REQUEST FOR AUTHORIZATION TO ESTABLISH

THE

DOCTOR OF PHILOSOPHY

IN

LEADERSHIP STUDIES

Preparing Tomorrow's Leaders

SUBMITTED BY

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EXECUTIVE SUMMARY

Introduction
North Carolina Agricultural and Technical State University (NC A&T) proposes a unique and cutting-edge doctoral degree in Leadership Studies. The proposed program is purposefully and inherently interdisciplinary, supporting the University’s vision and truly reflecting the nature of society’s challenges. The program is designed to prepare the next generation of world leaders and researchers. This new doctoral program in Leadership Studies features a core of courses that focuses on technology as a tool for leadership and on the increasing role of ethics in the leadership process, two factors that are relevant for the leaders of the 21st century regardless of the sector of society in which that leadership is exercised.

The quest for executive excellence is continuous. Ethical leadership connected with the ability to manage information and technology will be an increasingly important competitive dimension needed for leaders in this new century. Further, the presence of African Americans, women, and other leaders of color is most noticeable through their absence. North Carolina A&T State University, with its rich history as an HBCU and its status as a Land Grant institution, is uniquely positioned to fill this void, while simultaneously providing an inclusive intellectual environment. The University enjoys a national reputation and has historically addressed the absence of people of color in various professions through its centers of excellence and its programs of study in engineering, technology, business, and graduate education.

The University has on campus the requisite intellectual capital to deliver the degree. The proposed doctorate in Leadership Studies is built on the foundations of disciplinary knowledge and grounded in respected research on leadership and the associated interdisciplinary topics that contribute to effective and visionary leadership. Those disciplines that are prerequisite to the degree are, initially, Agriculture, Business, Education, Engineering, Science, and Technology, a combination unique to NC A&T. The faculty featured herein and new faculty who will be added will lead the development of future leaders and leadership researchers. The program of study, professional research, and engaged practice of the proposed program’s graduates are expected to challenge existing leadership paradigms and produce informed and enlightened leadership in corporations, government agencies, and educational institutions of the state and nation.

There is currently no program in the State of North Carolina with the proposed breadth and focus of this program. A review of the current literature and an informal survey of over fifty universities nationwide reveal that no other leadership program in the nation shares this program’s focus on technology and ethics across the disciplines in which leadership is exercised.

Program Objectives
It is the intent of the University that the graduates of this doctoral program in Leadership Studies will realize the following interdisciplinary objectives.
1. Design, evaluate, and interpret the collection and analysis of data and their role in leadership and decision-making;
2. Critique and recommend technology to support the different facets of leadership;
3. Recognize, develop, and incorporate ethical judgment in leadership;
4. Recognize, value, and incorporate diversity for developing organizational effectiveness;
5. Understand and apply theories of motivation and leadership as they influence ethical decision-making; and
6. Articulate a personal leadership vision that will benefit the organization and its members.

Program Description
This interdisciplinary program is designed for those persons who desire positions of leadership in business, industry, science, engineering, education, military, and medical fields and who wish conduct research in the field of Leadership Studies. The program will develop their scholarship in the field of leadership and contribute to the accumulation of new knowledge through research and practice in the field of leadership studies. The mission is to advance the concepts and theories of the field of leadership studies through the application of research and the experiences gained through an internship.

Those persons who have a master's degree from an accredited college or university and who have at least five years experience in a leadership or managerial role may request admission to the leadership program. Persons coming from master's degree programs who wish to pursue a career in research in Leadership Studies may also apply. The applicant should complete the application to the School of Graduate Studies and attach the appropriate documentation of eligibility. Continuous enrollment is required.

The Program contains 51 hours, 42 of which are coursework and nine are the internship/research and the dissertation writing. The Program contains 24 hours of core courses, nine hours of elective courses, nine hours of research preparation courses, three hours for an internship, three hours of dissertation research, and three hours of dissertation writing. The 24 hours of Core Courses in Leadership Studies must be taken at North Carolina A&T State University. The credit hour requirement of the program is comparable to and consistent with the general number of credit hours required for completion of the Ph.D. in the field of Leadership Studies. Benchmarks are established to assess performance throughout the program as students matriculate through the three phases of the program.

Courses in the Leadership Core will be taught by North Carolina A&T State University faculty in partnership with Eminent Leaders. Eminent Leaders are uniquely qualified, prominent leaders who will be selected from the areas of business, industry, education, and governmental organizations throughout the world.

The Core Courses are designed to encompass the important elements of leadership studies, including: theories of leadership; ethical leadership; current and historical models of leadership; leadership in diverse environments and cultural aspects of leadership; and, technology as a tool for the development and maintenance of leadership. In addition, the strands of ethics, diversity, and technology will run throughout all courses.

Unique Features of the Program
There are four distinctive features of this program that make it exciting. First, the curriculum content is enhanced by the inclusion of the Eminent Leaders who will bring relevant practice perspectives to the core curriculum. Second, the internship requirement brings students in touch with current practice in leadership. Third, the dissertation research helps all the future leaders in the program to apply research as a leadership tool. Last, the program's content, development, and implementation are enhanced by the established relationship with the Center for Creative Leadership.

Eminent Leaders
The concept of the Eminent Leader is patterned after the United Nations World Committee of Eminent Persons who lend their perspective to world problems. Thus Eminent Leaders
in the Ph.D. Program in Leadership Studies are recognized for their prominence and their accomplishments in areas of leadership. As adjunct faculty, their participation will galvanize the student's paradigm of leadership. They will participate in the program in conjunction with the professors of record of various courses and provide intensive instruction in their areas of expertise. These leaders will come from business, industry, education, engineering, government, and non-government organizations throughout the world. Not only will they support the program by participating in the delivery of instruction, but they will also provide internship opportunities and funding. The courses in which they participate will be arranged to facilitate instruction for the Eminent Leader and for the student. Eminent Leaders may be invited to participate in any of the Core Courses, participate on dissertation committees, supervise internships, and participate throughout the program. Instruction may take place over an intensive several-week period of time, over a series of weekends, or during a regular semester-long course. Eminent Leaders and the faculty will use information technology to both demonstrate and deliver Leadership Studies.

Internship
Another unique feature of the proposed doctoral program in Leadership Studies is the aforementioned professional practice internship in a leadership environment. This internship will inform the student of current practice and lead to the dissertation research. The internship will be with a recognized business, industry, government or non-governmental leader or in an organization that studies leadership. It will provide inquiry, exploration, and hands-on opportunities to observe and participate in leadership decisions. This will form the foundation for the dissertation research. This facet of the doctoral program is modeled after the successful American Council on Education and White House Fellows programs.

Research
The program's emphasis on research accomplishes two goals: it will add to the body of knowledge on leadership, and it will help students understand how to use research as a leadership tool whether they go into a research career or not. Although dissertations are not unique to Ph.D. programs, this dissertation research is embedded in the internship.

Center for Creative Leadership
The University has teamed with the Center for Creative Leadership (CCL®) located in north Greensboro. For the third consecutive time, the Center for Creative Leadership ranks first in the world for leadership development in BusinessWeek's biennial Executive Education Special Report. CCL® provided reviews of this proposal during the development stages, and it will provide current research topics for students, a pool of highly qualified adjunct faculty, reasonable access to one of the largest leadership libraries in the world, and a local organization for internships.

Summation
In order to prepare tomorrow's leaders for effectiveness, the interdisciplinary Ph.D. in Leadership Studies will emphasize diversity, ethics, information technology, informed practice, and research. Students and faculty will benefit from partnerships with institutions like the CCL and with giants in leadership such as the Eminent Leaders. These features are characterized in the Core Courses, Internship, and Dissertation Research. Students matriculate through phases of the program and are benchmarked to ensure excellence. NC A&T is singularly positioned to offer such an exciting and forward-looking degree program.
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I. DESCRIPTION OF THE PROGRAM

This interdisciplinary program is designed for those persons who desire positions of leadership in business, industry, science, engineering, education, military, and medical fields and who wish to continue research in the field of Leadership Studies. The program will document their scholarship in the field of leadership and contribute to the accumulation of new knowledge through research and practice in the field of leadership studies. The mission of this unique program is to advance the concepts and theories of the field of leadership studies through the applications of research and internship experiences.

A. Describe the proposed degree program and associated degree program tracks.

Those persons who have a master’s degree from an accredited college or university and at least five years experience in a leadership or managerial role may request admission to the leadership program. Persons coming from master's degree programs who wish to pursue a career in research in Leadership Studies may also apply. The applicant should complete the application to the School of Graduate Studies and attach the appropriate documentation of eligibility. Continuous enrollment is required.

The Program contains 51 hours, 42 of which are coursework and nine are the internship/research and the dissertation writing. The Core Courses consist of 24 hours of courses in Leadership Studies all of which must be taken at North Carolina A&T State University. Refer to Table 2 under section III. B, page 13, for a detailed description.

Core and Elective Course Work
Phase I of the Leadership Studies Program consists of the Core and the Elective Courses. Each course will be taught once every year. These courses will be taught by highly qualified North Carolina A&T State University faculty and will include modules taught by uniquely qualified Eminent Leaders who will be appointed as adjunct faculty. The concept of Eminent Leaders is patterned after the World Commission of Eminent Persons of the United Nations. These Eminent Leaders are on the cutting edge of applied leadership in the areas of business and industry, education, public service, government and non-governmental organizations and the sciences and engineering throughout the world. They will partner with the core faculty to provide an exciting real-life prospective to the classroom and research experiences.

The leadership core challenges the next generation of leaders to push the envelope in the reform of current leadership practice. The Core Courses are designed to provide students with an understanding of leadership in a broader context. They contain all of the elements of leadership studies, including: ethical leadership that informs decision-making; current and historical models of leadership that provide a foundation for leadership of change and innovation; leadership in diverse environments and cultural aspects of leadership that provide a foundation for leadership at the global level; and, technology as a tool for the development and maintenance of leadership. In addition, strands that will run through all courses are those of ethics, diversity and technology.
The following are the titles of the courses. The complete description of these courses can be found in Appendix B.

**The Leadership Core**
- LEST 800 - Leadership Theories
- LEST 802 - Decision-Making Theories and Strategies
- LEST 810 - The Role of Ethics in Leadership
- LEST 811 - Human Behaviors and Relations
- LEST 812 - Contemporary Issues in Cultural Diversity
- LEST 820 - Information Technology as a Leadership Tool
- LEST 840 - Organizational Structure and Dynamics
- LEST 850 - Leadership in the Global Economy and Society

**Research Preparation Courses**
- LEST 860 - Qualitative Research
- LEST 861 - Computer Assisted Research
- Any Basic Research Methods course, such as CUN 711 - Research and Inquiry
- Any Advanced Statistics course

The nine hours of Elective Courses are courses in the area of specialization or research selected by the student. These courses are designed to provide the current best practices in related theory and practice.

**Ph.D. Dissertation Committee**

Benchmarks have been established that assess the progress of the students through the program. At the end of eighteen hours of study, the students are required to select their four-person dissertation committee. This committee will be chaired by a member of the Leadership Faculty. The additional members will consist of North Carolina A&T Faculty, Eminent Leaders, and adjunct faculty from CCL.

**Research**

When benchmarks have been met, the student may begin Phase II of the program. Phase II of the program consists of nine hours of research preparation courses. The nine hours of research courses will include leadership studies research, qualitative and quantitative methods, statistics, and applications of information technology in research. These courses will take the student beyond the master's level in organizing and implementing research studies.

Following the completion of the Core Courses, the Elective Courses, and the Research Courses, students will begin Phase III in which they will take a Preliminary Comprehensive Examination. Failure to pass this examination dictates a need for more course work in these areas or dismissal from the program.

**Candidacy**

Following the successful documentation and completion of the internship as approved by the committee, the student will be admitted into candidacy for the interdisciplinary Ph.D. in Leadership Studies. The candidate will then enroll in three hours of supervised dissertation research and three hours of supervised dissertation writing, and upon the successful defense of the dissertation will receive the doctoral degree, the Ph. D. in Leadership Studies. Should the candidate require more than the six hours of
dissertation research and writing, the candidate may enroll in more hours provided the six-year limit has not been reached.

Unique Features of the Program

The distinctive features of this program that make it exciting are organized in four areas:

- an internship which brings students in touch with current practice in leadership;
- dissertation research which helps all the future leaders in the program to apply research as a leadership tool;
- Eminent Leaders who will bring relevant practice perspectives to the core curriculum; and
- the relationship that NC A&T has with the Center for Creative Leadership.

Internship

With the advice of the Dissertation Committee Chair, the student will submit a proposal to the Committee to conduct research in one or more areas of interest and to serve an internship of not less than one semester. This internship will inform the student of current practice and lead to the dissertation research. The internship will be with a recognized business, industry, government or non-governmental leader or in an organization that studies leadership. It will provide inquiry, exploration and hands-on opportunities to observe and participate in leadership decisions. This will form the foundation for the dissertation research. Documentation of the internship may take the form of a project, a portfolio or a reflective essay, as described by the student’s committee. The dissertation research should take the form of: finding, investigating, and researching a leadership project, piloting the project, and exploring the outcomes of the project.

Research

The program’s emphasis on research will accomplish two goals: it will add to the body of knowledge on leadership, and it will help students understand how to use research as a leadership tool whether they pursue a research career or not. Although dissertations are not unique to Ph.D. programs, this dissertation research is embedded in the internship.

The internship and the writing and defense of the dissertation research can take place within the twelve hours allotted for research. However, should the student require more than this amount of time, additional hours can be taken, provided the six year time limit is not exceeded. The research topic must be approved by the student’s committee, and oversight of the project by the committee is also required.

Eminent Leaders

The concept of the Eminent Leader is patterned after the United Nations World Committee of Eminent Persons who lend their perspective to world problems. Thus, Eminent Leaders in the Ph.D. Program in Leadership Studies are recognized for their prominence and their accomplishments in areas of leadership. As adjunct faculty, their participation will galvanize the student’s paradigm of leadership. They will participate in the program in conjunction with the professor of record of various courses, and provide intensive instruction in their area of expertise. These leaders will come from business, industry, education, engineering, government and non-government organizations.
throughout the world. Not only will they support the program by participating in the delivery of instruction, but they will also provide internship opportunities and funding. The courses in which they participate will be arranged in such a way that will facilitate instruction for the Eminent Leader and for the student. Eminent Leaders may be invited to participate in any of the Core Courses, participate on dissertation committees, supervise internships and participate throughout the program.

Instruction may take place over an intensive several-week period of time, over a series of weekends, or during a regular semester-long course. Eminent Leaders and the faculty will use information technology to both demonstrate its applications to leadership and to deliver Leadership Studies. For example, Royall Mack, Corporate Vice President for Civic Affairs for the Gillette Corporation, could lead an instructional unit on diversity and leadership in the global market place. This could be housed in the course, Leadership in the Global Economy and Society. During one part of the semester, the professor of record and Mr. Mack will meet students face to face on the weekend. Later in the semester, they will meet throughout the week and follow-up will be provided by video conferencing and using web-based instruction over the Internet.

Center for Creative Leadership

The Center for Creative Leadership is a world renowned, award-winning leadership development institution. There are a number of benefits to having a meaningful relationship with the Center for Creative Leadership. The Ph.D. in Leadership Studies students, faculty, and Eminent Leaders will have access to internship opportunities, research opportunities, and an extensive leadership library by way of the CCL. The CCL staff is very available within the context of this relationship and will also have potential students to enroll in the program. The staff at the CCL will also provide an ongoing pipeline to help direct their clients to the program for further, formal terminal education.

B. List the educational objectives of the program.

It is the intent of the University that the graduates of this doctoral program in Leadership Studies will realize the following interdisciplinary objectives.

1. Design, evaluate, and interpret the collection and analysis of data and their role in leadership and decision-making;
2. Critique and recommend technology to support the different facets of leadership;
3. Recognize, develop and incorporate ethical judgment in leadership;
4. Recognize, value and incorporate diversity for developing organizational effectiveness;
5. Understand theories of motivation and leadership as they influence ethical decision-making; and
6. Articulate a personal leadership vision that will benefit the organization and its members.
C. Indicate the relation of the program to other programs currently offered.

Relationship to Existing Programs' Courses

Courses for the proposed degree program will build upon the intellectual capital represented in the existing master's degree programs in each area of specialization, and will address the goals of the proposed interdisciplinary program. Many of the disciplines and degree programs on campus have in place courses that support the proposed interdisciplinary doctoral degree in Leadership Studies. For example, management, information technology, and leadership courses already exist in other master's programs. Selected existing courses will be used as prerequisites and others as elective courses for the program. For a listing of such courses, see Appendix A.

Relationship to Existing Programs' Faculty

The faculties of North Carolina Agricultural and Technical State University are active professionally, respected, and talented. Although many teach in departments without formal doctoral programs, they have experience in doctoral level advisement and direction through participation on dissertation committees at other universities. Additionally, many have published research in respected journals either on the subject of leadership or on topics that impact leadership. Abbreviated resumes documenting this capability appear in Appendix D. All faculty involved in the proposed doctoral program have strong records in research, publications and other scholarly productivity. In addition, faculty throughout the campus will be trained for effective participation in interdisciplinary studies training. Last, the University will commit to the strategic hiring of new faculty to strengthen this proposed program.

A number of A&T faculty are highly qualified to deliver the Ph.D. in Leadership Studies. Included among them are:

**Chancellor James C. Renick**

Chancellor Renick served as President of the University of Michigan, Dearborn for over six years and is in his fifth year as Chancellor of North Carolina A&T State University. His doctorate is in public administration from Florida State University. He serves on numerous national boards and foundations including the Presidential Board of Advisors on Historically Black Colleges and Universities, the North Carolina Board of Science and Technology, the Business-Higher Education Forum, the Educational Testing Services Advisory Board, and the Parren J. Mitchell Foundation. Chancellor Renick is the immediate past Chair of the Council of Fellows, the alumni organization of the American Council on Education's Fellows program. Locally, he is on the board of the Microelectronics Center of North Carolina, the Piedmont Triad Center for Advanced Manufacturing, the Piedmont Triad Partnership, the Greater Greensboro Chamber of Commerce, and is the President of the Greensboro Merchants Association. Chancellor Renick has consulted nationally and internationally on leadership and higher education. In 1985, Dr. Renick established the Executive Fellows program at the University of South Florida, serving as the founding educational chair and director of the public administration program. Most recently, he is a founding member of the Millennium Leadership Institute of the American Association of
State Colleges and Universities - a program designed to increase the number of university presidents/chancellors of color. His achievements have brought him numerous awards including the American Association for Higher Education Black Caucus' Exemplary Award for Public Service, the University of Michigan President's Medallion, Who's Who in Black America, and Faculty of the Year.

**Chancellor Emeritus Edward B. Fort**

Chancellor Emeritus Edward B. Fort is uniquely qualified to participate in this program because of his national prominence as a leader of educational institutions and his leadership role in many organizations. He was appointed by President Clinton to the NASA Blue Ribbon Commission for the redesign of the International Space Station, and the NASA Advisory Council. He was appointed by President Bush to serve on the HBCU Presidential Advisory Board.

**Dr. Isaiah Ugboro**

Dr. Isaiah Ugboro is Professor of Organization Theory & Strategic Management in the School of Business and Economics. His research area is in organizational theory in public transportation.

**Dr. John Martin**

Dr. John Martin teaches leadership studies in the Department of Manufacturing Systems and serves on the American Solar Energy Association board.

**Dr. William James**

Dr. William James teaches leadership studies in manufacturing systems, completed the Foundations in Leadership and LeaderLab Training at the Center for Creative Leadership, is co-founder of the International Institute for Critical Thinking, was an Oak Ridge National Laboratory Fellow, and is a member of the World Futures Society, the World Watch Institute and The World Trade Association.

**Dr. James Steele**

Dr. James Steele was a Fellow in the Consortium for Inter-Institutional Collaboration in African and Latin American Studies, was the program manager for Education for Development and Democracy Initiative, and published the article *American National and State Government; An African-American View of the Return of Redemptionist Politics*.

Considering these and other current faculty, the infusion of new faculty with appropriate expertise in leadership and the inclusion of Eminent Leaders, the University has the necessary faculty expertise and intellectual underpinnings for a respected interdisciplinary doctoral program in Leadership Studies.
Relationship to Existing Programs' Facilities

The facilities needed for this program are mainly faculty office and conference space, both of which are reasonably available on campus. Of course, as the student population grows and as new permanent faculty are added, more faculty space will be needed. The University will provide this space and infrastructure support in the existing facilities and those coming on line through the Bond Program.

Because information technology is a prominent thread of the program, laboratory space needed for the proposed program will include existing and future computer laboratories. Information technology resources include teleconferencing, video conferencing, the development and delivery of on-line instruction, access to the World-Wide Web, and computers and software needed as research and leadership tools. Beyond these, the laboratory experiences of the students will not be limited to the facilities on the campus; rather, these laboratory experiences may be supplemented by the resources at the disposal of our Eminent Leaders who practice leadership every day.

Relationship to University Partners

The program capitalizes on its collaborative relationship with university partners. For example, The Center for Creative Leadership is located in Greensboro and enjoys a positive relationship with the University. Their letter of support is in Appendix E.

D. Identify similar programs offered elsewhere in North Carolina.

There are no Leadership Studies programs in North Carolina at the Ph.D. level. A&T proposes to offer an interdisciplinary Ph.D. program that is unique and builds on its reputation of training leaders from underrepresented segments of the general population. The interdisciplinary focus of this program provides a broad enough academic base to meet the needs of diverse populations.

A review of leadership studies programs in the nation found only six doctoral programs in leadership studies: University of Maryland, University of Nebraska, University of Oklahoma, Gonzaga University and University of Oregon. Five of these programs do not focus on integrating ethics into the program curriculum, and none of the six focus on information technology integrative thread for leadership principles and paradigms. Furthermore, a recent survey of US business schools could not identify a single doctoral level leadership degree program outside of the educational administration leadership programs (Doh, 2003).

E. List the names of institutions with similar offerings.

There are other prestigious programs in leadership around the country such as the programs at Harvard University and the University of Maryland. There are also doctoral programs in discipline-specific leadership at the University of Nebraska, the University of Oklahoma, and the University of Oregon. The Leadership Studies program at Gonzaga University is interdisciplinary, but its intellectual foundations are based on Jesuit principles. The Leadership Studies program at Our Lady of the Lake University, a Catholic institution in San Antonio, Texas, lacks the Information Technology focus that
the proposed program has. No other programs with an interdisciplinary perspective on leadership at the doctoral level could be identified.

