projections is a collaborative effort that spans administrative functions. The team responsible for monitoring applications and acceptance rates include Lee Young, Assistant Vice Chancellor for Enrollment Services; Pat Young, Director of Graduate Admissions; and Gwen Goddard, Distance Education. Robert Ussery, Assistant Vice Chancellor for Academic Affairs - Institutional Research, monitors retention rates and coordinates annual program enrollment projections by Deans. Dr. Carolyn W. Meyers, Provost and Vice Chancellor for Academic Affairs, Lee Young, Robert Ussery, the Deans, and the Enrollment Management Team work collaboratively to ensure enrollment goals are met.

Information gathered from census data was reviewed and evaluated by the Assessment Team for target enrollment goal realization. As an ongoing function, recommendations from the Assessment Team will be forwarded to the University’s Enrollment Management Team for incorporation into University plans for increased student enrollment and retention.

Historical enrollment data, application and acceptance rates, retention rates, and projected enrollment in current and new degree programs are used to attain enrollment goals. Annual enrollment growth is critical to meet the demand for higher educational opportunities in North Carolina.

(See Progress in Action Highlight, Page 38)

**By August 2005, enhance programming in all university housing that focuses on quality of life issues and building life skills.** In fall of 2002, the University implemented an enhanced themed and living/learning residential life programs. Additional staff and programming are being added in 2004/05.

Housing and Residence Life staff assisted in the administration of student surveys not only about student satisfaction regarding housing, but also other student activities and programs.
By August 2007, increase the five-year graduation rate by fifteen percent. The target five-year graduation rate is 45.8% by August 2007, based on an average five-year graduation rate of 39.8% for the four most recent classes. As of August 2004, the most recent five-year graduation rate is 38.4%, representing a decrease from the previous year and 3.4 percentage points below the current year target of 41.8%. Progress towards graduation of each class of first-time, full-time freshman students is tracked on an annual basis by the Office of Institutional Research and Planning using a retention and graduation database. All areas of the university have been assigned to collaboratively work toward insuring graduation goals are met.

To achieve the target five-year graduation rate, an average increase of 3.0% per year is required. The most recent five-year graduation rate is 6.6% lower than the previous year. From this year, an average increase of 4.0% per year is required to reach the goal. The decrease in the graduation rate alerts us to inquire about specific causes and to carefully analyze departmental and other data.

Information gathered from census data is being reviewed and evaluated by the Student Affairs Assessment Team, Institutional Research in Academic Affairs and The Center for Student Success. The divisions of Academic Affairs and Student Affairs are increasing efforts toward the University’s targets for retention and graduation.

By August 2007, attain the benchmark position for the UNC Student Satisfaction Survey. A&T survey results are compared to UNC system averages to determine progress toward the goal. Uncompromising excellence must include high student satisfaction in all areas of the University.

Based on current assessments, the University is on track to meet the effective teaching and academic services components of this goal by or before August 2007. However, assessment currently indicates that it will not be on track to meet the goal in the areas of student and administrative services. In the most recent survey (2002), NC A&T ranked above the UNC System average on seven out of fourteen survey items concerning effective teaching. Sixty percent of five academic service items were above the UNC average. On the other hand, 83 percent of student services items, and 100 percent of administrative services were below the UNC System average.

Repeated UNC System wide sophomore, senior and alumni surveys were conducted in Spring 2004. Results from these student satisfaction survey results will allow us to pinpoint specific academic and student services and indicate further ways we can meet the needs of our students. We will also be able to determine if new services offered across the University are having a positive effect on student satisfaction. Initial results indicate improved ratings over the 2002 survey. Enhanced student satisfaction with all dimensions of the University community should ultimately have a positive impact on student well-being, performance and graduation.

By fall 2003, the Center for Student Success and members of the academic advising and retention team will develop and distribute a comprehensive long-range retention plan that contains specific goals with accompanying strategies. The plan concentrates on student service areas and attempts to eradicate or minimize barriers in the living and learning experiences of every student. This new activity was developed in response to intensified efforts to improve graduation and retention rates.
**Aggie Pride Compact reflects the University’s core values**

Completed in February 2003, the development of the Aggie Pride Compact set a standard of conduct, which was well received and embraced by the entire University. Submitted to the Cabinet for review in March, the Aggie Pride Compact was approved in April 2003.

Evaluation conducted by the University’s Cabinet indicates that the Compact adequately captures the institution’s core values and should continue to be widely disseminated to the entire campus community. It has been embraced by students, faculty and staff.