F. List other institutions visited or consulted in developing this proposal.

University of Maryland
University of Maryland at Eastern Shore
University of Nebraska
University of Oklahoma
University of Oregon
The Center for Creative Leadership

G. Indicate how the proposed new program differs from other programs like it in the University.

There are no other programs like the Ph.D. in Leadership Studies at North Carolina Agricultural and Technical State University. There are Ph.D. programs in the College of Engineering, but these programs are both discipline-specific and not focused on leadership per se.

II. JUSTIFICATION FOR THE PROGRAM

A. Describe the proposed program as it relates to the institutional mission, the overall state plan, student demand, and the existing programs of your institution.

The Program as It Relates to the University’s Mission

The quest for executive excellence is continuous. Ethical leadership connected with the ability to manage information and technology will be an increasingly important competitive dimension needed for leaders during the approaching decade of the new century. Further, the presence of African Americans, women, and other leaders of color is most noticeable through their absence. North Carolina A&T State University, with its rich history as an HBCU and its status as a Land Grant institution, is uniquely positioned to fill this void. The University enjoys a national reputation and has historically addressed the absence of people of color in various professions through its centers of excellence and its programs of study in engineering, business, and graduate education.

Early in 2000, North Carolina Agricultural and Technical State University embarked on a strategic visioning process called FUTURES. The result of this endeavor is Uncompromising Excellence: A Blueprint for the Future (www.ncat.edu/futures), which redefines the University’s mission as:

“...a learner centered community that preserves and develops intellectual capital through interdisciplinary learning, discovery, engagement and operational excellence.”
The emerging needs of the 21st century societies and the changing competencies required for the global workforce are addressed by the proposed doctoral program in Leadership Studies. Leaders must be prepared to meet these demands. This proposed interdisciplinary doctorate in Leadership Studies will provide the knowledge, research, and practice that aspiring leaders in all institutions desire in order to move into leadership positions or become researchers in leadership studies. Armed with disciplinary mastery, the students will recognize that paradigms of leadership must be employed which judiciously use information technology and consider the ethical implications of all decisions, practices, and approaches. These requirements are addressed by virtue of four threads that are integrated across the program.

1. The program is based on the foundation of student disciplinary mastery.
2. The study of ethics and diversity is a recurring topic and context across program courses.
3. Research through the dissertation research is informed and improved through practice in the advanced internship.
4. Information technology as a tool for leadership is integrated across the curriculum. See Figure 1.

The aspiration of the University to be the premier interdisciplinary university in the nation is the outcome of serious reflection and consideration of the emerging needs of the 21st century societies and the changing competencies required for the global workforce. The needs of societies today and the demands of the workforce are both inherently interdisciplinary. The proposed program is interdisciplinary in several ways. First, it builds on disciplinary competencies in agriculture, business, education, engineering, sciences, and technology. Students with backgrounds in agriculture might use the leadership skills developed in extension programs, small cooperatives, and non-profits. Students in business with backgrounds in accounting, marketing, and economics, might use the leadership skills in entrepreneurship, middle management, government agencies. Students in education with expertise in curriculum and instruction, likewise, might use the leadership skills in the leading of community colleges and school systems. Engineering and technology professionals in corporate America might use the credentials of this program to contribute to societal improvement through technology and diversity in the technology sector. Regardless of the disciplinary background, the interdisciplinary nature of the proposed program and its integrative threads support the University's mission and are evident in its structure as shown in Figure 1.

Although there does not exist on campus a master's degree in Leadership Studies, courses across the campus at the master's degree level provide a foundation for the Ph.D. in Leadership Studies and can be used to satisfy some of the requirements of the elective and research courses. These courses are listed in Appendix A.
The creation of the interdisciplinary Leadership Studies program is a positive response to societal and intellectual issues that require new types of leaders. Appendix E contains letters of support from corporate, governmental, and educational leaders supporting the concept that leaders of the future will have to be better trained in leadership skills, ethics, and information technology to lead their organizations effectively.

B. Enrollment

The following is a brief summary of research on the environment from which students will be recruited and on the sources of enrollment and enrollment potential.

Environment from which Students Will Be Recruited

Employment of top executives-including chief executives, general and operations managers, and legislators-is expected to grow about as fast as the average for all occupations through 2010 (Bureau of Labor Statistics, 2004). Because top managers are essential to the success of any organization, they should be more immune to automation and corporate restructuring-factors, which are expected to adversely affect employment of lower level managers. Projected employment growth of top executives varies by industry, reflecting the projected change in industry employment over the 2000-10 period. For example, employment growth is expected to be faster than average in services industries overall, especially business services. However, employment is
projected to grow more slowly than average in some finance, insurance, and real estate industries, and decline in some manufacturing industries.

Top executives are among the highest paid workers. However, salary levels vary substantially depending upon the level of managerial responsibility, length of service, and type, size, and location of the firm. For example, a top manager in a very large corporation can earn significantly more than a counterpart in a small firm.

Median annual earnings of general and operations managers in 2000 were $61,160. The middle 50 percent earned between $40,880 and $93,610. Because the specific responsibilities of general and operations managers vary significantly within industries, earnings also tend to vary considerably. Median annual earnings in the industries employing the largest numbers of general and operations managers in 2000 were:

- Computer and data processing services: $101,340
- Management and public relations: $84,610

In business, top executives held about 3 million jobs in 2000. Employment was distributed as follows:

- General and operations managers: 2,398,000
- Chief executives: 547,000
- Legislators: 54,000

Top executives are found in every industry, but the services, retail trade, and manufacturing industries employ about three out of five.

Colleges and universities are also adding administrators to handle an increasing number of tasks. Directors of technology and distance learning are being added to handle these functions. The need to keep tuition costs down is also creating a growing need for directors of fundraising (also called development) and for public relations officials, whose mission is to boost community support and raise money.

Government chief executives and legislators who do not hold full-time, year-round positions often continue to work in the occupation they held before being elected. The Council of State Governments reports in their *Book of the States, 2000-2001* that gubernatorial annual salaries ranged from a low of $65,000 in Nebraska to a high of $179,000 in New York. In addition to a salary, most governors received benefits such as transportation and an official residence. The governor of Florida has the largest staff with 310, while the governor of Nebraska has the smallest with 15. In 2001, U.S. Senators and Representatives earned $145,100, the Senate and House Majority and Minority leaders earned $161,200, and the Vice President was paid $181,000.

According to the International Personnel Management Association, city managers earned an average of $92,338, and county managers $107,500, in 2000. The National Conference of State Legislatures reports that the annual salary for rank and file legislators in the 40 States and the District of Columbia that paid an annual salary ranged from $15,000 to more than $60,000. In eight states, legislators received a daily salary plus an additional allowance for living expenses while legislatures were in session.

Earnings of public administrators vary widely, depending on the size of the governmental unit and on whether the job is part time, full time and year round, or full time for only a few months a year. Salaries range from little or nothing for a small town council member to $400,000 a year for the President of the United States.
Sources of Enrollment

Students can be recruited from various universities across the world. North Carolina Agricultural and Technical State University provides a total of 40 different fields offering graduate degrees. In addition, there are nine fields that offer minors at the graduate level and eleven areas that support graduate education through offering graduate level courses or in some other capacity.

Students can be recruited from the armed forces, governmental and non-governmental agencies, community colleges, business and industry, educational agencies, and from related programs at universities. For letters of interest, see Appendix F.

Potential Enrollment

In a survey conducted by the PhD in Leadership Studies planning committee, more than 125 professionals indicated their willingness to enroll in the program. These professionals are presently employed at various businesses, community colleges, the U.S. Army, the Center for Creative Leadership, and other organizations. It is expected that at least 15 candidates will be enrolled in the program during the first year of operation. Table 1 shows the levels of interest categorized by profession.

Table 1. Level of Interest in the Ph.D. in Leadership Studies

<table>
<thead>
<tr>
<th>Profession of Interest</th>
<th>Number Identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>2</td>
</tr>
<tr>
<td>Military</td>
<td>10</td>
</tr>
<tr>
<td>Community College</td>
<td>45</td>
</tr>
<tr>
<td>Education</td>
<td>15</td>
</tr>
<tr>
<td>Training and Development</td>
<td>15</td>
</tr>
<tr>
<td>Nursing/Medical</td>
<td>10</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>3</td>
</tr>
<tr>
<td>Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Business</td>
<td>15</td>
</tr>
<tr>
<td>Information Technology</td>
<td>5</td>
</tr>
<tr>
<td>Agricultural, Biotechnology, Bio-Related</td>
<td>5</td>
</tr>
</tbody>
</table>

III. PROGRAM REQUIREMENTS AND CURRICULUM

A. Admission

Admission Requirements

To be considered for admission to the Ph.D. program in Leadership Studies an applicant must satisfy the following requirements:
1. A master's degree from a college or university recognized by a regional or general accrediting agency;
2. At least five years of work experience at the executive or managerial level or an interest in a career in research in Leadership Studies;
3. Complete the Graduate Record Exam (GRE) general examination with a score of at least 500 on each part and a score of at least four on the analytical writing part; or the Graduate Management Admissions Test (GMAT) with a score of at least 600, or Miller Analogies Test (MAT), if they apply appropriately to the discipline area of the student; and,

4. Applicants with their highest degree from non-English-speaking countries must complete the Test of English as a Foreign Language (TOEFL) exam and obtain a score of 600 or above on the written exam or 250 or above on the computer exam. The above requirements will be reviewed periodically, and revised if necessary.

Documents to Submit

The following documents are to be submitted by applicants to the Ph.D. program in Leadership Studies:
1. Official transcripts of all college-level academic work;
2. Three letters of recommendation from professional associates or supervising professors from the master's degree institution;
3. Official copy of GRE, GMAT, or MAT scores mailed directly to the university;
4. Official copy of TOEFL score, if applicable, mailed directly to the university;
5. Completed application form and application fee stipulated by the School of Graduate Studies at NC A&T; and,
6. A two-page (double spaced) "Statement of Purpose" defining the reasons for pursuing the Ph.D. degree in Leadership Studies and the professional work experience or leadership research background used to meet Admission Requirement 2 above. This also will be evaluated as a writing sample.

B. Degree requirements

A sample program is included in Appendix C showing how students will matriculate through the program as a full-time or part-time student.

Credit Hours Required

The credit hours required for the program will be a minimum of 51 credit hours beyond the master's degree. Of these hours, 42 hours are toward course work and nine hours are toward research and internship. Of the 42 hours of course work, 24 hours are dedicated to the Core, nine are dedicated to Electives, and nine are dedicated to Research Preparation. Of the remaining hours, three are set aside for the Internship, three are for the dissertation research, and three, minimum, are required for the dissertation writing. Courses open only to graduate students at the Ph.D. level are numbered as 800-level courses at NC A&T. Students must satisfy 50 percent of the course requirements at the 800 level. The Leadership Core requirements are presented below. See Table 2, on page 13 for program sequencing and benchmarks.

The Leadership Core is listed below.
LEST 800 - Leadership Theories
LEST 802 - Decision-Making Theories and Strategies
LEST 810 - The Role of Ethics in Leadership
LEST 811 - Human Behaviors and Relations
LEST 812 - Contemporary Issues in Cultural Diversity
LEST 820 - Information Technology as a Leadership Tool
LEST 840 - Organizational Structure and Dynamics
LEST 850 - Leadership in the Global Economy and Society

Grades Required

Students must obtain a grade of "B" or better in each of the courses completed toward the Ph.D. degree.

Transfer Credit

Transfer credit for a maximum of six credit hours in research or in the electives only may be given to a student for courses completed beyond the master's degree level. No transfer credit will be given for Core Courses.

Course Requirements

The course requirements for the Ph.D. in Leadership Studies are shown in Table 2. See Appendix B for a complete listing of Core Courses and their descriptions. Students must complete the requirements for the Ph.D. in Leadership Studies within six years from the date of first enrollment in the program. In addition to course work requirements, the exams and benchmarks shown in Table 2 must be completed in sequence.

Table 2. Course Requirements for the Ph.D. in Leadership Studies

<table>
<thead>
<tr>
<th>Phase One: Core and Elective Area</th>
<th>Benchmarks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses: 24 credit hours</td>
<td>1. Program of Study filed in Graduate Studies Office prior to the completion of nine hours.</td>
</tr>
<tr>
<td>LEST 800 - Leadership Theories</td>
<td>2. GPA – 3.0 or above.</td>
</tr>
<tr>
<td>LEST 802 - Decision-Making Theories and Strategies</td>
<td>3. Ph.D. Dissertation Committee formed prior to the completion of 18 hours.</td>
</tr>
<tr>
<td>LEST 810 - The Role of Ethics in Leadership</td>
<td></td>
</tr>
<tr>
<td>LEST 811 - Human Behaviors and Relations</td>
<td></td>
</tr>
<tr>
<td>LEST 812 - Contemporary Issues in Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>LEST 820 - Information Technology as a Leadership Tool</td>
<td></td>
</tr>
<tr>
<td>LEST 840 - Organizational Structure and Dynamics</td>
<td></td>
</tr>
<tr>
<td>LEST 850 - Leadership in the Global Economy and Society</td>
<td></td>
</tr>
<tr>
<td>Elective Courses: 9 credit hours</td>
<td></td>
</tr>
<tr>
<td>These courses will be selected in conjunction with the student's committee on an as-needed basis.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase Two: Research Preparation</th>
<th>Benchmarks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Courses: select 9 credit hours</td>
<td>1. Written Preliminary Comprehensive Examination after the completion of courses.</td>
</tr>
<tr>
<td>LEST 860 - Qualitative Research</td>
<td>2. Internship proposal, which includes possible areas of research approved by committee.</td>
</tr>
<tr>
<td>LEST 861 - Computer Assisted Research</td>
<td></td>
</tr>
<tr>
<td>Any Basic Research Methods course, such as CUIN 711 - Research and Inquiry</td>
<td></td>
</tr>
<tr>
<td>Any Advanced Statistics course</td>
<td></td>
</tr>
</tbody>
</table>
**Phase Three: Applied Components**

<table>
<thead>
<tr>
<th>Internship: 3 hours</th>
<th>Benchmark: 1. Successful completion of the Internship as approved by the student’s committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following the successful completion of the Phase Two Benchmarks, the student will apply for and complete an internship and develop the research proposal,</td>
<td>Benchmark: 1. Oral defense of research proposal in the presence of the Committee</td>
</tr>
</tbody>
</table>

**Admission to Ph.D. Candidacy:** On the successful completion of Phases One and Two, the internship, and a maximum of two attempts on the three required comprehensive examinations

**Research:** 3 Hours
The candidate will complete dissertation research.

**Dissertation Writing:** 3 hours
Dissertation Writing

**Benchmarks:**
1. Oral defense of dissertation in the presence of the committee.

**Language Requirements**

To satisfy language requirements, conversational fluency in a non-native language or a computer language must be demonstrated. LEST 812 – Contemporary Issues in Cultural Diversity contains a requirement that will demonstrate conversational fluency.

**Composition of Ph.D. Dissertation Committee**

The Committee will have at least four members including the chair. This committee will be chaired by a faculty from the Leadership Faculty. The additional members will consist of North Carolina A&T Faculty including Eminent Leaders.

**C. List existing courses by title and number and indicate those that are required and currently offered**

The Core Courses of this interdisciplinary Ph.D. will be established at the time of the program’s commencement. However, many Master’s Level courses exist that will enhance or satisfy research or elective requirements. Those courses are listed in Appendix A.

**Existing Master’s Level Foundation Courses**

There are a number of courses at the 600 and 700 level that will serve as a master’s level foundation for entry into this program. These courses are listed in Appendix A.

**Courses to be developed for the Ph.D. in Leadership Studies**

Courses that will be created to meet the requirements of this interdisciplinary Ph.D. are listed in Appendix B.
IV. FACULTY

A. List the names of persons now on the faculty who will be directly involved in the proposed program.

Numbering about 500, the faculty at North Carolina A&T State are associated with one or more of eight colleges/schools: College of Arts and Sciences, School of Agriculture, School of Business and Economics, School of Education, College of Engineering, School of Nursing, School of Technology, and School of Graduate Studies. Faculty active in the Leadership Studies program would be associated with the School of Graduate Studies and have a joint appointment in a discipline specific program.

Existing Faculty

A large number of existing faculty are qualified and expected to contribute teaching and/or research efforts to the Leadership Studies program. Potential faculty are listed in Tables 3 and 4 with resumes in Appendix D. The collective work of the listed faculty includes numerous research projects and publications, courses taught, and career experiences related to leadership studies or one of the associated emphasis areas of the program. These faculty all have doctoral level degrees. All participating faculty must be members of the Graduate Faculty according to criteria established by the Office of the Dean of the Graduate School. There is interdisciplinary representation, with qualified faculty from each college/school. Approximately half of the listed faculty already have doctoral advisory or committee experience.
<table>
<thead>
<tr>
<th>Name</th>
<th>College/ School</th>
<th>Rank</th>
<th>Doctoral Committee Experience</th>
<th>Leadership Research Publications/ Presentation</th>
<th>Leadership Research Projects/ Proposals</th>
<th>Leadership Teaching Experience</th>
<th>Leadership Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alston, Antoine</td>
<td>Agriculture</td>
<td>Assistant Professor</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Anyansi-Archibong, Chi</td>
<td>Business</td>
<td>Professor</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Battle, James</td>
<td>Education</td>
<td>Assistant Professor</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Black, Sylvia</td>
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<td>Assistant Professor</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Boger, David</td>
<td>Education</td>
<td>Professor</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Bucholz, Judie</td>
<td>Education</td>
<td>Assistant Professor</td>
<td>X</td>
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<tr>
<td>Carden, William</td>
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<td>Assistant Professor</td>
<td>X</td>
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<td>X</td>
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</tr>
<tr>
<td>Craft, William</td>
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<td>Professor</td>
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<tr>
<td>Davis-Seaver, Janc</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dunn, Derrick</td>
<td>Technology</td>
<td>Associate Professor</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Esterline, Albert</td>
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<td>X</td>
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<tr>
<td>Fort, Edward</td>
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<td>Professor</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Harris, Loma</td>
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<td>Professor</td>
<td>X</td>
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<tr>
<td>Hornsby, Karen</td>
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<tr>
<td>James, William</td>
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<tr>
<td>Jiang, Xiaochun</td>
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<td>Assistant Professor</td>
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<td>X</td>
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<tr>
<td>Ntuen, Celestine</td>
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<td>Professor</td>
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<tr>
<td>Pai, Devdas</td>
<td>Engineering</td>
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<td>X</td>
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</tr>
<tr>
<td>Preyar, Chester</td>
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</tr>
<tr>
<td>Ragins, Edna</td>
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<tr>
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<tr>
<td>Stanfield, Paul</td>
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<td>Assistant Professor</td>
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</tr>
<tr>
<td>Steele, James</td>
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<tr>
<td>Udoka, Silvanus</td>
<td>Business</td>
<td>Associate Professor</td>
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<tr>
<td>Ugboro, Isaiah</td>
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<tr>
<td>Wagner, Miriam</td>
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<td>Williams, Ereka</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Total Faculty</strong></td>
<td><strong>33</strong></td>
<td><strong>Totals</strong></td>
<td><strong>17</strong></td>
<td><strong>30</strong></td>
<td><strong>25</strong></td>
<td><strong>31</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>
In addition to general leadership studies, the program includes emphasis on ethics, diversity, and use of information technology to assist with leadership, teams, and organizational theory/behavior. Faculty expertise is listed below based on past research and teaching experience.

**Table 4: Existing Faculty Expertise Table**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>General Leadership</th>
<th>Ethics/Diversity</th>
<th>Use of IT in Leadership</th>
<th>Teams/Org. Theory/Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alston, Antoine</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Anyansi-Archibong, Chi</td>
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<tr>
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<tr>
<td>Black, Sylvia</td>
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<tr>
<td>Boger, David</td>
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<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Bucholz, Judie</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Carden, William</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Craft, William</td>
<td>X</td>
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<td></td>
<td></td>
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<tr>
<td>Davis-Seaver, Jane</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Esterline, Albert</td>
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<tr>
<td>Fort, Edward</td>
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<tr>
<td>Harris, Lorna</td>
<td>X</td>
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<td></td>
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<tr>
<td>Hornsby, Karen</td>
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<td></td>
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</tr>
<tr>
<td>James, William</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Jiang, Xiaochun</td>
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<td></td>
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</tr>
<tr>
<td>Johnson, Olenda</td>
<td></td>
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<td></td>
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<tr>
<td>Kim, Jung</td>
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<td></td>
</tr>
<tr>
<td>Martin, John</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>McQueen, Laura</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountjoy, Dan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nguyen, Phung</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ntuen, Celestine</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Pai, Devdas</td>
<td></td>
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<tr>
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<td>Steele, James</td>
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<td><strong>Total Faculty</strong></td>
<td>17</td>
<td>18</td>
<td>9</td>
<td>11</td>
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</table>
B. Project the need for new faculty for the proposed program for the first four years.

New Faculty

North Carolina A&T State University is experiencing significant enrollment increases. University enrollment has grown from 7,750 in Fall 2000 to 10,030 in Fall 2003 (an average annual growth of nine percent). This growth is resulting in a significant number of new faculty positions over the next few years (on the order of 30 per year). In support of this program, some proportion of the new positions allocated to each college or school would include the criteria that the selected candidate be able to clearly contribute to the Leadership Studies program. In addition, many faculty would receive joint appointments with the Leadership Studies program and other programs on campus.

Adjunct Faculty

While adjunct faculty do not run the Ph.D. program in Leadership Studies, they are an important resource and supplement to faculty. NC A&T has made arrangements to form a partnership with the Center for Creative Leadership (CCL). CCL is the premiere leadership research and development organization in the world with headquarters located in Greensboro. No other organization conducts as much academically rigorous and practically-based leadership research. Listed in Tables 5 and 6 are 26 CCL research faculty members who are available to serve as adjunct faculty to the Leadership Studies program. All listed faculty have doctoral degrees and would meet the criteria of the Graduate School to serve as Graduate Faculty. Such a partnership with CCL would bring benefit to any academic leadership graduate program. CCL research emphasis matches those of our program with emphasis on Leading Yourself (ethics), Leadership in the Context of Difference (diversity) and Leadership Systems (use of technology/information technology).
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Ph.D. Social Ecology</td>
<td>UC-Irvine Irvine</td>
</tr>
<tr>
<td>Bryant, Carl</td>
<td>Ph.D. Counseling</td>
<td>University of North Dakota</td>
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<td>Ph.D.</td>
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<td>Cartwright, Talula</td>
<td>Ed.D.</td>
<td>UNC-G</td>
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<td>University of the Pacific</td>
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<tr>
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<td>NC State University</td>
</tr>
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<td>Flaherty, Ann</td>
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<td>Fleenor, John</td>
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<td>Hoppe, Michael</td>
<td>Ph.D. Adult Education and Institutional Studies</td>
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<td>Livers, Ancella</td>
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<td>Penn State University</td>
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<tr>
<td>McCauley, Cynthia</td>
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<td>University of Georgia</td>
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<tr>
<td>McNeil Miller, Karen</td>
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<td>Name</td>
<td>Leadership Research Publications/Presented</td>
<td>Leadership Research Projects/Proposals</td>
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<tr>
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<tr>
<td><strong>Total Faculty</strong></td>
<td><strong>26</strong></td>
<td><strong>26</strong></td>
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</table>
Eminent Leaders

The concept of the Eminent Leader is patterned after the United Nations World Committee of Eminent Persons who lend their perspective to world problems. These Eminent Leaders are recognized for their prominence and their accomplishments in areas of leadership. As adjunct faculty, their participation will galvanize the student’s paradigm of leadership. They will participate in the program in conjunction with the professor of record of various courses, and provide intensive instruction in their area of expertise. These leaders will come from business, industry, education, engineering, government and non-government organizations throughout the world. Not only will they support the program by participating in the delivery of instruction, but they will also provide internship opportunities and funding.

The courses in which they participate will be arranged to facilitate instruction for the Eminent Leader and for the student. Eminent Leaders may be invited to participate in any of the Core Courses, participate on dissertation committees, supervise internships and participate throughout the program. Instruction may take place over an intensive several-week period of time, over a series of weekends, or during a regular semester-long course. Eminent Leaders and the faculty will use information technology to demonstrate its use as a leadership tool, to deliver instruction, and to conduct and supervise research in Leadership Studies. For example, Royall Mack, Corporate Vice President for Civic Affairs, for the Gillette Corporation could lead an instructional unit on diversity and leadership in the global marketplace. This is included in the course, Leadership in the Global Economy and Society. During one part of the semester, the professor of record and Mr. Mack will meet students face to face on the weekend. Later in the semester, they will meet throughout the week and follow-up will be provided by video conferencing and using web-based instruction over the Internet. Student research and collaborative research with the Eminent Leader could be conducted through the establishment of a Web site or other technology.

The following topics have been suggested for the Eminent Leaders:

- Training as a strategic resource
- Diversity and leadership
- Global leadership
- Influence of technology on the global economy
- Leadership for a diverse workforce
- Global executive and leadership coaching
- Leadership for institutional development
- Ethical leadership
- Ethical standards
- Civility and leadership
- Leadership and organizational culture
- Democratic leadership
- The interdisciplinary nature of leadership
- Ethics and the public trust in leadership
- The impact of globalization on market share,
- Management and profitability
- Leadership in the constrained environment of Federal government,
• Leadership in the non-profit sector,
• Business practices for sustainability in economic downturns
• Educational leadership – strategies for public good and engagement.

The acceptance letters from the Eminent Leaders who have agreed to participate can be found in Appendix E.

C. If the employment of new faculty requires additional funding, please explain the source of funding.

Funding of New Faculty

Several sources of funding will finance the Ph.D. Program in Leadership Studies including re-allocation of university funds, resources to be developed. The University through enrollment funding will commit to the strategic hiring of new faculty to strengthen this proposed program. See Appendix I for related budget information.

Research Funding

North Carolina A&T State University possesses a growing and nationally recognized research enterprise. The amount of research funding secured has experienced double digit growth over the last several years including $28.5 million in 2001-2002 to $33.2 million in 2002-2003. The research enterprise at NC A&T has staffing to assist with grant-writing and proposals, project management and compliance. Funding comes from a variety of federal, regional and private sources. For the 2002-2003 academic year, sponsors included the Department of Defense ($2.9 million), Department of Agriculture ($2.5 million), Department of Education ($8.2 million), National Aeronautics and Space Administration ($1.6 million), National Science Foundation ($4.5 million) and private organizations ($6.2 million). The research enterprise has established a number of interdisciplinary centers and institutes. These centers and institutes as well as other research ventures provide research and student funding for existing doctoral master’s programs. The strategic plan for research is for continued growth and focused solicitation of research in interdisciplinary areas such as materials and structures, energy and environment, complex systems, biotechnology, and diversity/equity. Such interdisciplinary research involves faculty from all schools.

With the established research structure and support base including Eminent Leaders, research funding for Leadership Studies can be broadly categorized according to its source: home institution funding, discipline funding, or foundation funding.

• **Home institution funded** – Many leadership studies students are expected to be associated with a “home” institution, the organization where the student will be undertaking a research internship. The internship is intended to provide organizational value to the home institution and leadership experience and research information for the student. In many cases, the student may already be employed or is expected to be employed by the home institution. The home institution minimally would provide student funding, research funding and faculty funding required for the student dissertation project. Some of these opportunities will be located at Eminent Leaders’ home institutions. As home to the headquarters of the Center for Creative Leadership and several nationally recognized leadership consulting organizations,
the City of Greensboro is an excellent place to assist students in finding home institutions.

- **Discipline-funded** – A second source of research funding is from organizations sponsoring research in the chosen research area of the student. With the broad research scope, the diversity of sponsoring agencies is equally broad. Each of these organizations listed below has strong existing ties to NC A&T. These organizations would sponsor research involving leadership, particularly with regard for the program themes of ethics, diversity and use of information technology tools. Likely sponsors and potential sponsoring programs include:

  **National Science Foundation (NSF)** – [www.nsf.gov](http://www.nsf.gov) – Grants would focus on ethics and diversity leadership in science. Many Human Resource Division programs fall into this category. An example program is the Information Technology Work Force program seeking to increase underrepresented population involvement in the information technology related industries. NSF sponsors many research projects at A&T, including a CREST, with many projects interdisciplinary and multi-institutional in nature.

  **National Institute for Health (NIH)** – [www.nih.gov](http://www.nih.gov) – Grants would focus on ethics and diversity leadership in health and use of information technology for health leadership. NC A&T recently received a $4.6 million grant from the minority health and health disparities center at NIH for genetics research.

  **National Aeronautics and Space Administration (NASA)** – [www.nasa.gov](http://www.nasa.gov) – NASA is interested in ethical and scientific leadership. For several years NC A&T had served as home to the NASA Center for Aerospace Research and currently is a primary participant in the National Institute of Aerospace.

  **US Department of Agriculture (USDA)** – [www.usda.gov](http://www.usda.gov) – In addition to leadership in agriculture, the USDA is interested in biodiversity and ethics of food protection methods and environmental impact. Of increasing recent interest is the use of information technology for homeland security and food safety. Among NC A&T USDA activity is a $5.7 million grant for agricultural extension and education, providing an excellent opportunity for internships. This funding is not included in the research dollars mentioned above.

  **US Department of Defense (DoD)** – [www.dod.mil](http://www.dod.mil) – A leader in the field of leadership studies, the military is active in developing many IT-based leadership tools with faculty at NC A&T as well as new technology development for structures, aircraft and homeland defense. Among federal funding sources, DoD funding is available to support research on more general leadership models. NC A&T faculty members have research experience investigating the applicability of military leadership models in other environments.

  **US Department of Education (DoEd)** – [www.ed.gov](http://www.ed.gov) – As the largest provider of external funding at A&T, the DoEd supports research and education activities in each college/school. A&T also has a Title III HRBI grant to support the development of Ph.D. programs. In additional to educational leadership, the DoEd is interested in educational ethics, diversity and equity, and use of IT in leadership education.
• **Foundation-funded** – Though A&T has experience with foundation-funded research, one of our program partners, the Center for Creative Leadership, has extensive experience with such foundations and is expected to participate in joint proposals (see below). This list of foundations is exemplary and can be easily expanded. Outside of the federal sponsors, much basic leadership research is conducted by non-profit foundations with the goal of improving quality of life through improved leadership. Large-scale foundations tend to have some area of focus such as basic human rights and quality of life.

  - Ford Foundation – [www.fordfound.org](http://www.fordfound.org),
  - Rockefeller Foundation – [www.rockfound.org](http://www.rockfound.org),
  - education (Carnegie Foundation – [www.carnegie.org](http://www.carnegie.org)),
  - health and learning (Gates Foundation – [www.gatesfoundation.org](http://www.gatesfoundation.org)), or
  - communities (Kellogg Foundations – [www.wkkf.org](http://www.wkkf.org), Community Leadership Foundation - [www.communityleadership.org/index.html](http://www.communityleadership.org/index.html)).

Other foundations focus on geographic region

  - Leadership NC – [www.leadershipnc.org](http://www.leadershipnc.org),
  - NC Science Leadership Association - [www.ncsla.org](http://www.ncsla.org),
  - Piedmont Triad Leadership – [www.piedmonttriadnc.org](http://www.piedmonttriadnc.org),
  - Leadership Greensboro - [www.leadershipgreensboro.org](http://www.leadershipgreensboro.org),
  - Community Foundation of Greater Greensboro – [www.cfgg.org](http://www.cfgg.org),
  - Bryan Foundation,
  - Cemala Foundation – [www.cemela.org](http://www.cemela.org),
  - Cone Health Foundation Action Greensboro – [www.actiongreensboro.org](http://www.actiongreensboro.org),
  - Weaver Foundation – [www.weaverfoundation.com](http://www.weaverfoundation.com),
  - IBM [www.watson.ibm.com](http://www.watson.ibm.com)
  - Exxon Mobile [www.exxonmobil.com/corporate](http://www.exxonmobil.com/corporate)

• **Partnership grant-writing** – It is expected that larger scale funding opportunities, both for discipline and foundation funding, would be solicited through partnerships with private leadership research organizations such as the Center for Creative Leadership ([www.ccl.org](http://www.ccl.org)) or academic institutions such as the Academy of Leadership at the University of Maryland ([www.academy.umd.edu](http://www.academy.umd.edu)) and the organizations represented by the Eminent Leaders.

**D. Please explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.**

There are faculty on campus who will participate in the Leadership Studies program. The extent of their participation will determine how their work loads will change. However, the university is committed to hiring new faculty as needed to support the program. In light of the FUTURES initiative on campus, most new faculty to be hired will need to be qualified to teach and conduct research on an interdisciplinary basis. The schools and colleges involved in the Ph.D. in Leadership Studies will hire new faculty with the needs of the Leadership Studies program in mind. Therefore, the work load in terms of teaching, service, and research should still be evenly distributed.
V. LIBRARY

The current library facility was occupied in June 1991. It was named for the third President of the institution, Ferdinand Douglass Bluford. The four level, 153,428 square foot facility will house more than 600,000 volumes. The current holdings exceed 500,000 bound volumes including over 3,000 current serial subscriptions. Bluford Library is a select depository in North Carolina for the United States government publications. Other holdings include a superior collection in films, microfilms, and other audiovisuals and special collections in Archives, Black Studies, and Teacher Education Materials. The library staff consists of fifteen professional librarians plus a number of support personnel. The library is open 24 hours, five days a week and offers a liberal weekend schedule for physical access to the library.

Resources and services offered by F. D. Bluford Library support the curricular and research needs of the University from the undergraduate through the PhD level. The online catalog, INNOPAC, is accessible throughout the library and remotely from the World Wide Web. Through the catalog, users have immediate access to many electronic indexes, full-text journals, and electronic books. Users may also connect to the catalogs of other libraries and, through a cooperative borrowing agreement among UNC system libraries, borrow books and other materials directly from constituent libraries. Other reciprocal agreements among libraries expand access to important reference material located globally.

The library provides workstations where patrons can access research information and operates a laptop-borrowing program, allowing in-house use of 100 wireless laptop computers.

Bluford library offers a number of core and value-added services to support research. Research consulting and information assistance is provided by library faculty with extensive subject knowledge. In an endeavor to enhance research within the University, the library faculty assist in the use of EndNote, establish current awareness profiles and conduct advanced database searching. By virtual interaction, students can receive library instruction, research assistance, and full-text resources remotely from a librarian. Electronic books, full-text journals, virtual reference services, electronic reserves, and wireless laptop computers deliver information directly and enhance research for students and faculty in a convenient and seamless manner.

Collection and Budget

The Bluford Library annual budget for materials is approximately $2,000,000. This figure covers journal subscriptions and the purchase of new books and other media. Each department has an allocation that they can use to recommend the purchase of new books by the library. These departmental budgets do not include journal subscription charges which are born by the library's material budget. Table 7 shows the resources added to the library each year for the past five years.
Table 7. Library Resources Added for the Last Five Years

<table>
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<th>FISCAL YEAR</th>
<th>Books and Bound Journals</th>
<th>Microform Units</th>
<th>Audiovisual Units</th>
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<td>981,142</td>
<td>31,587</td>
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<td>2000</td>
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<td>507,036</td>
<td>1,038,474</td>
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<tr>
<td>2002</td>
<td>527,252</td>
<td>1,042,973</td>
<td>35,446</td>
<td>5,515</td>
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<tr>
<td>2003</td>
<td>541,403</td>
<td>1,052,776</td>
<td>35,735</td>
<td>6,182</td>
</tr>
</tbody>
</table>

Because of the leadership topics already being taught in the existing master’s degree programs, the Bluford Library on the campus of North Carolina A&T State University already houses a breadth of resources related to leadership. However, an agreement of support from the Center for Creative Leadership includes providing the proposed program with access to the Center’s state of the art, inclusive library on leadership studies. This agreement assures that the initial phase of program implementation will have a sound foundation of resources. As the program is implemented, specific and appropriate resources will be procured by the University’s library. See Section XII. Bibliography for a listing of related resources.

VI. FACILITIES AND EQUIPMENT

The facilities needed for this program are mainly faculty office and conference space, both of which are reasonably available on campus. Of course, as the student population grows and as new permanent faculty are added, more faculty space will be needed. The University will provide this space and infrastructure support in the existing facilities and those coming on line through the Bond Program.

Because information technology is a prominent thread of the program, laboratory space needed for the proposed program will, of course, include existing and future computer laboratories. Information technology resources include teleconferencing, video conferencing, the development and delivery of on-line instruction, access to the worldwide web, and computers and software needed as research and leadership tools. Also, for specialized studies, laboratories in the disciplines are available. Beyond these, the laboratory experiences of the students will not be limited to the facilities on the campus; rather, these laboratory experiences may be supplemented by the resources at the disposal of our Eminent Leaders who practice leadership every day.

The program capitalizes on its collaborative relationship with university partners. For example, The Center for Creative Leadership is located in Greensboro and enjoys a positive relationship with the University. Its letter of support is in Appendix E.
VII. ADMINISTRATION

The proposed program administration is defined as follows:

Program Director

A Program Director (PD) will be appointed to administer the program. The initial appointment will be made by the Provost in consultation with the Dean of Graduate Studies and the other academic deans. The PD will have similar responsibilities to a department chair and manage the budget, including faculty positions assigned to the interdisciplinary doctoral program. The PD in concert with the faculty, regular and Master as well as with input from the Program Administrative Committee will make teaching assignments for the program.

Program Administrative Advisory Committee

The Program Administrative Advisory Committee (PAAC) will consist of the deans of Agricultural and Environmental Sciences, Arts and Sciences, Business and Economics, Education, Engineering, Graduate Studies and Technology. The Dean of Graduate Studies will be the chair of the PAAC and also act as the day-to-day supervisor of the PD. The PAAC will provide the leadership of the program in an advisory capacity. Additional deans may be added as new aspects of the interdisciplinary program are developed.
Program Faculty

The program faculty will have joint appointments with the proposed interdisciplinary doctoral programs through the School of Graduate Studies and a school/college department. In accordance with the University Senate’s newly approved Guidelines for Joint Appointments, faculty will progress through tenure, promotion, and evaluation. The PD and the PAAC will provide input from the interdisciplinary program for any discussions of promotion and tenure.

Program Courses

The curricula for the proposed interdisciplinary doctoral program in Leadership Studies will include selected existing courses from established programs and new courses to be established for the interdisciplinary program. The new courses will carry a prefix consistent with the proposed doctoral program name; existing courses will be cross-listed. Student credit hours associated with the new courses will be used to establish faculty positions and other budgets.

VIII. ACCREDITATION

The University currently holds a Southern Association of Colleges and Schools accreditation at the Ph.D. level, and is able to offer doctoral level programs from an accreditation perspective. There is no accrediting body for leadership studies per se.

IX. SUPPORTING FIELDS

The proposed research and practice-oriented doctorate in Leadership Studies is built on the foundations of disciplinary knowledge and grounded in respected research on leadership and the associated interdisciplinary topics that contribute to effective and visionary leadership. Those disciplines that are perquisite to the degree are, initially, Agriculture, Business, Education, Engineering, Science, and Technology, which is a combination unique to NC A&T. The program of study, the resulting research, and the ensuing practice of the proposed program’s graduates are expected to challenge the existing paradigms of leadership and to provide the basis for the heightened level of informed and enlightened leadership required in the corporate, government, and education sectors of North Carolina’s and the nation’s economies.

X. BUDGET

The budget for the first two years of the interdisciplinary program will be established by requesting additional funds and by realocating existing funds. The basic budget will include funds for a Program Director, administrative support, one faculty position to be used for student support and teaching support, two additional faculty with documented expertise in leadership, office/educational supplies, and communication. Future budgets
will be based upon student credit hours generated. For detailed budget pages see Appendix I.

XI. EVALUATION

The evaluation of the proposed program began by contacting Dr. Shelby Lewis to review the proposal. Dr. Lewis reviewed a draft of the proposal and visited with the faculty committee writing the proposal. She also visited the Center for Creative Leadership. Her report and resume are presented in Appendix G.

A. Criteria to be used to evaluate the proposed program

The University has an Assessment and Program Evaluation Process in place that is used for all programs on campus. Appendix H contains the format for this evaluation. The proposed Ph.D. program will be added to the rotation schedule and be assessed and evaluated on a five-year rotation beginning five years from initiation. During the first four years, there will be annual evaluations of the progress of the program based upon the following criteria:

Criterion 1: Faculty involvement with students and research grants in Leadership Studies
Criterion 2: Ph.D. students admitted and retained in the program
Criterion 3: Intellectual capital in Leadership Studies developed by the students and faculty

B. Measures to be used to evaluate the proposed program

Each criterion will be evaluated using specific measures, as identified below.

Criterion 1 - Faculty
1. Number of faculty teaching courses in Leadership Studies;
2. Number of different departments involved in teaching and research with the Leadership Studies Ph.D. students;
3. Number of Eminent Leaders in Residence involved in the program; and
4. Number of external researchers involved in student program committees.

Criterion 2 - Students
1. Number of students admitted each year;
2. Enrollment growth considering new and continuing students;
3. Number of students admitted to candidacy; and
4. Diversity of academic disciplines represented by the student enrollment.

Criterion 3 – Productivity
1. Number of research articles published in Leadership Studies;
2. Number of research projects proposed and funded in Leadership Studies;
3. Number of presentations made by faculty and students on Leadership; and
4. Number of short courses developed and presented on Leadership by the faculty and students.
Projected productivity levels (number of graduates)

The first graduates are expected at the end of three years based upon the schedule presented in Appendix C. Table 8 below shows graduation projections for the implementation period.

Table 8. Projection of number of graduates for first five years

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Part-time Students</th>
<th>No. of Full-time students</th>
<th>Total No. of students</th>
<th>No. of graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>2007-2008</td>
<td>3</td>
<td>12</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>2008-2009</td>
<td>4</td>
<td>14</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>2009-2010</td>
<td>5</td>
<td>14</td>
<td>19</td>
<td>6</td>
</tr>
</tbody>
</table>

C. Recommended consultants/reviewers

The following consultants/reviewers are recommended:

Martin N. Davidson  
Associate Professor of Business Administration  
Darden Graduate School of Business Administration  
University of Virginia  
P.O. Box 6550  
Charlottesville, Virginia 22906-6550  
Ph: (434) 924-4483  
Fx: (434) 243-5020  
Em: mdav@virginia.edu  
Web: www.darden.virginia.edu/faculty/Davidson.htm

Michael Fullian  
H. Smith Richardson, Jr. Visiting Fellow  
University of Toronto  
416-923-6641 Ext. 3239  
Em: mfullian@oise.utoronto.ca

Bruce J. Avolio  
Director, Leadership Studies Doctoral Specialization  
Department of agricultural Leadership, Education and Communication  
University of Nebraska-Lincoln  
P.O. Box 830709  
Lincoln, NE 68583-0709  
402-472-2807  
Em: bavolio@unlnotes.unl.edu  
Web: www.ianr.inl.edu/ianr/aglec
E. Plan for evaluation prior to fifth operational year

The Dean of Graduate Studies will meet with the Program Administrative Advisory Committee each spring semester to review the criteria for evaluation and make any necessary adjustments for the fall semester of the next academic year. This evaluation will parallel the assessment and evaluation plan already in place at the University. In year five, the program will be included in the University's overall plan.

XII. REPORTING REQUIREMENTS

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.

Proposed date of initiation of proposed degree program: August 2004

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor:

James C. Renick

XIII. REFERENCES AND BIBLIOGRAPHY

Literature

The evolution of Leadership theories and the Philosophical base of the program are developed below.

The philosophical base upon which the definition leadership rests is in the literature, and it is experientially driven. It inculcates the assertion that leadership is an influence process, one wherein the leader interacts with his/her constituencies in a mode geared to promote the pronounced vision while pushing for mission accommodation.

The evolution of leadership studies and concepts of leadership itself has resulted in views that concentrate on leadership and change, leadership and vision building and leadership as empowerment as our economy becomes more global in nature and more dependent on emerging technologies.