**Phi Kappa Phi Chapter Established**

During Fall 2003, the North Carolina A&T held its first Phi Kappa Phi installation and initiation ceremony. Dr. Waddell H. McKenzie, national president of the Honor Society of Phi Kappa Phi led the inaugural ceremony recognizing the establishment of the A&T Chapter and initiating over 250 new members.

Founded in 1897 at the University of Maine, Phi Kappa Phi is the nation’s oldest, largest and most selective all-discipline honor society. A&T is the 291st campus in the United States, Puerto Rico and the Philippines to be granted a chapter.

Benefits of membership in Phi Kappa Phi include:

- Recognition for superior academic performance;
- Respect in academic and other job markets;
- Competitive awards including graduate fellowships, study abroad and internship grants, national scholar and artist awards, and promotion of excellence grants;
- Affiliation with distinguished members worldwide in all disciplines;
- Leadership and networking opportunities, and
- Publications such as the society’s scholarly magazine *Phi Kappa Phi Forum*.

Phi Kappa Phi’s mission “To recognize and promote academic excellence in all fields of higher education and to engage the community of scholars in service to others,” complements the mission and interdisciplinary vision of North Carolina A&T. Because it draws its members from all academic disciplines, Phi Kappa Phi differs from most other honor societies and is considered a unifying force for academic excellence on campuses.
WELCOME TO AN EXPANDING AGGIE FAMILY

University-wide efforts through the Enrollment Management Team of North Carolina A&T has enjoyed consistent record-breaking enrollments. Enrollment has increased 37 percent from 7,442 students in August 1999 to 10,383 students in August 2004.

An important element of enrollment growth is getting new students off to a good start through the Orientation program based in the Division of Student Affairs. Students have the opportunity to participate in one of several orientation sessions that start in June and culminate with an opening welcome week at the start of the fall semester. During orientation students participate in academic orientation, meet faculty advisors, finalize their class schedules, and familiarize themselves with student service departments and student government and organizations. They meet new friends in residence halls and become oriented to campus life.

Special programs, e.g. Honors Program, Music Majors, NC Teaching Fellows, and ROTC, provide orientations that introduce students to student life programs that will extend over the course of each

Orientation Program gives students the opportunity to learn about time management and financial responsibility.

semester and special social activities. New students are welcomed to the campus community by Campus Life Mentors (peer advisors) who assist them with the transition into the collegiate experience. Welcome Week activities during fall opening give students the opportunity to learn about time management, study skills, diversity, and financial responsibility, to name a few.

New students make a commitment to the Aggie Pride Compact, a document authored by A&T students that delineates the expectations of each member of the Aggie family from their academic or professional efforts to a code of civility and good citizenship. Orientation and First Year Experience programs are designed to connect students to their future, by assisting them to make the transition from the classroom to the civic and global community.
Enhance and diversify the University’s resource base through effective fundraising, entrepreneurial initiatives, enhanced facilities, and sponsored research programs.

**Near-Term**

**Beginning January 2002,** conduct an annual review and update of the campus facilities master plan to align with the goals of academic programming, student life and operational efficiency.

**By October 2002,** implement a plan to expand focused giving and investment activities through a capital campaign.

**By July 2003,** develop a five-year strategy to increase overall university funding resources by 50 percent.

**Mid-Term**

**By August 2004,** establish a research initiative fund. The research initiative fund has been established with 2% of the overhead receipts with a goal of 10% available for the 2004-05 year. Additional changes in overhead receipts have increased incentives for faculty.

- **By August 2004,** establish a university research foundation that supports research and economic development activities. Discussions continue for the establishment under the leadership of Vice Chancellors Hoard and Radhakrishnan.

**By August 2004,** establish entrepreneurial programs and partnerships that foster growth opportunities for long-term funding initiatives. Highlights of new partnerships include: 1) Gillette (See Progress in Action Highlight, Page 44); 2) Lorillard; 3) Michelin; 4) Guilford County School District; 5) Ford Motor Company, and 6) Alamance Community College.
**Progress in Action**

**A&T Establishes A First in Bond Rating**

North Carolina A&T is the first Historically Black University in America to receive a AA Bond Rating and Radian Bond Insurance. Radian Insurance plays a unique role in extending the benefits of credit enhancement, providing an irrevocable guaranty of timely payment of interest and principle. This rating ensures an even higher level of investor confidence and security in the fiscal contributions made to the University to support building the campus for its next generation of students.

The A&T Foundation established a first-of-its-kind model to finance the construction of new student housing. As a result of this entrepreneurial project, the Foundation has built new residence halls for nearly 50 percent of our residential students, owns assets of over $50 million, and has since initiated a one-of-a-kind partnership turning the management of the Foundation’s residential life facilities over to the University.