At the turn of the century, leadership theories were based on the concept of an innate ability to lead. Steve Hallam (2003) in a definitive article on the importance of leadership studies traces the history of such studies beginning about fifty years ago with the Great Man Theory, which assumed that great leaders were born as leaders, and Trait Theory, which assumed that great leaders possessed certain observable traits or characteristics, and that while great leaders could be trained to exhibit these traits, they still must be born with the basic inclination to lead (Hallam, p. 1). At the beginning of the 20th Century, leadership studies seemed to support the studies of elites from a political, financial, military, aristocratic and or cultural perspective. During the 1930’s, group theory
emerged and small groups developed. Social psychologists found in studying groups that democratic leadership was not only possible, but was more effective. This theory indicated that patterns of leadership behavior in small groups were not transferable to large groups. Lewin, Leppitt, and White (1960) used the terms authoritarian and democratic to define leadership styles. Tannenbaum and Schmidt (1958) defined a continuum of boss-centered versus subordinate-centered leadership styles.

During World War II, and through the 1950’s, trait theory was advanced. It investigated the universal traits that were deemed common to all leaders. However, research produced no key traits of productive leadership. In the 1950’s, behavior theory attempted to explain what key behavioral patterns resulted in leadership and tried to conceptualize leadership as behavior. Stogdill and Coons (1959) used the terms initiating structure and consideration to define four leadership styles in the Ohio State University Leadership Studies.

Hallam (2003) also cites studies at Ohio State University in the 1950’s and 60’s that divided observed behavior of leaders into two categories: consideration and initiating structure. He notes that much of this research took place just after World War II and reflected a military structure of command and control. He also comments that studies at the University of Michigan slightly modified the Ohio studies in that this research divided leadership behaviors into the categories of employee-centered and job-centered. He further cites studies at the University of Texas by Blake and Mouton about which he says:

Researchers reasoned that leaders weren’t either employee-centered or job-centered, but instead were a combination of both. At the University of Texas, Blake and Mouton plotted leadership on a grid with concern for people on a 1-9 scale vertically and concern for production on a 1-9 scale horizontally. Leadership low on both scales was labeled impoverished. With high concern for people but low concern for production you get country club leadership. At high concern for production coupled with low concern for people you get authority/compliance leadership. At (9,9) or high concern for people plus high concern for production, you get team leadership where the leader is a firm, but friendly coach. (Hallam, 2003, p. 2)

Hallam further explores Contingency Theory which he explains matches styles of leadership to the context. He says:

Among the many approaches are the Path-Goal theory by House; Situational Leadership by Hersey and Blanchard; Substitute for Leadership by Kerr and Jermier; and Cognitive Resources Theory by Fiedler. To some extent, they all looked at the relationship between leader and follower as a transaction. (Hallam, 2003, p.2)

The 1960’s and 1970’s saw the emergence of the contingency/situational theory, which attempted to establish which leadership behaviors succeeded in specific situations. Renis Likert (1961) studied the differences between production-centered and employee-centered leadership. Fred E. Fiedler’s (1967) Contingency Theory examined the situations that were best suited for task-directed versus human relations. However, that research collapsed when individuals realized that leaders would need to refer to a decision tree or wheel chart to make decisions or determine behavior.

In the 1980’s, researchers began to advance the notion that leadership is simply doing the right thing to achieve excellence. To determine the right thing, researchers
initiated the investigation of excellent companies and chief executive officers from which came lists of traits, behavior patterns, group facilitation strategies, and culture shaping practices. While theories proposed and discussed overt behaviors, the period was primarily influenced by management science and social psychology research and therefore are limited in perspective, excluding views of other disciplines as well as philosophy, history and art. Each of the theories continues to be researched and expanded to provide a model to influence leadership.

For example, Lewin (1960) and Likert's (1961) research shows that participative styles of leadership leads to an increase in job satisfaction and higher performance. Blake and Mouton's (1964) managerial grid, which represents the contingency theory, has been very influential in organization development practice. Instrumental theories street task and person oriented behavior, while inspirational theories include charismatic leaders, transformational leadership. Information leadership looks at behaviors associated with those who are not appointed to authority, but assume leadership in other ways, while path-goal theory looks at what leaders must do to motivate people to perform well. Hersey's and Blanchard's (1982) situational leadership establishes the linkages to task and relational behavior, and requires leadership that focuses on defining roles and responsibilities.

Finally, the charismatic leaders or transformational leadership modal seems to come from a compelling vision that draws in commitment and acceptance of changes and offers a potential for anyone to grow and develop with the vision. This theory explored by Hallam (2003) is the Charismatic Leadership Theory, similar to the Great Man Theory, except that in this case, leadership is not bestowed by the gods. Instead it comes from the development of motivational skills and powerful rhetoric which is suited to the culture in which it is used. Recognized leaders who embody the darker characteristics of this theory include Adolph Hitler, Charles Manson, and David Koresh.

According to Hallam (2003), Transformational Theory appeared around 1978, and views a leader "as one who visualizes and articulates a realistic vision of a better future state" (p 2) where the "focus is not on small, incremental change, but rather really big changes or sea changes." (p 3) This theory combined with the earlier Charismatic Leadership Theory has resulted in a new leadership theory which Hallam calls Transformational/Charismatic Leadership. He says:

This combination of the ‘charismatic theory’ of the 70’s and the ‘transformational theory’ of the 80’s has added new excitement to leadership research. No longer are researchers looking at trivial differences in employee satisfaction and performance. Instead, they are measuring successful implementation of major transformations of organizations. Organizations are being examined to determine exactly what business they are in and changing completely their view of themselves. Fields that seemed miles apart are combining in new and exciting ways, some with spectacular success and some with spectacular failure, but none would be labeled dull or trivial. (Hallam, 2003, p. 3)

Much of the literature on leadership studies centers around the type of research currently being conducted. In explaining why qualitative research should play a pivotal role in leadership studies, Conger (1998) says that leadership “involves multiple levels of phenomena, possesses a dynamic character, and has a symbolic component” (p.2). Further, Avolio and Bass (1995) describe leadership as “embedded in ‘nests’ of
phenomena: the intrapsychic, the behavioral, the interpersonal, the organizational, and the environmental”. Underlining these perceptions of leadership is the acknowledgement that:

Since organizational change is usually an integral part of the leadership process (Bennis & Nanus, 1985; Kotter, 1990), events such as achievements, failures, opportunities, and crises are constantly reshaping leadership experiences for both the leader and the led. For example, research has shown that the same individual may be perceived as a charismatic leader in one context but may not in another. (Roberts, 1985; Roberts & Bradley, 1986; Conger, 1998)

According to a Gallop study cited by Buckingham and Coffman (1999) which involved over 80,000 managers from over 400 companies and asked what great business leaders have in common, the answer was that “around the world leaders vary greatly in sex, age, race, styles, and goals.” (Buckingham, cited by Hallam, 2003, p. 4). They further say that “The single most significant item they did find in common among today’s great business managers is that they do not hesitate to break virtually every rule held sacred by conventional wisdom...” Alvesson (1996) also says that leadership studies have shown that “the numerous definitions of leadership that have been proposed appear to have little else common than involving an influence process... and that a common definition of leadership is not practically possible, would not be very helpful if it was, does not hit the target and may also obstruct new ideas and interesting ways of thinking” (p.3). Jackson (2000) says that leadership involves “…a complex blend of structural and cultural development combined with an evolving contextual and theoretical knowledge-base” (p.3).

References


Conger, J. (1996). Qualitative research as the cornerstone methodology for understanding leadership. Leadership Quarterly, 9(1), 107, 6


### Leadership Bibliography

#### Leadership Change and Transition


**Leadership Practices**


**Strategic Planning/Strategic Thinking for Leadership**


**Decision Making and Problem Solving in Leadership**


**Technology Related to Leadership Bibliography**


**Additional Leadership Bibliography**


APPENDIX A

EXISTING MASTER'S DEGREE COURSES THAT PROVIDE A FOUNDATION FOR THE PH.D. IN LEADERSHIP STUDIES
APPENDIX A
Existing courses that serve as a master's level foundation for the Interdisciplinary Ph.D. in Leadership Studies

SCHOOL OF AGRICULTURE AND ENVIRONMENTAL SCIENCE

AGEC-640. Agribusiness Management
This course focuses on methods of research, plans, organization, and the application of management principles. Part of the student's time will be spent in consultation with agribusiness firms. Prerequisite: Consent of the Instructor.

AGEC-641. Special Problems in Agribusiness Management
This course relies heavily on case studies and simulation models to help make decisions and solve problems faced by agribusiness managers. Also, students will be exposed to quantitative techniques for analyzing and solving problems confronting the firm. Emphasis is placed on applying theoretical concepts to the real-world decision-making environment. Prerequisite: Econ 640 or Consent of Instructor.

AGED-710. Program Design, Management, and Evaluation
This planning, management and development of agricultural educational programs including needs assessment, objectives, development, and content and materials selection. Evaluation of instruction programs; formative for program improvement and summative for outcomes accountability. Prerequisite: AGED 700.

AGED-797. Agricultural Education Program Management Plan Project
Students in the Non-thesis option will be required to put a management plan together for their educational occupational program. The plan will include research on the needs and expectations of the educational program and the evidence that either shows compliance or plans to meet the programs needs. Students will work with their committee to establish the requirement of the plan and evidence which will be required to meet the plans expectations. Students will present their plan in AGED 796. Prerequisites: AGED 700, 703, 710.

SLSC-640. Wetland Management
Designed to provide a basic understanding of benefits that wetlands in their natural conditions offer mankind, fish and wildlife habitat, water quality improvement, flood protection, filter traps for pollutants, erosion control, natural products, recreation, and aesthetics. Primary instructional areas include wetland ecology, wetland systems of the southeast region, wetland law and regulations, soil conditions of wetlands, hydrology of wetlands, methodology of delineating wetlands, wetland irrigation, plant and vegetation identification, and writing environmental reports.
COLLEGE OF ARTS AND SCIENCES

COMP-712. Software Project Management
This course examines the nature of data processing projects, definitions of purpose, scope, objectives, deliverable dates, and quality standards. Interpersonal interaction and people-oriented management techniques are studied, along with team member measurement and assessment methods. Project management tools such as PERT (Project Evaluation and Review Technique), and CPM (Critical Path Method) are covered. Managerial styles in motivating, innovating, and organizing will be examined, along with techniques for improving these skills. Equipment and software selection and installation guideline, and the proper use of outside consulting services will be examined. Prerequisite: Graduate standing.

COMP-713. Social Impacts of Software Systems
This course examines the increasing importance of computer technology in the functionality of our economy, our government, and our industry. Potential impacts upon personal privacy and autonomy are examined in relation to the public policy and social impacts of computer technology. The role and opportunity for historically underrepresented technical professions will be explored. Interdisciplinary readings, written and oral presentations, and in class debates are required. Outside speakers from related disciplines are invited to participate. Prerequisite: Graduate standing.

COMP-715. Decision Support Systems
This course examines methods of inference under uncertainty and problem-solving strategies as key components of decision support systems. Knowledge based systems, knowledge acquisition and representation, and the planning, design and implementation of computer-assisted decision systems are covered. The interactive use of software for management decision making is examined through examples drawn from decision modeling, simulations, and large-scale commercial applications. Prerequisite: Graduate standing.

COMP-740. Advanced Artificial Intelligence
This course is a further study of artificial intelligence principles, with a focus on knowledge-based systems. The course examines planning, belief revision, control, and system evaluation and implementation. Advanced topics include automated theorem proving, learning and robotics, neural nets, and the adequacy of existing theoretical treatments. Prerequisite: COMP-645.

COMP-741. Knowledge Representation and Acquisition
The representation formalisms used in artificial intelligence are explained, along with representation selection and implementation in common Artificial Intelligence languages and shells. Formalisms include first order logic and it extensions, semantic nets, frames and scripts, and KL-ONE-like languages. Knowledge acquisition is introduced an elicit knowledge, interpreting elicited data within a conceptual framework, and the formalizing of conceptualizations prior to software implementation. Knowledge acquisition techniques such as protocol analysis, repertory grids, and laddering are examined. Prerequisite: Graduate standing.

COMP-786. Multiagent Systems
This course primarily addresses multiagent systems, emphasizing collaboration and group attributes. Topics include planning for multiagent tasks and distributed planning,
distributed problem solving, agent communication languages (involving speech acts), negotiation, ontologies and knowledge sharing, distributed rational decision making (involving techniques from economics), societal theories (from philosophy), and computational organization theory. Formalisms (including modal logics, process algebras, Petri nets, and State charts) are presented and applied to the specification and modeling of multiagent systems. Prerequisite: Graduate standing.
SCHOOL OF BUSINESS AND ECONOMICS

BUAD-712. Foundations of Enterprise Management
This course provides an understanding of key themes related to successful enterprise management, and discussions of the interpersonal and intellectual skills necessary to contribute to a highly competitive and globalized business environment. Topics include the globalization of commerce, including marketing and market systems, competitive strategy, perspectives on legal and ethical business conduct, information technology, and the elements of quality. Individual and team competencies are developed using materials that involve interpersonal skills, problem-solving, and case analysis.

BUAD-713. Business Applications Development
This course focuses on application development and tools for business solutions. Concepts associated with the design, creation, and implementation of computer programs are studied. Application algorithms are designed using supportive software tools such as flowcharts, pseudocode, and hierarchy charts. Emphasis is placed on the development of applications using systems methods, top-down design, testing, debugging, modularity, and structured techniques to be implemented and maintained in a variety of business environments. This course uses an object-oriented programming language.

BUAD-715. Quantitative Business Analysis
This course familiarizes students with basic quantitative techniques for decision-making in all business functions. Specific topics will include data collection and presentation; basic descriptive statistics and probability; discrete and continuous probability distributions; confidence intervals; hypothesis testing; business forecasting; linear and multiple regression models; linear, integer, and nonlinear programming; and computer simulation. Emphasis will be on the application of these techniques for managerial decision-making. Prerequisite: ACCT 708, BUAD 705, BUAD 712, and ECON 706.

BUAD-716. Strategic Marketing
This course provides in-depth examination of the role of marketing in strategic planning and decision-making. Students develop skills critical to directing business-unit marketing strategy and designing or reengineering a customer-driven organization. The course content emphasizes cases and readings. It also exposes students to emerging issues in marketing strategy including relationship marketing and e-commerce. Prerequisite: ACCT 708, BUAD 705, BUAD 712, and ECON 706.

BUAD-718. Management and Organizational Analysis
This course is a study of formal organizations as rational, organic, open systems and their behavior in response to an ever-changing, global and domestic environment. It covers macro and micro theories of management and organizations and their application to organizational design and processes. Organizational effectiveness, strategic planning and control, structural designs, leadership, motivation, globalization, and corporate politics and culture are studied through extensive reading, case studies, exploratory research and seminar discussions. Prerequisite: ACCT 708, BUAD 705, BUAD 712 and ECON 706.

BUAD-730. Human Resources Management
This course provides an overview of the design, administration and evaluation of the human resources function. It looks at conceptual issues, policies, and practices used by
organizations to attract, develop and retain human resources; and the role of human resources management in organizational effectiveness. Topics include an introduction to the activities of the human resource function: staffing, training and development, performance appraisal, compensation and benefits, employee relations, and legal environment of human resources management, and special issues and challenges in international human resources management. Theories relating to human motivation and behavior are discussed. Prerequisite: ACCT 708, BUAD 705, BUAD 712, and ECON 706.

BUAD-735. Contemporary Issues in Human Resources Management
This course considers important issues affecting the acquisition and utilization of human resources in a dynamic global environment. Topics vary and depend on the current HRM environment. Prerequisite: ACCT 708, BUAD 705, BUAD 712, and ECON 706.

BUAD-736. Human Resources Management Strategy
This course focuses on the formulation and implementation of human resources management strategies. Emphasis is placed on the strategic dimensions of recruitment, selection, development and retention of a workforce needed to accomplish organizational strategic objectives. Prerequisite: ACCT 708, BUAD 705, BUAD 712 and ECON 706.

BUAD-746. E-Business and E-Commerce Management
This course is a comprehensive overview of building and managing an e-business. Topics examined include: the decision to bring a business online, choosing a business model, developing a business plan, accepting payments, marketing strategies, and security. A complete web-based e-business storefront will be designed and developed based on a viable business model and marketing plan. Prerequisite: BUAD 740 or BUAD 742.

ECON-608. Managerial Economics
This course will apply economic principles to decision-making in management. The basic tools and methods of analysis are derived mainly from microeconomics. Additional tools discussed include statistical methods, operations research, financial analysis, and decision-making theory that are applied to managerial problems. Particular emphasis will be placed on demand analysis, forecasting, pricing and output decisions, cost-benefit analysis, present value analysis, capital budgeting, risk analysis, and decision-making under uncertainty.

ECON-608. Managerial Economics
This course will apply economic principles to decision-making in management. The basic tools and methods of analysis are derived mainly from microeconomics. Additional tools discussed include statistical methods, operations research, financial analysis, and decision-making theory that are applied to managerial problems. Particular emphasis will be placed on demand analysis, forecasting, pricing and output decisions, cost-benefit analysis, present value analysis, capital budgeting, risk analysis, and decision-making under uncertainty.

TRAN-701. Strategic Logistics Management
This course is designed to introduce students to the critical role of logistics in the achievement of strategic objectives. This approach involves all activities associated with moving raw materials, inventory, and finished goods from the point of origin to the point
of use or consumption. The course addresses logistics strategy, planning, customer service goals, transportation fundamentals, and decision-making, transportation strategy, inventory and location strategies, organization and control.

**TRAN-725. Purchasing and Materials Management**
This course focuses on purchasing as the integration of long-term materials planning with corporate strategic planning process. The increasingly strategic role played by the purchasing professional in an organization is also examined. Areas receiving special attention include collaborative participation in the identification and procurement of key material requirements, determination and application of supplier qualification and selection activities, implementation of supplier development programs, relationship building programs, and participation in supply chain development decisions.

**TRAN-727. Global Supply Chain Management**
This course addresses issues in global supply chain management. Some topics addressed are international sourcing, evaluating international suppliers, outsourcing, financial management issues, relationship management, information management, and selecting international carriers. The course relies on cases to understand and solve problems in global supply chain management.
SCHOOL OF EDUCATION

ADED-773. Leadership
This course introduces the adult learner to leadership theories, styles, ethics, values, principles, and perspectives. Case studies and other methods are used to examine leadership situations as a means of demonstrating and exercising practical applications of concepts studied.

CUIN-709. Administration and Supervision
This comprehensive course in organization and administration of schools, grades K-12, will focus primary emphasis on the following areas: (1) formal and informal organization structure, concepts and practices; (2) the management processes; (3) the administrative functions, with particular reference to personnel, program, and fiscal management; and (4) leadership styles and the leadership role, with special attention to planning, decision-making, and conflict-resolution. Prerequisite: CUINT-704, (Fall, Spring, and Summer).

CUIN-711. Research and Inquiry
This course is designed to teach students to be able to locate, read, understand, critique, and use the results of research to become more effective professionals and make sound educational decisions. Students will develop an understanding of the researcher’s methodologies, the procedures, and results. Students will analyze and evaluate research, judge the usefulness of the findings for educational practice, and plan research to improve educational practice. (Fall, Spring, and Summer).

CUIN-716. Media Center Management
In this course students will be expected to explore different methods for organizing and operating media centers. Students will be expected to create plans for media center organization and operation, including budget planning. In addition, students will create plans for both student activities and faculty in-service as related to media center use. (Fall, Spring, and Summer).

CUIN-767. Computer Lab Supervision and Management
This course will provide students with an opportunity to explore different methods for supervising, managing, maintaining, organizing, and operating computer labs in schools. Prerequisite: CUIT-717 or equivalent experience. (Fall, Spring, and Summer).

MSA-771. Diversity Issues in Administration
This course will focus on skills leaders need to successfully deliver programs for diverse student populations. Diverse learning in a pluralistic society and content appropriate strategies will be addressed. (Fall, Spring, and Summer).

MSA-772. Administration, Management, and Supervision
This course in administration of K-12 schools will focus on (1) formal and informal organization structures, concepts, and practices (2) the management process, (3) administrative and supervisory functions with particular reference to personnel, and (4) program and fiscal management. (Fall, Spring, and Summer).

MSA-773. Issues in Educational Administration
This course will focus on current education issues and administrative organization of schools, federal-state-local contexts, accountability issues, school finance, role of technology as both an instructional and administrative tool, building consensus,
communicating effectively, and developing collaborative skills will be included. (Fall, Spring, and Summer).

**MSA-774. Curriculum and Instructional Leadership**
This course will focus on the application of current effective theories of learning and research on classroom instruction. Curriculum planning based on state and national standards, diversity issues, and use of instructional technology and assessment strategies will be addressed. Leadership styles and models to improve curriculum and instruction through classroom observation and assessment of teacher delivery will be included. (Fall, Spring, and Summer).

**MSA-776. Law, Policy, and Politics of Education**
This course will cover the influence of the laws, educational policies, and power structures of communities on the goals and operations of schools. State statutes, administrative policies and regulations, court decisions regarding public school personnel, and appropriate application of legal principles will be discussed. (Fall, Spring, and Summer).

**MSA-777. Ethical and Societal Aspects of Educational Leadership**
This course will provide an examination of the social, cultural, political, economical, and philosophical contexts from which the current issues that affect schools and schooling have evolved. (Fall, Spring, and Summer).

**MSA-778. The Principalship**
The principalship course will examine different management perspectives of school operations, organizations, and team leadership. The relationship of schools to other community agencies, supervision, instructional leadership, personnel administration, and communication will be discussed. (Fall, Spring, and Summer).
COLLEGE OF ENGINEERING

AREN-654. Facilities Management
This course deals with long range and master planning for facilities including space forecasting, project management, and post occupancy evaluation. Prerequisite: Senior standing and AREN 430. Prerequisites: AREN 585 or AREN 586 or Consent of the Instructor.

AREN-675. Energy Management for Building
This course involves the study of renewable and nonrenewable energy sources for buildings, energy estimating methods (manual and automated) optimizing building enveloped design, comparative energy requirements for various HVAC systems. The students utilize the solar energy F-chart method, design of efficient lighting and electrical systems to solve design problems. Topics include energy management and control systems (EMCS) waste heat recovery, energy audit procedures for existing buildings, life cycle cost and techniques. Prerequisite: Senior standing or Consent of the Instructor.

AREN-753. Building Facilities Planning and Project Management
This course provides an in-depth study of the skills needed to manage a project from start to finish. Covered topics include: value planning, user needs, owning vs. leasing vs. developing, role playing, design development, design review, and implementation of plans. Project close-out, evaluation, and post-occupancy evaluation are also discussed, along with how to create a facility annual report. Prerequisite: Consent of Instructor.

This course uses computer-aided analysis and design in project scheduling, manpower forecasting, cash flow analysis, progress reports, billings and profitability analysis. The emphasis is on the application of micro-computers in the management of a small consulting firm. Prerequisite: Graduate standing and Consent of the Instructor.

AREN-770. Energy Management Planning
The course presents concepts of energy management planning for multi-building complexes such as universities, hospitals, and schools. Topics include data collection and analysis, facility audits, on-site metering, and the review of maintenance records and utility bills. Prerequisite: Graduate standing and Consent of the Instructor.

INEN-658. Project Management
This course addresses project proposal preparation, resource and cost estimation, project planning, organizing, and controlling, network diagrams, and computerized project planning systems. Prerequisite: Senior/Graduate standing.

INEN-721. Systems Engineering Models
This course presents an overview of modern quantitative and computational techniques for system modeling, design and control. Topics include fuzzy set theory, neural network, control theory, optimization search methods, Petri-nets, and knowledge-based systems. Prerequisite: Graduate standing.

INEN-731. Engineering Cost Control
This course is designed to emphasize the use of cost data by engineers in support of the financial management function. Cost functions, cost behavior, cash control, budgeting, and cash flow analysis are discussed.
INEN-735. Human-Computer Interface
This course provides a fundamental coverage of topics in human-computer interface (HCI). The primary emphasis is on the impact of human characteristics and the use of information processing models for HCI-design, usability evaluation, virtual reality, and multimedia systems. Prerequisite: Graduate standing.

INEN-813. Cognitive Systems Engineering
This course examines the principles, theories, and applications of the cognitive basic of system design. Topics include models of human and machine information processing, mental models, human error, human-centered design, abstraction hierarchy, ecological interface, cognitive task analysis, multi-flow models, activity-behavior models, and theories of complexity in human-machine systems. Prerequisites: Graduate standing and Consent of Instructor.

INEN-814. Advanced Topics in Human-Machine Systems
This course examines advanced topics in human-machine systems. Topics covered include supervisory control, human aspects of fixed and programmable automation, theories and models of complex systems, collaborative work support systems, human attention and cognitive control of dynamic actions, and tele-operations. Applications include supervisory control in transportation, process, space operations, waste and hazardous handling, manufacturing, and other applications of automated systems. Prerequisite: Graduate standing and Consent of Instructor.

INEN-821. Multivariate Statistics for Engineers
This course focuses on methods for statistical analysis of multivariate data. Topics include: dimensionality, multidimensional classification and clustering, unstructured multi-response sampling, analysis of covariance structure, such as principal components, factor analysis of multivariate means. Prerequisites: Graduate standing and Consent of Instructor.

INEN-822. Advanced Systems Simulation
This course discusses advanced statistical issues in the design of simulation experiments: variance reduction, regeneration methods, performance optimization and run sampling. Continuous simulation models are introduced. High fidelity simulation software and high-level architecture for constructing large simulation models is introduced. Prerequisites: Graduate standing and Consent of Instructor.

INEN-831. Service Sector Engineering
This course focuses on the application of modeling and analysis of enterprises in the service sector of an economy. Topics include the role of the service sector in and economy, special characteristics of service operations, structuring the service enterprise, facility design for services, service quality, and quantitative models for managing services. Applications in the financial services, health care, and other sectors will be emphasized. Prerequisites: Graduate standing and Consent of Instructor.

INEN-832. Information Technology Management
This course focuses on productivity measurement and improvement of information technology and information system services. Other topics covered include the planning and control of human resources and budgets, as well as the planning of innovation,
entrepreneurship and research and development, and other sectors will be emphasized. Prerequisites: Graduate standing and consent of Instructor.

**INEN-833. Supply Chain Systems Engineering**
This course addresses the analysis and design of logistics and supply chain systems. Topics covered include: logistics and supply chain characterization, site location, mode selection, distribution planning, vehicle routing, demand management, replenishment management, geographic information systems and real-time logistics control issues. Prerequisites: Graduate standing and Consent of Instructor.

**INEN-831. Service Sector Engineering**
This course focuses on the application of modeling and analysis of enterprises in the service sector of an economy. Topics include the role of the service sector in and economy, special characteristics of service operations, structuring the service enterprise, facility design for services, service quality, and quantitative models for managing services. Applications in the financial services, health care, and other sectors will be emphasized. Prerequisites: Graduate standing and Consent of Instructor.

**INEN-832. Information Technology Management**
This course focuses on productivity measurement and improvement of information technology and information system services. Other topics covered include the planning and control of human resources and budgets, as well as the planning of innovation, entrepreneurship and research and development, and other sectors will be emphasized. Prerequisites: Graduate standing and consent of Instructor.

**INEN-833. Supply Chain Systems Engineering**
This course addresses the analysis and design of logistics and supply chain systems. Topics covered include: logistics and supply chain characterization, site location, mode selection, distribution planning, vehicle routing, demand management, replenishment management, geographic information systems and real-time logistics control issues. Prerequisites: Graduate standing and Consent of Instructor.

**INEN-853. Enterprise Integration**
This course is directed toward development and contribution to the advancement of a unified framework for conceptualizing, designing, modeling, and operating advanced integrated manufacturing systems. It builds upon emerging developments in computer and communications technologies and conceptual breakthroughs regarding the nature and behavior of integrated enterprises. Prerequisites: Graduate standing and Consent of Instructor.
CM-692. Project Management
A comprehensive study of project management functions at managerial level. Special emphasis on project organization, planning, scheduling, resource allocation, budgeting and control. Prerequisite: Graduate standing or permission of instructor.

ECT-730. Systems Integration for Telecommunications Managers
This course delineates methods by which telecommunications systems can be put together to serve the needs of an organization. Students trace how the project manager should operate under constraints of time, cost, performance, competition, and regulation. The course involves extended case studies and group project. Prerequisites: ECT 620.

GCS-733. Graphic Communications Organization and Management
This course discusses formal and informal organizations, group dynamics, motivation, and managing conflict and change. Emphasis will be placed on different management practices and leadership styles as they relate to satisfaction and morale, organizational effectiveness, productivity, and profitability in the graphic communications industry.

MFG-775. Production Management and Control
This course focuses on production scheduling, work flow, and inventory flow, Just-in-time (JIT), and Material Resources Planning (MRP) are explored as techniques for structuring production as well as inventory management. Traditional work design is compared to newer, more high participative work designs including self-managed teams.

MSIT-740. Leadership Development Seminar
This is an experiential seminar designed for assessment of the individual’s managerial strengths and weaknesses in a manufacturing management position. Current and evolving leadership issues will be discussed and leadership models will be presented. Managerial and leadership issues in high participation work places will be stressed. Students will participate in behavioral simulations and receive psychometric feedback.

MSIT-790. Research Methods
This course explores empirical methodologies that are applicable to technical research investigation. Prerequisite: Graduate standing and consent of thesis advisor.

TECH-608. Study of Technology
This course emphasizes contemporary methods of developing problem solving skills through the four technologically adaptive systems (communications, construction, manufacturing, transportation), mathematics and science.

TECH-661. Workforce Development Program Planning and Management
This course covers principles and strategies of program planning and management for workforce development. Emphasis will be placed on scheduling, federal and state regulations, procedures, and special issues.

TECH-764. Supervision and Administration of Technological Education
This course examines the relationship of technological education to the general curriculum and the administrative responsibilities involved. Courses of study, costs, coordination problems, class and laboratory organization, and the development of an effective program of supervision will be emphasized.
TECH-767. Research and Literature in Technological Education
This course studies research techniques applied to technical and educational papers and thesis classification of research. Topics include selection of subjects; delineation and planning of procedures; collection, organization and interpretation of data; and review of literature in technological education.

TECH-768. Technological Seminar
This course is designed to enable non-thesis graduate majors to conclude education and technical investigations. Each student is expected to plan and complete a research paper and present a summary of the findings to the seminar. Prerequisite: TECH 767.

TECH-770. Systematic Design of Training and Development for Industry
This course will help students build their *leadership* skills related to the systematic design of training and development programs. The entire process is covered from conducting needs assessments through evaluating programs. *The course focuses on designing training as a strategic resource for industry.*
APPENDIX B

GRADUATE COURSES TO BE DEVELOPED

FOR THE

PH.D. IN LEADERSHIP STUDIES
APPENDIX B
COURSES TO BE DEVELOPED FOR THE PH.D. IN LEADERSHIP STUDIES

LEST 800 Leadership Theories
This course explores the theoretical nature of leadership. The emphasis is on the application of theories of leadership in political, economic, social and global contexts. A critical examination of the leadership literature and research are used to develop an appreciation for the contingency and interdisciplinary nature of leadership.

Course objectives will include:
- The student will analyze theories of leadership across the disciplines
- The student will develop a rationale for understanding the interdisciplinary nature of leadership
- The student will study diversity and the implications for interdisciplinary perspectives on leadership
- The student will evaluate the characteristics of leadership and analyze the overlap of these characteristics across disciplines

LEST 802 Decision Making Theories and Strategies
This course focuses on the development and enhancement of strategic decision making capabilities. It explores the theories and principles of executive decision-making processes such as qualitative decision-making models and techniques. A related emphasis is on effective communication with diverse groups, and implementation and evaluation of strategic decisions. Other topics include power and politics, managerial cognition, strategy formulation, organizational learning, organizational information processing, ethical decision-making, and the influence of technology on strategic decisions.

Course objectives will include:
- The student will understand organizational decision-making and strategy formulation from a leadership perspective.
- The student will analyze theories about organizational decision processes, and develop strategies to predict the outcomes of these processes.
- The student will develop an appreciation for the art and science of the executive decision-making process.
- The student will develop strategies to use informational technology in the decision-making process

LEST 810 Ethics and Social Responsibility in Leadership
This course focuses on the ethical and legal dimensions of leadership, including multiple philosophies and theories. This course will provide an examination and interpretation of complex issues from the perspective of ethical leadership and diversity.

Course Objectives will include:
- The student will understand multiple philosophies and frameworks that involve ethical dilemmas.
- The student will analyze complex issues with regard to multiple theories.
- The student will apply an understanding of legal and ethical considerations to the leadership process.
d. The student will develop responses to ethical dilemmas that are socially responsible in diverse cultures and contexts including racial, ethnic, gender and cultural diversities.

e. The student will develop responses to ethical applications of technology.

**LEST 811 Human Behaviors & Relations**

This course will focus on human relations theory and practice in various contexts. Emphasis is placed on the role of leaders as ethical change agents at the behavioral, interpersonal, organizational, and societal levels. Additionally, in-depth studies of human behavior theories will focus on: human motivation, self-awareness, interpersonal skills and group dynamics, worldview, human relations, human interaction with technology, and personal and organizational diversity.

Course objectives will include:

a. The student will understand changing human relationships and will be able to evaluate the implication of change on these relationships.

b. The student will understand human motivation and will be able to develop theories of ethical practice in motivational theory.

c. The student will understand, his/her worldview as it relates to organizational change and development.

d. The student will understand the construct of diversity, including racial, ethnic and gender diversity, in the workplace and will be able to develop models that reflect the synergistic impact of creative diversity.

e. The student will evaluate the impact of information technology on human behavior and relationships.

**LEST 812. Contemporary Issues in Cultural Diversity**

This course will focus on current issues in diverse cultures and the development of cultural understanding and knowledge of the literature, history, art, music, and social/political systems of a diverse culture. A requirement of this course is conversational fluency in a language that is non-native to the student or a computer language.

Course Objectives will include:

a. The student will converse in the non-native language in social, business and recreational settings.

b. The student will become familiar with major works of art and the artists, major works in literature and the authors, major works of music and the composers and understand their impact on that culture.

c. The student will know the major events of the history and prominent historical persons of that culture and understand their impact on current events and persons.

d. The student will be familiar with current political, economic and social events and systems of that culture and be able to use this knowledge to develop a leadership style that is both compatible with and empathetic with other cultures.

e. The student will become fluent in the social mores and norms of the culture.

f. The student will appreciate the creative synergy of diversity, including racial, ethnic and gender diversity.
**LEST 820 Information Technology as a Leadership Tool**

This course focuses on the interaction of information technology and society and how the functioning of organizations are both enhanced and constrained by information technology. Topics of study include the ethical use of technology, technology and decision making, technology as a management tool, technology as a teaming tool, technology as a leadership assessment and performance tool, and networks and the Internet.

Course objectives will include:

a. The student will understand the ethical use of technology.
b. The student will understand the advantages and limitations of information technologies.
c. The student will develop hands-on capability in the use of information technologies as they are applied toward the following:
   - solutions to logistic and strategic leadership problems
   - software solutions for managing the tasks of leadership and decision making
   - understanding the nature of technology in order to effectively recruit for the management team
   - the power of information technology to persuade and influence
   - using technology a team building tool
   - technology process management tools
   - capitalizing on the Internet
   - enhancing communication with technology
   - technology as a leadership assessment tool
   - technology and performance assessment
d. The student will develop strategies to reduce the "digital divide."

**LEST 840 Organizational Structure and Dynamics**

This course examines the major theories in the study of effective organizational designs. The emphasis is on the creation and use of vertical and horizontal networks of interdependent and interrelated relationships among functional and operating units to provide the organization with adaptive capacity to effectively respond to a rapidly changing environment. Other areas of emphasis include the impact on organizational design, organizational learning, innovation, and evaluation of organizational competencies. The course examines the use of power and influence as mechanisms by which ethical decisions are made and implemented. Extensive reading, seminar discussions and case analysis are used to study theories, historical perspectives, emerging knowledge and research in the field.

Course objectives will include:

a. The student will understand the role of organizational structure in the effective management of complex organizational relationships
b. The student will explore emerging knowledge and research in the field of organization theory and develop models of organizational design that incorporate these new theories
c. The student will develop an appreciation of how organizational structure enhances organizational responses to changing environments, including diversity.
LEST 850 Leadership in the Global Economy and Society
This course will focus on effective and ethical global leadership in the areas of: decision-making, problem-solving, competencies for addressing relationships, communication, teambuilding, leading visions into actions, stress and conflict management, interdependent thinking, valuing the ability to advance the work of the institution's place in a global society, communities and cultural awareness, technology and global perspectives.

Course objectives will include:
  a. The student will analyze global solutions to develop ethical leadership.
  b. The student will develop innovative thinking for personal change, and will be able to apply this thinking to global perspectives.
  c. The student will develop strategies for using vision, action, and conflict management as tools of the ethical leader.
  d. The student will understand institutional, community and global perspectives as they relate to leadership decision-making and problem-solving.
  e. The student will focus on continuous improvement in the leadership role.
  f. Students will see leadership as a strength and the expansion of a person's capacity to be effective in leadership roles and processes.

LEST 860 Qualitative Research
This course will focus on methods and tools of inquiry of qualitative research, including but not limited to developing case studies, surveys, interviews and narrative observations. Strategies for determining the intertextuality of trends and relationships as revealed in the research will be developed.

Course objectives will include:
  a. The student will understand multiple strategies for gathering data in a qualitative study, and will develop strategies for unpacking and isolating trends and relationship within the data.
  b. The student will analyze the trends and relationships of the data such that their impact on the research is clear.
  c. The student will develop strategies for using data to make decisions and to solve problems in a leadership role.

LEST 861. Computer Aided Research (prerequisite Basic Research)
This course will focus on three areas of application of the computer in research: proposal development and literature reviews, data collection and statistical analysis, and the presentation of findings, conclusions, and recommendations. Students will develop a synthesis of knowledge and skill in applying the computer as a tool for research.

Course objectives will include:
  a. The student will use the computer to conduct database searches for designing a review of literature.
  b. The student will use the computer to organize and manage a review of literature.
  c. The student will use the computer to prepare a research proposal.
  d. The student will use the computer to organize and manage a variety of levels of data.
  e. The student will use the computer to perform a variety of statistical analyses.
f. The student will use the computer to report findings, conclusions, and recommendations.
g. The student will use the computer to present proposals, reviews of literature, methodologies, findings, conclusions, and recommendations.
h. The student will apply technological skills to making decisions and solving problems in a leadership role.

Examples of Elective Courses to be Developed by the School of Business and Economics

Other schools and colleges on campus may opt to develop additional courses in a similar manner as illustrated by the following new course descriptions for the School of Business and Economics.

1. Strategic Management
This course is an integrative study of organizational strategy formulation and implementation. Evaluation and control process with emphasis on integration of knowledge and approaches across functional areas. Its focus is on how organizations can develop sustainable competitive advantages. Topics include assessing industry economics and dynamics to identify strategic threats and opportunities, evaluating the profit potential of strategic resources and capabilities. Other topics include assessing actual and potential cost and differentiation advantages, vertical scope of the firm, strategic management of multi-business firms, global strategy, strategic alliances, competitive advantage and the Internet, strategic management in technology-intensive industries, and strategy under environmental uncertainty.

Course objectives will include:

a. The student will develop strategic thinking and leadership skills necessary to ensure the long-term survival and effectiveness of an organization.
b. The student will develop a “leadership” orientation in making strategic decisions about an organization
c. The student will develop assessment strategies to evaluate the various divisions of an organization

2. Marketing Management
This course is an integrative study of methods and models for marketing with emphasis on understanding marketing systems and buyer behavior, and uses examples from both business and non-business contexts. It covers the development of creative marketing strategies and decisions related to marketing for both profit and nonprofit organization. Topics for discussion will include external analysis of the competition and customer, internal analysis of marketing decision-making processes, strategic market analysis and formulation of marketing mix decisions.

Course objectives will include:

a. The student will develop leadership capability for making strategic marketing decisions.
b. The student will develop critical thinking skills necessary to make integrative marketing decisions

3. **Corporate Finance and Managerial Accounting**

This course focuses on the development of a financial decision-making framework for determining allocation of resources within the firm. It integrates the knowledge of an organization's internal accounting systems in the areas of finance, accounting, marketing, operations management, and human resources. It emphasizes analysis of capital investment projects, long-term source of funds, and short-term financing problems.

Course objectives will include:

a. The student will understand financial data accumulation and allocation processes as they relate to the organization as a whole, and will develop strategies to use this data to make ethical decisions for the growth and sustainability of the organization.

b. The student will analyze resources of the organization and will develop strategies to use this information to make ethical decisions for the accumulation of resources required for the growth and sustainability of the organization.
APPENDIX C

MODEL PROGRAM OF STUDY FOR THE

PH.D. IN LEADERSHIP STUDIES
APPENDIX C
Model Program of Study for the Ph.D. in Leadership Studies

FULL TIME SCHEDULE – 51 hours

Year One

Fall Semester
Core Course 1
Elective 1
Core Course 2

Spring Semester
Elective 2
Core Course 3
Core Course 4
Benchmark: Ph.D. Committee established

Summer Semester
Elective 3
Core Course 5
Core Course 6

Year Two

Fall Semester
Core Course 7
Core Course 8
Research Preparation Course 1

Spring Semester
Research Preparation Course 2
Research Preparation Course 3
Benchmark: Internship Proposal Submitted

Summer Semester
Internship
Benchmark: Written Comprehensive Examination
Oral Defense of Research Proposal

Year Three

Fall Semester
Dissertation Research
Dissertation Writing
Benchmark: Dissertation Defense

Graduation

PART TIME SCHEDULE – 51 hours

Year One

Fall Semester
Core Course 1
Elective 1

Spring Semester
Core Course 2
Elective 2

**Year Two**

**Fall Semester**
- Core Course 3
- Elective 3
- Benchmark: Ph.D. Committee established

**Spring Semester**
- Core Course 4
- Core Course 5

**Year Three**

**Fall Semester**
- Core Course 6
- Core Course 7

**Spring Semester**
- Core Course 8
- Research Preparation Course 1

**Year Four**

**Fall Semester**
- Research Preparation Course 2
- Research Preparation Course 3
- Benchmark: Research Proposal Submitted

**Spring Semester**
- Internship
- Benchmark: Written Comprehensive Examination
  - Oral Defense of Research Proposal

**Year Five**

**Fall Semester**
- Dissertation Research

**Spring Semester**
- Dissertation Writing
- Benchmark: Dissertation Defense

**Graduation**

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**Projection of number of graduates for first five years**

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<th>Year</th>
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APPENDIX D

FACULTY RESUMES
DR. ANTOINE ALSTON  
Assistant Professor  
Department of Agribusiness, Applied Economics, and Agriscience Education  
alston@ncat.edu

Education:

- Ph.D. Agricultural Education, Iowa State University, August 2000, Minor: Instructional Technology
- B.S. Agricultural Education, Summa Cum Laude, North Carolina A&T State University, 1996, Minors: Animal Science, Economics

Academic Experience:

- Assistant Professor, Agribusiness, Applied Economics, and Agriscience Education Dept., NC A&T State, 2000-present

Other Experience

- Environmental Education Intern, USDA Forest Service, Philadelphia, PA, May 1996 to August 1996
- Summer Intern Extension Agent, Cooperative Extension Service, NC State University, May 1994 to August 1994

Selected Publications/Presentations


Selected Research Projects

Funded Projects:

- Connections: Preparing Tomorrow's teachers to use technology by connecting university classrooms to technology using classrooms. United States Department of Education Grant - $200,000 (Partner in Grant), 2000
- An E-Learning Approach to Teacher Education in Agriculture in North Carolina, UNC General Administration - $50,000 (Co Principal Investigator), 2001
- Purdue University Graduate Studies in Science Literacy and
- Community Engagement” United States Department of Agriculture – Initiative for Future Agriculture and Food Systems - $50,000 (Partner in Grant), 2001
Selected Memberships
- American Association for Agricultural Education
- American Association For Career and Technical Education
- National Association of Agricultural Educators
- National FFA Alumni Association (Lifetime Member)
- North Carolina Chapter of the Association for Leadership in Vocational Education (NC ALIVE)
- North Carolina Agricultural Teachers Association
- North Carolina Association For Career and Technical Education
- Minorities in Agriculture, Natural Resources, and Related Sciences

Selected Teaching Interests
- Instructional Technology
- Distance Learning
- Leadership Development
- Minority Recruitment and Retention In Agriculture
DR. CHI ANYANSI-ARCHIBONG
Professor
Department of Business Administration
archiboc@ncat.edu

Education:
• Ph.D. in Strategic Management/Business Policy, University of Kansas, 1985,
  Minors in International Management and Entrepreneurship
• MBA in Business Administration, University of Kansas, 1979
• BS in Accounting and Business Administration (double major) 1977
• N.C.E. in Accounting Education, Institute of Management and Technology, Nigeria
  1974
• O.N.D. in Accounting, Institute of Management and Technology, Nigeria 1972

Academic Experience:
• Professor, Department of Business Administration and Faculty Liaison for
  NCSBTDC, North Carolina A & T State University, 1996-2002
• Associate Professor, Business Administration Department and Faculty Liaison
  NCSBTDC, North Carolina A & T state University, 1991-1996
• Assistant Professor, Department of Business Administration and Faculty Liaison,
  NCSBTDC, North Carolina A & T State University, 1987-1991
• Assistant Professor, Virginia State University, Petersburg, Virginia, 1986-1987

Other Experience
• Coordinator, Global Studies Certificate Program, 2003 - present
• Faculty Advisor and Samuel Walton Fellow for NCA&TSU SIFE, 1992 – present
• President and Co-Program Chair, SECRA, 2003
• Vice President, SECRA Program, 2002
• President, North American Case Research Association, 1998-1999
• President and Founder, Southeast Case Research Association, 1993-1995
• Vice president, Programs: Southeast Case Research Association, 2003
• The National academy of Management, 1985-present
• International Council for Small Business, 1998-present

Selected Publications/Presentations
• “Staffing Issues for MIS Division in a State Agency” Co-authors; S. Larbi and S
  Sarin., Journal of Industrial Engineering Theory, practice and Application. Fall 2000
• “Trends and Lessons Learned in Interdisciplinary and Non-Business case method
  application” Co-authors- Drs. A Czuchry, C.S. House and A. Cicirello. Journal of
• Planning in Developing Nations: A Strategic Assessment. Planning Forum
  Publishers, USA 1995
• Strategies and Structure of Enterprise in a Developing Country. Gower Publishing
• “ Towards An African-Oriented Management theory: Issues of Culture” In
  Management Challenges for Africa in the 21st century. Greenwood Publishing
Selected Research Projects

**Funded Projects:**
- Futures Grant 2003: "Developing, Writing and Teaching Cases: An Interdisciplinary Initiative" NC A&T State University, $14500.
- Futures Grant 2002: "Development of University Wide Global Studies Certificate Programs" $15000 in association with International Programs Office.
- Program to Assist and enhance Community Small Business and entrepreneurship Activities, North Carolina Small Business and Technology Development Center. $30,000.00 (1990-1999)
- Budget Assessment and Model for Effective Information Technology, North Carolina Department of Corrections. $100,000.00 (1999-2000) total funding-$537,000 with Collaborations from College of Engineering.