**Long-Term**

**By August 2004, establish and implement a funding model that advances support for intercollegiate athletics into the upper quartile of MEAC schools.** Collaboration and creativity has created a new funding model with increased revenue and unique approaches for supporting the University’s athletics. A new athletic donor benefit program was established that increased revenues and memberships to the newly founded Victory Club and Aggie Club by 40 percent. Through a gift from Mr. Irwin Belk and partnerships with organizations like the Greensboro Sports Council, increased activity and revenue will be generated through state, regional, and national track and field events.

**By August 2004, establish and implement a funding model that advances support for intercollegiate athletics into the upper quartile of MEAC schools.**

**By August 2006, increase the endowment fund by 50 percent.** The combined endowment of the University and the foundation was $13,054,082 as of June 30, 2002, and as of June 30, 2004 the endowments have reached $14,834,450. The increase is a 17 percent gain. This gain has been accomplished during one of the most difficult stock market periods in decades. New gifts and adjustments to endowment investment policies have contributed to the upward trend significantly.

**By August 2007, increase sponsored research to $40 million annually.** For the fiscal year 2003-2004, the Division of Research and Economic Development recorded almost $36 million in research funding, a four percent increase over the previous year.

**By August 2007, increase the percentage of giving by our alumni to 25 percent.** Alumni donors increased by 450 this past year to bring the new percentages of giving by alumni to 12 percent. This represents a 2% increase from last year.

**By August 2007, increase sponsored research to $40 million annually.** For the fiscal year 2003-2004, the Division of Research and Economic Development recorded almost $36 million in research funding, a four percent increase over the previous year.

**By August 2007, increase the percentage of giving by our alumni to 25 percent.** Alumni donors increased by 450 this past year to bring the new percentages of giving by alumni to 12 percent. This represents a 2% increase from last year.
Projects planned under these goals have been broadly distributed and have included student scholarships to the Gillette Scholars and funding for academic clubs and organizations that promote and provide opportunities to students for the development of their leadership skills.

Highlights on the return of Gillette’s investment in A&T for 2003-2004 include:

- The placing of 11 summer interns including six Gillette Scholars and hiring five graduates as full-time Gillette employees. Most important, these numbers exceed initial projections;
- The recruitment of six outstanding students in the School of Business and Economics and the College of Engineering;
- The student accounting team placed first in the Deloitte & Touche regional case study competition;
- 258 engineering and business students participated in Gillette Week Activities on campus;
- Because of outreach efforts, giving was increased to the University by almost 1,000 pledges and $80,000 over the previous fiscal year;
- Alumni attending the Dedication and Alumni Reunion held in the School of Business and Economics gave more than $107,000 and included 25% first-time donors to the University Annual Fund.

The win-win partnership has given Gillette expanded access to the interdisciplinary talent pool at A&T and given the University new scholarship dollars, faculty fellowships, internships, faculty exchanges, and community outreach opportunities.

Gillette is just one example of North Carolina A&T’s relationships beyond the campus. Our partners include national and international businesses, industry, government agencies, other well-known universities, community colleges, K-12 school systems, and non-profit organizations. These relationships help North Carolina A&T achieve its vision as an interdisciplinary university producing well-prepared global citizens and gives A&T faculty, staff and students the opportunity to add significant
The College of Arts and Sciences will develop and maintain visionary interdisciplinary programs, academic centers, and partnerships. The College will continue exploration and development in the areas of programmatic globalization as well as enhance its implementation of diversified resources. Expansion of interdisciplinary initiatives during 2003 included getting approval from the UNC Board of Governors for two focused-growth program proposals:

1) Bachelor of Arts in Liberal Studies
2) Master of Science in Computational Science

The University will create a national model to integrate learning communities and service learning as an integral component of student learning experiences. The Center for Student Success plans to pilot a learning community in Fall 2004 to enhance interdisciplinary and international educational opportunities.

The interdisciplinary theme will be advanced through a new major in the School of Nursing. A new degree program in Community Health Education will be offered through the School of Nursing.

The School of Agriculture and Environmental Sciences (SAES) will develop high quality proposals and project impacts. Research and teaching proposals have been submitted to funding agencies. Without exception, all of these proposals were interdisciplinary in focus and were related to Futures and to the SAES major program initiatives. During the academic year (2003-2004), 110 proposals were submitted, and 70 received funding, a success rate of 64 percent. These funded proposals resulted in $4.9 million in funding to support SAES research, teaching and extension activities.