Selected Honors and Awards
- Listed as a Member in the National Register's WHO is WHO (2004-2005) In Executives and Professionals
- Double Eagle Award – For Outstanding contribution to SIFE Global, 2004
- Beyond Grey Pinstripes "Faculty Pioneer Award 2003“ – A National Award given by Aspen Institute and World Resources Institute, 2005.
- Distinguished Case Researcher Award, SECRA, 2002
- Rotary Foundation Benefactor Award, 2000
- Paul Harris Fellow, 1999
- Champion of SIFE, 1998
- Governor's Teaching Excellence Award, 1996
- Samuel Walton Fellow, 1995
- Amoco Teaching Excellence Award. 1991
DR. JAMES BATTLE  
Assistant Professor  
Department of Human Development and Services  
jjbattle@ncat.edu

Education:
- Nova Southeastern University Ed.D. 1997  
- University of North Carolina at Greensboro Ed.S. 1993  
- North Carolina A&T State University MS Administration 1976  
- North Carolina A&T State University MS Counseling 1973  
- North Carolina A&T State University BS History 1970  
- Principals Executive Program Chapel Hill 1985  
- Center for Creative Leadership BLDI Program 1998  
- Comer Principals Academy Yale University

Academic Experience:  
- North Carolina A&T State University Adjunct Assistant Professor-Present

Other Experience
- Principal Allen Jay Elementary 1999-2002  
- Principal Sternberger Elementary 1995-1999  
- Principal Southwest Elementary 1989-1995  
- Principal Southern Elementary 1983-1989

Selected Honors and Awards
- Principal of the year Guilford County Schools 1987  
- Principal of the year NCAE District 1987-1988  
- Principal of the year Guilford County Education Office Personnel 1987-1988  
- Principal of the year Black Educators Caucus 1986-1987  
- Science Principal of the year Guilford County Schools 1990  
- Guilford County NCAE Human Relations Award 1977-1978  
- Guilford County PTA Elementary Administrator of the year 1995-1996  
- Phi Delta Kappa Outstanding Educator 1993-1994

Selected Memberships/Activities
- NEA-NCAE Principal Division  
- National Association of Elementary School Principals  
- Association School Curriculum Development  
- Phi Delta Kappa  
- Alpha Phi Alpha Fraternity  
- Mathematics and Science Education Network (Pre-College) Co-Chairperson  
- YMCA- Hayes Taylor Board of Management-present  
- State Employees Credit Union Greensboro Advisory Board 1994  
- Bethel AME Church Steward Board- present
DR. SYLVIA SLOAN BLACK  
Assistant Professor  
Department of Business Administration  
ssblack@ncat.edu

Education:  
- Ph.D. in Strategic Management, Columbia University Graduate School of Business, NY, 1997  
- M. Phil. in Strategic Management, Columbia University Graduate School of Business, NY, 1992  
- M. B. A. in Business Administration, University of Kansas - Lawrence, KS, 1981  
- M. S. in Computer Science, University of North Carolina - Chapel Hill, NC, 1974  
- B. S. in Physics, Howard University - Washington, DC, 1968

Academic Experience:  
- Assistant Professor, Business Administration, NC A&T State, 2001 – present  
- Adjunct Assistant Professor, Business Administration, UNC-CH, 2001 – present  
- Assistant Professor, Business Administration, UNC-CH, 1997 - 2000

Other Experience:  
- "Building Alliance Competence," Darden Graduate School of Business Administration, University of Virginia, October 14-18, 2002.  
- Past Chair and seven year member of the Board of Visitors, U.S. Army War College, Carlisle, PA  
- Past Member of the Task Force for People of Color, Academy of Management; Advisory Board of the PhD Project Management Doctoral Students Association; Teaching Committee, Business Policy and Strategy Division, Academy of Management; Advisory Board of the Sustainable Enterprise Institute at the Kenan-Flagler Business School  
- Panelist at the PhD Project, Chicago, IL  
- Reviewer for International Division of the National Science Foundation; Business Policy and Strategy Division, Academy of Management; International Management Division, Academy of Management; Social Issues in Management Division, Academy of Management; Strategic Management and Business Policy track, Southern Management Association  
- Ad Hoc Reviewer for Academy of Management Review; Academy of Management Executives; Organization Science; Journal of Management  
- Advisor for the Black Business Students Association, Kenan-Flagler Business School

Selected Publications/Presentations:  

Selected Research Projects

Funded Projects:
• From military leader to corporate executive: Leadership lessons shared, Army Research Institute, $2,500, 2001.

Selected Honors and Awards
• Department of the Army's Outstanding Civilian Service Award, April 2003
• Who's Who in America, 2003 and 2004
• Phi Beta Kappa
• Phi Kappa Phi
• Beta Gamma Sigma
• Doctoral Consortium in Business Policy and Planning, Academy of Management, 1989
• Doctoral Consortium in International Management, Academy of Management, 1990

Selected Memberships
• Academy of Management
• Strategic Management Society
• Academy of International Business
• The Institute of Management Sciences
• Southern Management Association
• National Black MBA Association
DR. DAVID BOGER
Professor
Department of Curriculum and Instruction
bogerd@ncat.edu

Education:
- Ph.D. in Curriculum and Instruction, University of New Mexico, Albuquerque, NM, 1973,
  Minor: Chemistry
- M.S. in Natural Science, New Mexico Highlands University, Las Vegas, NM, 1964,
  Minor: Chemistry

Academic Experience:
- Professor, Curriculum and Instruction, Science Education, 2000- Present
- Dean, School of Education, NC A&T State, 1994-2000
- Professor, Chairperson, Department of Educational Leadership and Secondary
  Education, Fayetteville State University, Fayetteville, NC, 1988-1994
- Professor, Assistant Vice Chancellor for Academic Affairs, 1986 - 1988
- North Texas State University, College of Education, Denton, Texas August 1973 - 1986
  - 1982-1986 Director, Office of Student Services
  - 1980-1982 Director, Early Field Experiences
  - 1978-1980 Assistant Director, Teacher Corps Project
  - 1973-1978 Assistant Director, West Dallas Teacher Education Project

Other Experience

Selected Publications/Presentations
- Boger, David, "A Model for Metric Conversions", The Texas Science Teacher, Volume 8, No. 1, March, 1979
- Boger, David and Simms, Richard, "Shared Governance" Chapter in Brace Joyce,
- Jacqueline Lenghend, H. W Meyers (editor) In-service Youth: New Roles in the
- Governance of Teacher Education (Washington, D.C.: Association of Teacher Educators. 1980.)
• Boger, David and Washington, Jr., Roosevelt, "Questioning as a Tool in the
Supervision of Student Teachers", The Teacher Educator, Vol.17, No.1, Summer,
1981.
• Boger, David, et al., "The Relationship Between Teacher Performance, Standardized
• Boger, Charlotte and Boger, David, "The Effects of Training in Test-Wiseness, Test
Construction, and Higher Level Thinking Skills on NTE Scores of Blacks", Georgia
• Boger, Charlotte and Boger, David, "Alternative Licensure: A Closer Look at the
• Boger, Charlotte and Boger, David, "Preservice Teachers' Explanations of Their

Selected Research Projects

Funded Projects:

• "The Effects of a Classroom Management Strategy Training Program Upon
Classroom Management Skill Acquisition and Upon Student Time on Task Behavior
and Description Behavior", 1975.
• "Follow-up Study of West Dallas Teacher Education Project -Analysis and
implications", 1975.
• Teacher Corps Grant: Assisted James R. Miller, Associate Dean of Education in
writing Teacher Corps Grant to H.E. W., 1978. Five-year grant for one million dollars.
• "Teacher Dress and Student Behavior", 1981.
• "Improving the Delivery System for Training Malaysian Students in Teacher
Education", 1983.
• Texas Education Agency Grant: "In-service Delivery System to Supervising
Teachers", 1994
• Texas Education Agency Grant: "In-service Training on Global Issues", 1985-1986.
• University of North Carolina Mathematics and Science Education Network: "Selected
Topics in Physical Science for 3-6 Grade Teachers", 1988-1989, $13,734.00
• Institute for Chemical Education, University of Wisconsin-Madison, Chemistry
Activities for K-6 Teachers, Summer, 1990, $5,000.00
• UNC Board of Governors/Eisenhower Grant: "Chemistry Hands-On Activities and
Theory for 4-9 Grade School Teaching", 1991-1992, $23,866.00
• University of North Carolina, Board of Governors/Eisenhower Grant: "Chemistry
Hands-on Activities and Theory for 4-9 Grade School Teaching," 1992-1993,
$32,266.00

Selected Honors and Awards

• Alpha Chi Sigma (Chemistry Honor Society)

Selected Memberships

• American Association for the Advancement of Science
• American Association for Higher Education
• American Education Research Association
• Association of Teacher Educators
• Phi Delta Kappa
• North Carolina Association of Teacher Educators
• Southeast Regional Association of Teacher Educators
DR. JUDIE BUCHOLZ  
Assistant Professor  
Department of Human Development and Services  
jabuchol@ncat.edu

Education:
- Ph.D., 1999, The Fielding Graduate Institute: Human & Organizational Systems  
- M.A., 2003, Kent State University: Technology  
- B.S., 1989, University of Maryland: Psychology  
- A.A., 1983, Saint Leo College: Liberal Arts

Academic Experience:
- Assistant Professor, Human Development and Services, 2003 – present.

Other Experience
- United States Air Force as a Social Actions Superintendent, Inspector General Team Member, and Transportation Logistics (1978-1998), Taught courses in human relations education, diversity, communication, sexual harassment, alternative dispute resolution, ethics, and discrimination. Conducted investigations into allegations of discrimination and sexual harassment, responsible for staffing, training, and budgeting of unit.  
- DeVry University, Teach 8-week online course in Employment Law using eCollege platform (2004).  
- Youngstown State University, Youngstown, Ohio. Taught human resource and business related courses to graduate and undergraduate students (2000-2003). Incorporated Interactive Distance Learning and WebCT technologies into the classroom.  
- Kent State University, Kent Ohio. Taught traumatic grief topology and responses, especially homicide bereavement, during Bereavement Workshop when offered by Kent State University (2001 – 2003).  
- Kent State University, East Liverpool, Ohio. Taught business and related technology courses to undergraduate students (1999-2000). Graduate program recruiter for Kent State University’s School of Technology (2000).  
- University of North Dakota/Lake Region, North Dakota. Taught general psychology course (1995).

Selected Publications/Presentations
Selected Research Projects

Proposed Projects:
- NASDAQ Grant, $50k for workshop development, “Financial Literacy” for Middle College, freshmen students and young adults. Working, application due March 04.

Selected Honors and Awards
- Senior Professional in Human Resources (SPHR): 1999
- Air Force Meritorious Service Medal, Air Force Commendation Medal, Air Force Achievement Medal, Air Force Outstanding Unit Award
- Navy Unit Commendation Medal, Navy Meritorious Unit Citation,
- Air Force Organizational Excellence Award,
- Military Outstanding Volunteer Service Medal.
- Sandy Turner Angel Award for Community Service – 1995
- Grand Forks/East Grand Forks Federal Executive Association Community Service Award – 1994

Selected Memberships
- Society of Human Resource Management (SHRM)
- American Counseling Association (ACA)
- Counseling Association for Humanistic Education & Development (CAHEAD),
- National Employment Counseling Association (NECA)

Selected Teaching
- Human Resource Management
- Human Behavior in Organizations
- Personnel Staffing (graduate course)
- Organizational Behavior (graduate course)
- Compensation and Performance Appraisals
- Fundamental of Management
- Business Computations
- General Psychology
- Case Studies in Management Technology
- Seminar in Management
- Human Development (graduate course)
- Statistics and Research Methodology (graduate course)
- Overview of Human Resources (graduate course)
DR. WILLIAM CARDEN  
Assistant Professor  
Department of Business Administration  
wacarden@ncat.edu

Education:
- Ph.D. in Business Administration, The University of Memphis, Memphis, TN. May, 1996
- Major- Organizational Behavior/Human Resource Management, Minor- Strategic Management
- Master of Business Administration, Memphis State University, Memphis, TN. June, 1990
- Major- Management, Minor- Marketing
- BA in Psychology, University of South Alabama, Mobile, AL. June, 1986, Minor- English Literature

Academic Experience:
- Assistant Professor, Business Administration, NC A&T State University, 2002 – present.
- Assistant Professor, Business Administration, NC Central University, 1996- 2002.

Other Experience
- Reviewer for Academy of Management, Eastern Academy of Management, Midwest Academy of Management, Southern Management Association, Southeastern Case Researchers Association

Selected Publications/Presentations

Selected Honors and Awards
• 2001/2002; 2000/2001; 1999/2000 - Students Choice Award, Undergraduate Teacher of the Year for the School of Business At North Carolina Central University

Selected Teaching
• NC A&T State University
  o Management Concepts – Junior level analysis of administrative, staff, and operational issues of management.
  o Organizational Behavior – Junior/Senior level examination of behavioral concepts of concern to management.
  o Human resource Management – Senior level overview of human resource functions within an organization.
• NC Central University
  o Organization and Management - Junior level survey of management and organizational behavior.
  o International Business- Senior/Junior level survey course of unique international business factors.
  o Human Resource Management - Senior level seminar in the generally recognized principles and practices of human resource management.
  o Small Business Management - Survey course of the risks and challenges of launching a new venture and managing a small business.
  o Entrepreneurship and New Venture Formation - Examination of the entrepreneurial process from the creation of new ideas to the completion of the business marketing plan.
  o Senior Seminar - Topical, article-based examination of contemporary management issues and problems.
  o Business Policy - Simulation based course in which student teams compete within a chosen industry in the areas of product mix, marketing, logistics, and demand
DR. WILLIAM CRAFT  
Professor  
Department of Mechanical and Chemical Engineering  
craft@ncat.edu

Education:
- Ph.D.  Engineering Mechanics  Clemson University  1970
- M.S.  Engineering Mechanics  Clemson University  1969
- B.S.  Applied Mathematics  N.C. State University  1963
- B.S.  Physics  N.C. State University  1963

Academic Experience:
- Professor, Mechanical and Chemical Engineering, NC A&T State University, 2002 present
- Chairperson, Mechanical Engineering, NC A&T State University, 1989 2002
- Acting Dean of Engineering, NC A&T State University, 1989
- Associate Dean of Engineering, NC A&T State University, 1981 1988
- Assistant Dean of Engineering, NC A&T State University, 1977 1981
- Visiting Professor, NC A&T State University, 1972 1974

Other Experience
- Past Member of the ASME Boards on Minorities and Women and Pre-College Education
- Vice President of ASME Region IV June, 1999 - June, 2002 and Chair/Strategic Planning Committee of ASME's Council on Member Affairs July, 2000 -
- ABET/EAC Evaluator since 1996
- National Council of Examiners for Engineering and Surveying FE item writer since 1997

Selected Publications/Presentations
- Gupta, Rahul; Waters, Cindy K.; Kelkar, Ajit D.; Craft, William J.; and Kumar, D., "3-D Non-linear finite element modeling of thin film subjected to nano indentation" submitted to the International Conference on Metallurgical Coatings and Thin Films, April 2004
- Ajit D. Kelkar, William J. Craft, and Jametta McRae, Low Velocity Impact of Laminated Plates and Analyzing the Loss of Stiffness in Force Time Curves, SECTAM, April, 2000
- Ms. Jametta L. McRae, MSME Student, NC A&T State University, Dr. Tony Giamei, United Technologies Research Center, East Haven Connecticut, Dr. Ajit Kelkar and William Craft, NCA&T State University, Aluminum Alloy Core Foams for Sandwich Structure Applications, ASME 1998 ASME Winter Congress.
- W. J. Craft, D. R. Hughes, and A. D. Kelkar, Low Velocity Impact Damage of Organic Form Core Sandwich Composites, the 11th International Conference in Composite Materials, ICCM-11, July 12-16,1997
- W. J. Craft, Sam Owusu Ofori, Fred Akuffo, and Carolyn W. Meyers, "An Articulation Agreement between North Carolina A&T State University and The University of

Selected Research Projects

Funded Projects:
- A&T's Coordinator for the North Carolina Space Grant Consortium Program 1996 – present
- A&T's NIA Liaison Professor under NASA NRA-02-LaRC-01 solicitation for a National Institute of Aerospace, NIA; October 1, 2002 – present

Selected Honors and Awards
- Sigma Xi, Tau Beta Pi, and Pi Tau Sigma, Phi Kappa Phi

Selected Memberships
- Sigma Xi, Greensboro Chapter, member and past chair
- American Society of Mechanical Engineers
- American Society for Engineering Education
- American Academy of Mechanics
DR. JANE DAVIS-SEAVER  
Associate Professor  
Department of Curriculum and Instruction  
janeds@ncat.edu

Education:
- Ph.D. Curriculum and Teaching, University of North Carolina at Greensboro, 1994

Academic Experience:
- Associate Professor, Curriculum and Instruction, NC A&T State University

Other Experience
- Keynote speaker at the 1995 Northeast Leadership Conference.
- She was a member of an international delegation of forty-four educators from the United States and ten European, Middle-Eastern and South American countries that visited the People’s Republic of China in 1994 at the invitation of the Chinese Ministry of Education and the Citizen Ambassador Program of People to People International. During her visit to China, she led round table discussions on portfolio assessment, and presented a paper on her research into critical thinking in young children.
- She has presented critical thinking workshops at the following schools and school districts:
  - Paris, Tenn. Special School District; and in North Carolina at Farmer Elementary School; Norwood Elementary School; Burke County School District; Caswell County School District; Stokes County Chapter I IRA; Hunter Elementary School, Frazier Elementary School, and Allen Middle School in Greensboro; Griggs Elementary School in Currituck County; Davis Elementary School; and at the 1994 NCDPI Vocational and Technical Education Summer Workshop. She led workshops in November, 1993, at the University of Minnesota Chapter I conference, at the Dexter (Minn.) School System, and a full-day workshop for the Southeast Minnesota Educational Cooperative Service Unit. She made presentations at High Point University and A&T State University in 1996. She has also presented workshops on graphic organizers at Methodist College in 1996, and a workshop on using portfolios to integrate social studies into the curriculum at the N.C. Council for Social Studies 27th Annual Conference in 1997.

Selected Publications/Presentations
- Critical Thinking in Young Children, was published as Volume 50 of Mellen Studies in Education, The Edwin Mellen Press, Lewiston, N.Y.
Selected Honors and Awards

Selected Memberships
- American Association of University Women,
- Charter member of the National Council for Excellence in Critical Thinking Instruction,
- ASCD

Selected Teaching
- Undergraduate courses in Creative Arts, Curriculum Design and Instructional Planning, Reasoning and Writing, Classroom Management, Social Studies in Elementary School, and Methods of Teaching in Elementary School.
- Graduate courses in Advanced Methods, Children's Literature, Methods and Materials in Teaching Reading, Advanced Science, Teaching and Learning in a Multicultural Classroom, Advanced Communication Skills, Curriculum Development, and Advanced Social Studies.
Education:
- Ph.D. in Electrical Engineering, Virginia Polytechnic Institute and State University, 1997
- M.S. in Mathematics, Virginia Polytechnic Institute and State University, 1995
- M.S. in Electrical Engineering, Virginia Polytechnic Institute and State University, 1993
- B.S. in Electrical Engineering, North Carolina A&T State University, 1990
- B.S. in Mathematics, North Carolina A&T State University, 1989

Academic Experience:
- Acting Chairperson, Electronics and Computer Technology, NC A&T State, 2002 - present
- Associate Professor, Electronics and Computer Technology, NC A&T State, 2002 - present
- Assistant Professor, Electronics and Computer Technology, NC A&T State, 1998-2002
- Assistant Professor, Electrical Engineering, Tuskegee University, Tuskegee, 1997-1998

Other Experience
- Associate Graduate Faculty, Indiana State University Consortium Ph.D. Degree Program in Technology Management

Selected Research Projects

**Funded Projects:**
- Optical Communication Networking Laboratory at North Carolina A&T State University, $15,000 (Lucent Technologies) 2002 - 2003
- Undergraduate Scholarships for Global Positioning System Research, $120,000 (Office of Naval Research) 2002 - 2007
- Wireless Indoor Position Location System, $298,000.00 (NASA) 2001 - 2005
- Instrumentation for a Wireless Geo-location and Global Positioning Research Laboratory, $180,000 (Air Force Office of Scientific Research) 2002 - 2004
- EPA Minority Institution Academic Undergraduate Student Fellowship (Jackie Green), $23,373 (EPA) 2002 - 2004

Selected Teaching
- ECT 650 Wireless Communication Systems
- ECT 655 Optical Communication Systems
- ECT 660 Satellite and Personal Communication Systems
- ECT 670 Communication Circuit Development Laboratory
DR. ALBERT ESTERLINE
Associate Professor
Department of Computer Science
esterlin@ncat.edu

Education:
- Ph.D. in Computer Science, University of Minnesota, 1992
- M.S. in Mathematics, University of Minnesota, 1992
- Ph.D. in Philosophy University of St. Andrews, 1981
- M Litt. in Philosophy, University of St. Andrews, Scotland, 1971
- B.A. in Philosophy, Lawrence University, 1969

Academic Experience:
- Associate Professor, Computer Science, North Carolina A & T State Univ., 1999-present
- Assistant Professor, Computer Science, North Carolina A & T State Univ., 1993-1999

Other Experience
- Used process algebras, modal logics, and Statecharts to model human-computer integration. Implemented a machine-learning system for Raytheon Corp. to detect threats; used the candidate elimination algorithm and reinforcement learning (Q learning). Explicated an agent abstraction in process-algebraic terms, but showed that epistemic and deontic notions are critical in relating to specifications and in capturing persisting, essentially social, effects critical to coordination. Used deontic logic in formulating a deontic transaction model for multiagent systems. Represented plans with a variant of the Statechart notation annotated with deontic statements generally derived from a specification or established by communication (conceptualized as speech acts). Ideal and violation states were distinguished. Investigated multiagent communication enhanced by abductive explanation.
- Mentor or 14 out-of-state and 4 local minority high-school students in summer NASA-supported research intern programs. Supported 35 undergraduate (almost all African American) students in research projects. 30 gave presentations at the NC conference for minority research. Honored as Mentor of the Year at the 2001 conference. My students won best computer science oral presentation award for 2 years. My students have won awards at national undergraduate research conferences, and I have been a judge at these. Have advised 40 masters theses and projects, 19 by African Americans. 21 of my (mostly graduate) students have presented at the ADMI national conference for minority computing; two won best oral presentation awards.

Selected Publications/Presentations

Selected Research Projects

Funded Projects:
• "Ontology in Computer Science" (an internal ERI (Science and Technology Alliance) grant, for the academic year 1995-6, $5,000)
• "Formal Foundations of Agents," (NASA Goddard Space Flight Center (GSFC) Faculty Awards for Research (FAR) Program, 12/01/96 – 11/30/99, $281,610)
• "Motion Planning for a Society of Intelligent Mobile Agents," (NASA Ames Research Center, Faculty Awards for Research (FAR) Program, 7/01/97-6/30/99, $294,630)
• "Intelligent Agent Software Infrastructure Project" (Raytheon, 1/12/99-5/15/02, $75,000).
DR. EDWARD FORT
Chancellor Emeritus
Edward B. Fort Professor of Education
Department of Human Development and Services
fort@ncat.edu

Education:
• Doctorate in Educational Administration/Leadership, University of California, Berkley
• Honorary Doctor of Law Degree, Wayne State University
• Master’s Degree, Wayne State University
• Baccalaureate, Wayne State University

Academic Experience:
• Edward B. Fort Professor of Education, Curriculum and Instruction, NC A&T State, 1999- present
• Chancellor, NC A&T State, 1981-1999
• Chancellor, University of Wisconsin Center System 1974-1981

Other Experience
• Superintendent / Deputy Superintendent, Sacramento, California, 1971-1974 - multi-ethnic enrollment exceeded 50,000 students. There, he implemented a court-mandated desegregation plan, completed more than 80 million dollars in new construction and enhanced faculty development while pushing bilingual and multicultural education
• Superintendent, Inkster, Michigan, 1967-1971 - instrumental in convincing the Governor to successfully push for enhancing the manner in which poor school districts in that state were funded. Before departing for Sacramento, he launched the district’s construction of its first technology center, built the B. A. Milton Middle School, established a district-wide kindergarten/child development center and eliminated an inherited $1,047,000 deficit
• Curriculum Coordinator, Division of Instruction, Detroit Public Schools, 1964-1967 - Supervision of Curriculum Development, 100 schools, K-12; launched district-wide non-graded program
• Vice Principal, largest elementary school in Berkley, California, 1963 - 1964 - concentrating on faculty development and students-at-risk

Selected Publications/Presentations
• “The Difference is Leadership,” (Submitted for publication, Fall, 2002)
• International Conference on Inter-Group Accommodation in Plural Societies, Pretoria University, Cape Town, Republic of South Africa... “Some Educational Imperatives Regarding the Peaceful Pursuit of Inter-Group Accommodation in a Plural Society,” (May, 1977)
• “Attitudinal and Guidance Perspectives on the Urban Superintendent,” Journal of Non-White Concerns in Personnel and Guidance (October, 1977) Vol. 6 No. 2
Selected Activities

- While serving as Chancellor at A&T, he was appointed by President Bush to serve on the HBCU Presidential Advisory Board. The President also appointed him as a member of the NASA Advisory Council (served five years). President Clinton later appointed him to serve as a member of the NASA Blue Ribbon Commission on the redesign of the space station.

- His other board affiliations include the Uplift Board, the Children's Home Society Board, the American Council on Education (past), the American Association of State Colleges and Universities (past), the Challenger Center Board, charter member of the NCAA Presidents Commission, the North Carolina Governor's Science and Mathematics Advisory Board (past), the North Carolina Governor's Board of Science and Technology (past), Board Vice Chairperson – the National Conference for Community and Justice, Board Chairperson – Communities in Schools, the Sit-In Movement Incorporated, the Greensboro Association for Equal Opportunity in Education (NAFEO), Past Vice Chairperson of the North Carolina Minority Economic Development Institute Board, the Norfolk State University Engineering Department National Advisory Board (current), and current member AASCU Executive Planning Committee for Millennium Leadership Institute (1999 – present).
DR. LORNA HARRIS
Professor
School of Nursing
harrisl@ncat.edu

Education:
- Ph.D. in Public Administration/Public Policy Analysis, UNC-Chapel Hill, 1989
- M.S. in Public Health Nursing / Education, UNC-Chapel Hill, 1976
- B.S. in Nursing, NC A&T State, 1989

Academic Experience:
- Professor, Nursing, NC A&T State University, 1997- present
- Dean, Nursing, NC A&T State University, 1997- 2001
- Director – Minority Affairs, Nursing, UNC-Chapel Hill, 1992-1997
- Research Associate Professor, Nursing, UNC-Chapel Hill, 1990-1997
- Assistant Professor, Nursing, UNC-Chapel Hill, 1983-1990

Other Experience
- Visiting Scholar at Michigan State University, College of Nursing

Selected Publications/Presentations
Selected Research Projects

Funded Projects:
- Promoting Health in the African-American Community (PHAAC), Principle Investigator, Lorna Harris, October 1, 2003- September 30, 2005, Centers for Medicaid and Medicare. $249,330
- Campus-Wide and Individual Interventions to Increase Donation Intentions Among African-American College Students, Principle Investigator, Lorna Harris, September 30, 2001-September 29, 2004, Carolina Donor Services (U.S. Department of Transplantation), $294,381
- Evaluation of the Senior Prescription Drug Assistance Program in Minority Communities, Principle Investigator, Lorna Harris, February 1, 2003-January 31, 2004, NC Health & Wellness Trust Fund Commission, $83,150
- Project Commit to Prevent, Principle Investigator, Lorna Harris, June 1, 2003-June 30, 2004, HIV/STD Prevention and Care Branch, $96,150
- HBCU Alliance to Improve Access to Medical Services, Principle Investigator Lorna Harris, 1998-2000, Kate B. Reynolds Charitable Trust, $500,000
- Family and Community Violence Prevention Program (FCVPP), Principle Investigator, Lorna Harris, 1998-2000, U.S. Office of Minority Health, $400,000
- International Collaborative Research and Education in Epidemiology (ICREE), Principal Investigator, Abebe Kebede, Co-Investigator(s), F. James, E. Lord, L. Harris, 1998-2003, University of Pittsburgh, $300,023.

Selected Activities and Honors
- Central Carolina Black Nurses' Council Annual Luncheon Speaker, 2002
- Commencement speaker for College of Nursing At Michigan State University, 2001
- Southern Regional Education Board's Council on Collegiate Education for Nursing Service, 2001
- Central Carolina Black Nurse's Council Service Award, 2000
- N.C. Equity's Carpathian Award, 1999
- International Research Dissemination Award Sigma Theta Tau Honor Society of Nursing, 1997
- Media Award for Excellence in Nursing Journalism, Region Seven Sigma Theta Tau, 1997
- Research Dissemination Award for Region Seven Sigma Theta Tau, 1997
- Inducted as a Fellow of the American Academy of Nursing, 1996
- The North Carolina Great 100 Registered Nurse Excellence, 1996
- Multicultural Advisory Committee, Chapel Hill-Carrboro School System, 1992

Selected Teaching
- Leadership in Organizations
- Transcultural Seminar
- Community Health Promotion
DR. KAREN HORNISBY
Assistant Professor
Department of History
kthornsby@ncat.edu

Education:
- Ph.D. in Applied Philosophy, Bowling Green State University, 2003
- M.A. in Applied Philosophy, Bowling Green State University, 1999
- Applied Philosophy
- B.A. in Philosophy, Humanities, Religious Studies, California State University - Sacramento, summa cum laude, 1997

Academic Experience:
- Assistant Professor of Philosophy, History Department, NC A&T State, 2003 - present

Other Experience
- Specialization and competence: Moral, Political & Social Philosophy, Philosophy of Education, Biomedical Ethics, Philosophy of Law, Computer Ethics, Environmental Ethics, Business Ethics, Philosophy of Religion, Feminist Philosophy
- Assistant Conference Coordinator, Freedom of Speech Conference, Social Philosophy & Policy Center, Bowling Green, April 10-12, 2003
- Session Moderator, Moral Legacy of Slavery: Repairing Injustice Conference, Bowling Green, October 19, 2002
- Assistant Conference Coordinator, Morality & Politics Conference, Social Philosophy & Policy Center, Bowling Green, September 19-21, 2002
- Referee: Global Virtue Ethics Reviews, Southern Public Administration Education Foundation, Inc.

Selected Publications/Presentations
- “Education as a Basic Need,” Ohio University Student Conference in Applied Ethics, April 27, 2003

Selected Honors and Awards
- Dissertation Fellowship, Bowling Green, 2002-2003
- Dr. Jeannette C. Danielson Sampatocos Scholarship, 2001-2002 (3 awards)
- Teaching Fellowship, BGSU, 1997-2001

Selected Teaching
- Introduction to Philosophy (Traditional & Webcourse)
- Contemporary Moral Problems (Webcourse)
- Medical Ethics (Traditional & Webcourse)
- Culture and Value
- Introduction to Ethics
- Introduction to Logic
- Philosophy of Punishment (TA)
- Introduction to Philosophy (TA)
- Business Ethics (Webcourse)
DR. WILLIAM JAMES
Associate Professor
Department of Manufacturing Systems
wkjames@ncat.edu

Education:
- Doctor of Industrial Technology (Technology Education) - University of Northern Iowa - Cedar Falls, Iowa. 1991

Academic Experience:
- Associate Professor, Manufacturing Systems, NC A&T State
- Graduate Coordinator, Manufacturing Systems, NC A&T State

Other Experience
- Foundations in Leadership and LeaderLab training at Center for Creative Leadership
- Co-founder and President of the nonprofit International Institute for Critical Thinking – a nonprofit research institute 3/2000 (EIN 56-2130126)

Selected Publications/Presentations
- 18 article publications (reviewed or trade); 4 state curriculum guidebooks (co-authored); 1 book authored (Delmar Publishers 1992)

Selected Activities and Honors
- American Society for Quality (Student Chapter Advisor)
- American Production and Inventory Control Society
- National Association of Industrial & Technical Teacher Educators (Technology Transfer Committee)
- American Society for Training and Development
- National Association of Industrial Technology (Certified Senior Industrial Technologist & Publications Committee)
- World Futures Society
- Worldwatch Institute
- World Trade Association
- Outstanding Industrial Technology Professor – Region III NAIT 2002-03.
- Society of Manufacturing Engineers - 5 Years Service Award 12/97
- International TQM Simulation winner (50 international universities competition) - 7/98
- Oak Ridge National Laboratory (Manufacturing Fellow - 1995)
- Smith Corona Corporation - Nominated to Board of Directors - 11/92
- Lifespan Ventures – Board of Director member since 1/01 ($22 non-profit corporation)
- International Technology Education Association (Professional Development Award 1990)

Selected Teaching
- Leadership Development Seminar MSIT 740;
- Managing Product Development MFG 745;
- Production Management and Control MFG. 755;
- Manufacturing Organization and Management MFG. 735;
- Quality Standards Leadership MFG. 770
DR. XIAOCHUN JIANG  
Assistant Professor  
Department of Industrial and Systems Engineering  
xjiang@ncat.edu

Education:
- Ph.D. in Industrial Engineering, Clemson University, 2001, (Minor in Experimental Statistics)
- MS in Manufacturing Engineering, Nanjing University of Science & Technology, China, 1998,
- BS in Mechanical Engineering, East China Institute of Technology, China, 1992,

Academic Experience:
- Assistant Professor, Industrial and Systems Engineering, NC A&T State, 2002-present
- Research Associate, Institute for Human-Machine Studies, NC A&T State, 2002-present

Other Experience
- Consultant, FAA, provided expertise in Human Factors and Experimental Statistics, 2002
- Consultant, American Express, helped analysis data from customer service center, 2004  
- Industrial Engineer, Each China Electronics Corp., Nanjing, China, 1992-1995

Selected Publications/Presentations
• Jiang, X., Gramopadhye, A.K., Melloy, B. J., “Communications between Humans and Machines in a Hybrid Inspection System”, IERC Conference 2003 (Accepted).

**Selected Research Projects**

*Funded Projects:*

• Enhancing Input Parameter Capabilities for the IMPRINT Simulation Tool, Co-Principal Investigator, Army RESEARCH Laboratory, $49,998 (June 2002-May 2003)
• Framework for Interdisciplinary Collaborative Studies in Intuitive Teleoperation, Co-Principal Investigator, FUTURES, $14,815, (May 2003-April 2004)

**Selected Honors and Awards**

• Alpha Epsilon Lambda, member
• Alpha Pi Mu, Member

**Selected Teaching**

• IE 821 Multivariate Statistics
• IE 814 Reliability Engineering
• IE 885 Usability Evaluation
DR. OLENGA JOHNSON  
Associate Professor  
Department of Business Administration  
olenda.johnson@ncat.edu

Education:  
• Ph.D. in Organizational Behavior, University of Pittsburgh, 1996  
• MBA in Finance, Florida A & M University, 1987  
• B. S. in Bus. Admin./Marketing, Florida A & M University, 1986

Academic Experience:  
• Associate Professor of Management, Business Administration, NC A&T State, 2003-present  
• Visiting Professor of Organizational Behavior. U. S. Army War College. Carlisle, PA, 2002-2003  
• Assistant Professor of Management, Business Administration, NC A&T State, 1996-2002

Other Experience  
  o Marketing Associate (Industrial Marketing). Marketing management involving print media, public relations, marketing research, new product launch, promotional materials, and trade show exhibitions.  
  o Business Development Associate (International Strategic Planning). Development of retail operations in Sweden, Chile, and Soviet Union.  
  o Executive Sales Representative (Consumer Products). $4 Million territory. Key account responsibility.

Selected Publications/Presentations  

Selected Research Projects
Funded Projects:
• Procter & Gamble HBCU Curriculum Development Grant (with Drs. Japhet H. Nkonge and Alan Greco). $50,000. The Cultural Context and Management Imperative of International Marketing. $10,000 participation grant awarded, 1997

Selected Honors and Awards
• 2003 Army Commander's Award for Public Service
• 2003 Spirit Circle Honoree, PhD Project Management Doctoral Student Association
• 2002 Heritage Alumni Award, School of Business & Industry (SBI), Florida A&M University
• 2002 Leadership Greensboro, Leadership Development Program
• 2001 Army War College National Security Seminar
• 2001 Golden Key National Honor Society, Honorary Member
• 2001 Chancellor's Appointment, FUTURES Planning & Resource Council
• 2001 Beta Gamma Sigma, Faculty Advisor Recognition
• 1996 Beta Gamma Sigma Honor Society, University of Pittsburgh
• 1994-1995. Provost Doctoral Candidate Fellowship, University of Pittsburgh
• 1992 Mitsubishi Fellowship for International Studies.

Selected Teaching
• Strategic Leadership
• Interagency Joint Processes
• Critical Thinking for Organizational Leaders
• Organizational Behavior
• Management
• Strategic Management
• International Management
Education:
- Ph.D. in Electrical and Computer Engineering, North Carolina State University, 1985
- M.S. in Electrical Engineering, North Carolina State University, 1982
- B.S. in Electronics Engineering, Yonsei University, Seoul, Korea, 1974

Academic Experience:
- Professor, Dept. of Electrical Engineering, N.C A&T State University, 1996 - Present
- Visiting Professor, Dept. of Computer Engineering, Chonnam National University, Korea, 1997-1998
- Associate Professor, Dept. of Electrical Eng., N.C A&T State University, 1990 - 1996
- Assistant Professor, Dept. of Electrical Eng., N.C A&T State University, 1985-1990

Other Experience
- Section chief, LG Precision Central Research Center, Korea, 1977-1980
- Engineer, Samsung Electronics Ltd., Korea, 1973-1977

Selected Publications/Presentations
DR. JOHN MARTIN  
Assistant Professor  
Department of Manufacturing Systems  
jhmartin@ncat.edu

Education:  
- Ph.D. in Technology Education/Resource Management, West Virginia University  
- M.S. in Technology Education, West Virginia University  
- B.S. in Biology/Science Education, Warren Wilson College Bachelor’s

Academic Experience:  
- Assistant Professor, Manufacturing Systems, NC A&T State University

Other Experience  
- Post Doctorate- Resource Management  
- Developed, Agriculture Environmental Technology Program

Selected Publications/Presentations  
- 2002 Most Innovative “Solar Goose; Road/Rail Vehicle” Bus Rapid Transit and the American Community Design Competition, FTA  
- 1996 First Prize, Advisor: National Safe Kids Challenge Program, National Scholastic Magazine and Johnson & Johnson Inc.  
- 1995 Ellis Fysal Award for Exceptional Service in Upholding High Standards of the American Red Cross First Aid and CPR Programs  
- 1995 Contributor: Certificate of Environmental Achievement, National Awards for Environmental Sustainability  
- 1991 Recipient: West Virginia Governor’s "Make It Shine" Award for Solutions for Solid Waste  
- 1985 Contributor: WNPB, PBS/SECA award winning program "Do You Hear the Rain?"  
- 1984 Contributor: WVVU, PBS/SECA award winning series "Working"

Selected Honors and Awards  
- AGGIE SOLAR -NCA&TSU Advisor  
- American Solar Energy Association-Board member candidate  
- Renewable Fuels & Transportation Division, Vice chair  
- American Solar Challenge- event official/scrutineer  
- EVChallenge-event official  
- Intermediate Technology Development Group-member  
- International Society of Industrial Ecologist-member/ presenter  
- Million Solar Roofs-member/speaker  
- National Association of Industrial Technology-member/ presenter  
- North Carolina Sustainable Energy Association-member/ speaker  
- Sustainable Transportation Club- Advisor  
- Triad Electric Vehicle Association-President  
- World Solar Challenge-event official/scrutineer

99
DR. LAURA McQUEEN  
Assistant Professor  
School of Nursing  
lmcqueen@ncat.edu

Education:
- Ph.D. in Curriculum and Instruction, Education, Leadership / Cultural Studies, University of North Carolina at Greensboro, 2003

Academic Experience:
- Assistant Professor, North Carolina A&T State University, 2002 - present
- Assistant Professor, Winston Salem State University, 2002
- Instructor, Rockingham Community College, 1997-2000
- Instructor, Riverside School of Professional Nursing, 1987-1995

Other Experience
- Clinical Nurse Specialist, Eastern State Hospital, 1996-1997
- Home Health Nurse, Personal Touch Home Care, 1995-1997
- Nursing Supervisor, Peninsula Center for Behavioral Health, 1987-1996
- Staff Nurse, Peninsula Hospital, 1984-1987

Selected Publications/Presentations
- American Educational Sties Association (AESA), Pittsburgh, PA, Fall 2002 conference; “Reconstructing Popular Culture Using Critical Pedagogy”.

Selected Research Projects
Funded Projects:
- 1995: Helene Fuld: Enhancing the learning of nursing students through computer technology.
- 1998: AHEC Clinical Development: Continued implementation of community-based clinical sites in rural and underserved areas with at-risk populations.
- A Study of the Leadership Behaviors of Hospital Nurse Administrators and Selected Demographic Variables.
- 1991: A Study of the Attrition and Retention Rates of Minority Students at Riverside School of Professional Nursing.