The North Carolina Access, Retention, and Completion Initiative in Allied Health Sciences is designed to reduce health disparities among privileged and underprivileged populations by exposing prospective professionals to numerous health career options.

The Advancing Technology Incentive Program The Advancing Technology Incentive Program (ATIP) is a collaborative pilot program between the School of Nursing and Information Technology and Telecommunications. This project incorporates the use of laptop computers and digitized textbooks as learning tools for nursing students. The pilot program was completed in Spring 2004. The School of Nursing is currently using ATIP as an integral part of the curriculum.

N.C. A&T announces Institute of Public Health
In May 2004, N.C. A&T's Board of Trustees endorsed the formation of a new Institute for Public Health, a move that supports the University's expertise in a variety of disciplines that have public health content. Current programs and research includes environmental studies, health disparities, sustainable energy, genetics, occupational safety and health, and policy analysis.

Regarding the announcement, N.C. A&T Board Chairman, Dr. Gerald Truesdale commented, “When you consider the serious health challenges within minority populations, rural communities, and Third World nations...this new Institute for Public Health definitely will have local, national and international implications. As a physician, I see so many health and medical needs that are not being met.”

The Institute for Public Health supports two major themes of the university's interdisciplinary vision as public health issues are complex and require interdisciplinary and multidisciplinary solutions and is global.

Plans for the Institute include initial offerings through certificate and outreach programs. Other steps are the creation of the Public Health Working Group to include A&T faculty and public health professionals, additional internal study and the creation of an International Advisory Board. A national search for a director is currently underway.
About Richard Hunt

Born in Chicago during the Great Depression in 1935 to Howard and Inez Henderson Hunt, Richard Hunt gained much of his political and social ideas from the discussions which took place in his father’s barbershop while growing up. Hunt’s mother, a librarian, exposed him to music and art at an early age. However, his love of visual art took precedent.

He enrolled in the Art Institute of Chicago in 1953 through a scholarship from the Chicago Public School Art Society. While attending the Art Institute, Hunt was greatly influenced by the work of Spanish sculptor Julio Gonzalez and African-American sculptor Richmond Barthé. So inspired to create, Hunt built a studio in the back of his father’s barbershop to perfect his welding techniques.

In order to earn money to pay his tuition, Hunt worked part-time at a zoological laboratory at the University of Chicago. Some of Hunt’s major early works such as Arachne, which was acquired by the Metropolitan Museum of Art in 1957, incorporated zoomorphic shapes and imagery inspired by his experiences working in the laboratory.

Hunt completed his studies at the Art Institute in 1957 at age twenty-two and subsequently, in which time he was awarded the James Nelson Raymond Foreign Travel Fellowship allowing him to study for a year in England, France, Spain, and Italy. Upon his return, he received a Guggenheim Scholarship in 1962 for further study in Europe.

Well-known for his public commissions, he started producing outdoor sculptures in 1967, almost twenty years after he started his career as a sculptor. By the 1990’s, Hunt had completed over one hundred public commissions, the most notable being I Have Been to the Mountaintop in Memphis, Tennessee, and Freedmen’s Column at Howard University in Washington, D.C. He has been exhibited at numerous galleries across the country including the Hirshhorn Museum and Sculpture Garden and the National Museum of American Art. Major retrospectives of his work have taken place at the Museum of Modern Art (MoMA) and the Art Institute of Chicago. He has also received visiting professorships at Yale University, Purdue and held an artist in residency at Harvard University.

Currently living in his birthplace city of Chicago, Hunt’s legacy shall be forever present on A&T’s campus in the vision of Progress.
The Aggie Pride Compact, approved in April 2003, set a standard of conduct, which was well received and embraced by the University campus-wide.

The Global Studies Certificate was implemented, sponsored by The Office of International Programs.

Assessment of the General Core Curriculum resulted in the development of interdisciplinary courses during the Summer of 2004, to be piloted in 2005. The new University Studies Curriculum is scheduled to be fully implemented in Fall 2006.

North Carolina A&T held its first Phi Kappa Phi installation and initiation ceremony.

The Gillette company and North Carolina A&T established a mutually beneficial $1 million partnership.

The Division of Research organized two councils to review and refine the University’s research activities.

The new High Performance Computing Center, which includes three super computers and supports research of faculty and students in science, engineering, technology and business is unveiled. A&T's center is one of the three largest super computing centers in the state.


Department of Biology hosts Director of the National Human Genome Institute at the Ninth Annual Life and Physical Sciences Research Symposium.

New Liberal Studies Program approved.


A&T received Governor's Governor's Innovation Grant totaling $10,383 on.

North Carolina A&T received the record by 10,383 on.