Selected Honors and Activities
- American Nurses Association
- Sigma Theta Tau, Delta Iota
- American Education Studies Association (AESA)
- American Education Research Association (AERA)
Education:
- Ph.D. in Industrial Engineering / Ergonomics, North Carolina State University, 2001
- Minor: Psychology
- M.S. in Systems Engineering / Human Factors, Wright State University, 1991
- B.S. in Systems Engineering / Human Factors, Wright State University, 1989

Academic Experience:
- Assistant Professor, Industrial and Systems Engineering, NC A&T State, 2000-present
- Research Associate, Institute for Human-Machine Studies, NC A&T State, 2000-present

Other Experience
- Human Factors Research Engineer, Sytronics Inc., Dayton, OH, 1991-2000 - Performed human factors research on decision support displays for the Army Research Laboratory's Federated Laboratory for Advanced Displays and Interactive Displays consortium. Primary research interest entailed the development and validation of a nonlinear map display for small electronic display applications. Other tasks included development and administration of knowledge acquisition tools, and exploration of advanced display technologies to increase battlefield commanders' situation awareness and decision making capabilities. Supported research for 2.5 years in the area of HFE for Scientific Visualization of Anthropometry (USAF Armstrong Laboratory-sponsored contract). Addressed many design issues including helmet fit/interface, cockpit evaluations, statistical analysis, human size, shape, and performance issues. Performed analysis for both cockpit and clothing studies, as well as supported additional efforts outside of the Armstrong Laboratory PPE needs. Responsibilities included research, collection of data (both traditional anthropometry and advanced data types), and the analysis and development of techniques which utilized the advanced 3-D data sets. As Lab Manager, responsibilities also included working with team members and coordinating activities within the laboratory space.

Selected Publications/Presentations
a job-aiding tool. Accepted for publication in Proceedings of the IIE 2004 Annual Conference. Norcross, GA: Institute of Industrial Engineers.


Selected Activities and Honors

- Institute of Industrial Engineers
- Human Factors and Ergonomics Society
DR. CELESTINE NTUEN  
Professor  
Department of Industrial and Systems Engineering  
ntuen@ncat.edu  

Education:  
- Ph.D, Industrial Engineering West Virginia University, 1984  
- MSIE, Industrial Engineering, West Virginia University, 1981  
- BSIE, Industrial Engineering, West Virginia University, 1980  
- NCE, Math/Physics College of Education, Uyo (Nigeria), 1975  

Academic Experience:  
- Professor, Industrial Engineering, NC A & T State, 1994 - present  
- Adjunct Professor of Engineering, University of Uyo, Nigeria, 1999-present  
- Associate Professor (Tenure), Industrial Engineering, NC A & T State, 1988-1994  
- Assistant Professor (Tenure-Track), De Industrial Engineering, NC A & T State, 1985 - 1989.  
- Adjunct Professor, Industrial Engineering, North Carolina State University, 1999-2001  

Selected Publications/Presentations  
- The Application of Fuzzy Set theory to Cognitive Workload Evaluation of Electronic Circuit Board  


Selected Research Projects
Funded Projects:
• Analysis of Information Technology and Telecommunication Quality of Service at North Carolina A&T State University, Noth Carolina A&T State University, ITT Division, $16,750, 11/1/03-6/31/04
• Collaborative Battle Planning in a System of Celestine A, CECOM, $100,000, 2001
• Human Interaction and Spatial Cognition in Virtual Environment, USAF, $130,000, 2001-2001
• Advanced Displays and Interactive Displays, ARL/Rockwell, $2,600,000, 1996-2001.
• A Neural Network Model for Human Workload Simulation in A Complex Human-Machine System., Human Effectiveness Lab., Wright Patterson AFB, $120,000, May 1, 1998 - April 30, 1999.
Selected Honors and Awards

- PHI KAPPA PHI, Fall 2003 - Present
- Senior Faculty Research Excellence Award, North Carolina A&T State University, 2000.
- Research Citation from the Office of Vice President, United States of America, March 2000.
- Army Technology Digitization Project for development of ACAD software.
- NSF-AMP’s Outstanding Mentor Recipient, Profile in National Alliances for Minority Participation
- Member, State of North Carolina Information Research Legislation Commission
- Recipient, 1994 SAE Ralph Teetor Educator Award, October 1994 (Los Angeles).
- Pan-African Researcher of the Year in Engineering, Center of African-American Studies
- Engineering Teacher of the Year, College of Engineering, NCA&T State, May 1993.
- Engineering Researcher of the Year, College of Engineering, NCA&T State, 1992 and 1996
DR. DEVDAS PAI  
Professor  
Department of Mechanical and Chemical Engineering  
pai@ncat.edu

Education:
- Ph.D. Mechanical Engineering Arizona State University 1987
- M.S. Mechanical Engineering Arizona State University 1984

Academic Experience:
- Professor NC A&T State University, 07/2003 - present
- Associate Professor NC A&T State University, 07/1993 – 06/2003
- Assistant Professor NC A&T State University, 01/1988 – 06/1993

Other Experience
- Visiting Research Faculty, McDonnell Douglas, St. Louis, MO, Summer 1997
- Visiting Research Faculty, McDonnell Douglas, Long Beach, CA, Summer 1996
- Visiting Faculty, Alcoa, Alcoa Center, PA, Summer 1994
- Visiting Research Faculty, Ford Motor Co, Dearborn, MI, Summer 1990

Selected Publications/Presentations


Selected Research Projects

Funded Projects:


Selected Honors and Awards


- Mechanical Engineering Graduating Senior Survey Best Professor, NC A&T SU, Greensboro 2001

- NC A&T State University Outstanding Teacher Award – NC A&T SU College of Engineering 2001

- Students Choice Award (Outstanding ME Faculty), NC A&T SU, Greensboro 2000

- Mechanical Engineering Graduating Senior Survey Best Professor, NC A&T SU, Greensboro 2000

- Outstanding Mechanical Engineering Faculty Award, NC A&T SU, Greensboro 1999

- Mechanical Engineering Graduating Senior Survey Best Professor, NC A&T SU, Greensboro 1999

- Woody Everett Award (Best Paper), ASEE Computers in Education Division 1998

- ASME Region IV Faculty Advisor Award 1998

- ASEE College Industry Partnerships Division Best Session Award 1997

- Society of Automotive Engineers Ralph Teetor Educational Award 1996

Chester F. Preyar, Ed. D.  
4519 Oak Hollow Drive  
High Point, North Carolina 27265  
Phone: 336.841.7149

Education

Harvard University, Principal Academy, July 1998  
AASA, National Academy for School Superintendents, February 1991  
Harvard University, School Law Institute, July 1978  
University of Cincinnati, Ed. D. Degree in Educational Administration and Social Psychology, August 1973  
Yale University, Mid-Career Fellow in Urban Education, Institute of Social Sciences, August 1970-71  
Xavier University, M. Ed. Degree in Educational Administration, August 1966  
Miami University, B. S. Degree Secondary Education, June 1957

Professional Experience

North Carolina Agricultural and Technical State University, August 2003-present. Professor, Department of Human Development and Services

Fayetteville State University, November 1999-July 2003  
Coordinator, Master of School Administration Degree Program & Assistant Professor, Ed. D. Degree Program

University of North Carolina at Chapel Hill, January 1999-May 1999  
Instructor, School Finance

Chapel Hill-Carrboro City Schools, November 1993-October 1999  
Assistant Superintendent, Finance, Human Resources, Technology, Transportation, Facilities, Child Nutrition, and School Administration

Baltimore City Public Schools, August 1989-October, 1993  
Assistant Superintendent, Human Resources, Payroll, Professional Development and Labor Relations

Pitt County Schools, September 1987-August 1989  
Associate Superintendent, Professional Development, Minority Administrative Intern Program, Teacher Recruitment, Policy Development, Transportation, and Affirmative Action
Cincinnati Public Schools, August 1985 - September 1989  
*Acting Principal, Highland Vocational School*

Cincinnati Public Schools, April 1984 - August 1985  
*Assistant Principal, Curriculum and Instruction, Hughes High School*

*Vice President, Personnel, Marketing and Sales*

Miami University, January 1978 - August 1979  
*Adjunct, Associate Professor, Educational Leadership*

Cincinnati Public Schools, August 1961 - September 1980  
*High School Teacher, Coach, Associate & Associate Director of Certificated and Civil Service Personnel*

Xavier University, September 1970 - August 1974  
*Adjunct, Assistant Professor, Educational Administration*

**Certifications**

North Carolina Superintendent License  
Educational Specialist Personnel Administration  
School Principal License  
Supervision

**Professional Affiliations**

American Association of School Administrators  
American Association of School Business Officials  
Phi Delta Kappa (University of Cincinnati)  
South Atlantic Philosophy of Education Society  
Association of Supervision and Curriculum Development  
Omega Psi Phi Fraternity

**Honors**

Served as a Member of the Advisory Board for Educational Programs, *John Hopkins University*  

Served as a member of the Academic Affairs Committee, *University Of Cincinnati*
Elected to the University Senate, *University of Cincinnati*

Elected to the Governing Board of the Institute of Social Sciences, *Yale University*

Selected as a Mid-Career Fellow in Urban Education, *Yale University*

Selected as Teacher Recruiter of the Year, *Bowling Green State University*

Elected to the Town Council, *Woodlawn, Ohio*

Served as a member of the National Teacher Exchange Interviewing Committee, *U.S. Office of Education*

**Community Service**

Served as a “Lunch Buddy” for Middle School Students, *Cumberland County Schools*

Served as a Member of the Board of Directors, *Chapel Hill YMCA*

Member of Optimist International, *Durham, North Carolina*

Served as a member of the Board of Education, *Redeemer Lutheran Church*

Served as Organizer and Director of student enrichment for disadvantaged youth, *Sycamore Hill Baptist Church*

**Publications**


(Research Study submitted for publication). Association for the Advancement of Educational Research.


References

Available upon request
DR. EDNA RAGINS  
Associate Professor  
Department of Business Administration  
ednaj@ncat.edu  

Education:  
- Ph.D. in Business Administration: Marketing and Communications, Florida State University, Tallahassee, Florida, 1991  
- M.S. in Marketing, School of Business, University of Wisconsin, Madison, Wisconsin, 1973  
- B.S. in Business Administration: Management, Hampton University, Hampton, Virginia, 1972  

Academic Experience:  
- Associate Professor, Business Administration, NC A & T State, 1997-present  
- Associate Professor, Business Administration, NC A & T State, 1990-1996  
- Chairperson, Business, Public Administration & Economics, Bowie State University, Bowie, MD 1983-1986  
- Associate Director, Honors Program, Bowie State University, Bowie, MD 1977-1986  
- Assistant Professor, Business, Public Administration & Economics, Bowie State University, Bowie, MD 1975-1986  

Other Experience  

Selected Publications/Presentations  
- Ragins, Edna J. and Alan J. Greco (2003), “Customer Relationship Management and E-  


Selected Research Projects

Funded Projects:

• Cameron, John, DeMoors, Karin, Canipe, Henry, Bell, Randy, Ragins, Edna, King, Thelma and John Collura (2002) "Implementing TRAC PAC2 – A Hands-On Educational Program". Manuscript proposal submitted to the National Cooperative Highway Research Program.

Proposed Projects:


Selected Activities and Honors

• Advertising Educational Foundation, 1993 Visiting Professor
• Small Business Marketing Consultant
• Houghton- Mifflin Publishers Advisory Council 2001- present
• Project Director for Entrepreneurial Development Program (EDP) 2002- present
• AMA Collegiate Chapters Council 1994 – 2001 (Vice-President, 1999 –2000)
• Board of Trustees, Well*Spring Retirement Community, Inc, 1993 1998
• Board of Directors, Goodwill Industries, 1994 – present
• Board of Directors, SIGCOM, Inc., 2003 - present
• Board of Advisors, Urban Call Magazine
• Member: Beta Gamma Sigma
• Member: Golden Key Honor Society
• Member: Phi Kappa Phi Honor Society
• Mentor, Ronald McNair, Post Baccalaureate Achievement Program, 1995 - present
• Outstanding Teacher of the Year Award, 2001-2002, NCATSU
Education:
- Ph.D. in Industrial Engineering, SUNY-Buffalo, 2002
- M.S. in Industrial and Operations Engineering, University of Michigan, 1995
- M.S. in Industrial Engineering, Inha University, 1992
- B.S. in Industrial Engineering, Inha University, 1991

Academic Experience:
- Assistant Professor, Industrial and Systems Engineering, NC A&T State, 2002-present
- Research Associate, Institute for Human-Machine Studies, NC A&T State, 2002-present

Other Experience
- Center for Multisource Information Fusion, State University of New York at Buffalo, Amherst, NY, 1996-2000 - funded by United States Air Force
  - Human performance and data fusion based decision aids - Investigation on the ultimate performance of human decision-maker/decision-aids system, which depends not only the quality of the aids, but on the human decision-makers' utilization of the information provided by the aid was described by a framework for investigating trust in data fusion based decision aids. Results were analyzed from a pilot experiment in which distorted and blended graphical forms were used to represent uncertain information.
  - Empirical investigations of trust-related system vulnerabilities in aided, adversarial decision-making (II).
  - Empirical investigations of trust-related system vulnerabilities in aided adversarial decision-making: founded upon the previous theoretical investigations on trust in aided, adversarial decision-making systems, a test-bed was developed using Visual C++, simulating the operators' task in Command and Communication Center to test the effect of automated systems' variability on operators' trust and decision-making performance.
  - Based on our setting of perspective on aided adversarial decision-making and information warfare, the concepts and definitions of trust and related notions were reviewed from sociological to human factors engineering perspectives. As for the first step toward measuring trust and related notions, we developed an empirically based scale to measure trust, which was proved to be related with some other performance and process measures. Further, to investigate trust in information warfare domain, experimental design and scenarios were developed to be tested in the next stage of the project.

Selected Publications/Presentations


Selected Research Projects

Funded Projects:
- An Engineering and Education Partnership for Development of an Institutional Model for Bridges to Student Success in Science and Engineering at an HBCU, National Science Foundation BEE program, $100,000, 2002-2003.

Proposed Projects:
- National Science Foundation. CCLI: Concurrent approaches to adapt and implement previously developed laboratory materials for an Undergraduate Human Factors Curriculum at an HBCU
- National Science Foundation. Cognitive process and performance of human operators' judgment performance with sensed data and fusion based decision aids.
- National Science Foundation. ITR: Collaborative Research: Team performance analysis tools, judgment modeling and comparative studies with multimedia reconstruction of observed events.
Selected Honors and Awards
- Excellent student chapter award – Human Factors & Ergonomics Society: President

Selected Teaching
- INEN 665 Human Machine Systems
- INEN 814 Advanced Topics in Human Machine Systems
DR. PAUL STANFIELD  
Assistant Professor  
Department of Industrial and Systems Engineering  
stanfiel@ncat.edu

Education:  
- B.S. in Electrical Engineering, North Carolina State University, 1987  
- M.B.A. in Business Administration, University of North Carolina at Greensboro, 1990  
- M.S. in Industrial Engineering/Operations Research, North Carolina State University, 1993  
- Ph.D. in Industrial Engineering, North Carolina State University, 1995

Academic Experience:  
- Assistant Professor, Industrial and Systems Engineering Dept., NC A&T State 1999-present  
- Adjunct Assistant Professor, Industrial Engineering Dept., NC State University, 2000-present  
- Adjunct Assistant Professor, Industrial and System Engineering Dept., NC A&T State, 1996-1999

Other Experience  
- Consulted with Becton Dickinson, BellSouth, Bosch/Siemens, Coca-Cola, Crown, Eveready, Firestone, Frigidaire, Lorillard, Miller Brewing, Naval Aviation Depots, Philip Morris, Planters/Lifesavers, PPG Industries, Procter & Gamble, R.J. Reynolds, and Sara Lee  
- Region 3 Vice President of the Institute of Industrial Engineers  
- Leadership Greensboro graduate 1996  
- Piedmont Triad Leadership Network graduate 1998  
- Selected as one of the Forty Leaders Under Forty – 1998 (inaugural year of award)  
- Piedmont Triad President of the Institute of Industrial Engineers

Selected Publications/Presentations  

**Selected Research Projects**

*Funded Projects:*  
• Discipline and Curriculum Integration through the ALIVE System, National Science Foundation, $375,000, 2004-2007.
• An Engineering and Education Partnership for Development of an Institutional Model for Bridges to Student Success in Science and Engineering at an HBCU, National Science Foundation BEE program, $100,000, 2002-2003.
• Curriculum Integration Through the Virtual Enterprise. National Science Foundation, $75,000, 2001-2004.

*Proposed Projects:*  
• Interdisciplinary Program to Recruit, Prepare, and Promote Women and Minorities for Employment in the IT Workforce, National Science Foundation BEE program, $299,602, submitted 11/01.

*Master’s Thesis/Projects:*  

**Selected Honors and Awards**  
• 2003 North Carolina A&T State University Outstanding Young Investigator Award
• 2003 NC A&T State College of Engineering Research Excellence – Young Investigator
• 2002 Goody’s Powders Excellence in Teaching Award
• 2001 Institute of Industrial Engineers Outstanding Young Industrial Engineer Award
• 2001 NC A&T State College of Engineering Teaching Excellence Award – Assistant Professor Level
• 2000-2001, 2001-2002 Department of Industrial and Systems Engineering Faculty of the Year
• Institute of Industrial Engineers Pritsker Doctoral Dissertation Award
• Institute of Industrial Engineers Graduate Research Award
• Institute of Industrial Engineers Gilbreath Fellowship
• Member of Tau Beta Pi Engineering, Omega Rho Operations Research, Beta Gamma Sigma Business, Phi Kappa Phi Academic, and Alpha Pi Mu Industrial Engineering Honor Societies

**Selected Teaching**  
• INEN289 Engineering Teams and Leadership; 1 cr.; Fall 2003, Fall 2004.
• INEN489 Professionalism and Ethics; 1 cr.; Fall 2003, Fall 2004.
• INEN658 Project Management, 3 cr.; Fall 2000, Fall 2002.
• INEN832 Information Technology Management; 3 cr.; Spring 2003.
• INEN853 Enterprise Integration; 3 cr.; Spring 2001, Fall 2003.
DR. JAMES STEELE
Associate Professor
Department of Political Science
steelej@ncat.edu

Education:
• Ph.D. in Political Science, Atlanta University, 1989
  Concentrations: African Politics, American Government, Public Administration, and
  Urban Politics
• M.A. in Political Science, Atlanta University, 1980
• B.A., Morgan State, 1976

Academic Experience:
• Associate Professor (Tenured), Political Science, NC, 1992 – present
• Lecturer, Howard University, Washington, 1989-1992

Other Experience
• Director, Institute for Latin America and the Caribbean, UNCF Special Programs –
  The Global Center, 2002-2003
• Program Manager, Education for Development and Democracy Initiative, Institute for
  Latin America and the Caribbean, UNCF Special Programs – The Global Center,
  2002
• Consultant, OXFAM-AMERICA, coordinated the repatriation of Namibian exiles back
  to Namibia, able to participate in first ‘all-races’ election since South African
  occupation, 1989
• Director, Pacific region, BREAD FOR THE WORLD, 1984-1989, developed and
  maintained legislative and policy efforts for reduction of hunger and poverty
  domestically and internationally.

Selected Publications/Presentations
• Steele, J., “Self-directed Activism between the US African and Afro-Brazilian
  Communities: On the Nature of an Activist Relationship (A Response to Brazilian
• Steele, J., “The Souls of the ‘Black Belt’ Revisited,” i Critical Essays on WEB
  DuBois’s Souls of Black Folk, edited by Dolan Hubbard, University of Missouri Press,
  2003.
• Steele, J., Barnes, C., and Moseley, S., American National and State Government,
  An African American View of the Return of Redemptionist Politics, Kendall-Hunt,
  1996.
• Steele, J., “The Role of South Africa’s Aggression upon Hunger and Famine in South

Selected Honors and Awards
• Participant – “Race and Democracy: Two Workshops for Brazilian and US Political
  and Social Scientists,” project supported by Ford Foundation, May 2000.
• Fellow, Summer Teaching Excellence Academy (STEA), NC A&T State, 2000.
• Fellow, Consortium for Inter-Institutional Collaboration in African and Latin-American
  Studies (CICALS), Summer Program in Portuguese Language and Brazilian Culture,

Selected Teaching
• Contemporary African Politics
• International Relations
• Public Administration
• Public Policy
• Local Government
DR. SILVANUS UDOKA
Associate Professor
Department of Business Administration / Industrial and Systems Engineering
udoka@ncat.edu

Education:
- Ph.D. Industrial Engineering & Management - Oklahoma State University - 1989
- M.S. Industrial Engineering & Management - Oklahoma State University - 1984
- B.S. Manufacturing Engineering Technology - Weber State University - 1982

Academic Experience:
- Associate Professor (Tenured), Industrial & Systems Engineering and Business Administration (Joint Appointment), NC A&T State University, 1997-present
- Assistant Professor, Industrial & Systems Engineering and Business Administration (Joint Appointment), NC A&T State University, 1992-1997
- Assistant Professor, Industrial Engineering, University of Wisconsin-Platteville, 1989-1992

Other Experience
- Summer Faculty Intern, Consilium, An Applied Materials Company, Mountain View, CA., Summer 2000
- Summer Faculty Research Fellow, GE Corporate Research and Development, Niskayuna, NY, Summer 1999
- Distribution Manager, Sunmark Inc., Carrolton, TX, Summer 1884, Dec. 1984 - Aug. 1985

Selected Publications/Presentations


Selected Research Projects
Funded Projects:


Selected Honors and Activities

- 1992 Dow Chemical Outstanding Young Faculty Award (ASEE/NMS)
- 1991/92 Outstanding IE Faculty (IIE Student Chapter - UW-P.)
- Elected to Alpha Pi Mu (Industrial Engineering Honorary)
- Elected to Tau Beta Pi (National Engineering Honorary)
- Chairman (1993) Society of Manufacturing Engineers (SME)-Central Piedmont Chapter 304
- Institute of Industrial Engineers
- American Society for Engineering Education (ASEE)
- Order of the Engineer
DR. ISAIAH UGBORO
Professor
Department of Business Administration
ugboroi@ncat.edu

Education:
• Ph.D. in Business Administration, University of North Texas, Denton, Texas,
• Major: Organization Theory and Policy (Strategic Management), Minor: Marketing
• M.B.A. in Administrative Management, University of North Texas, Denton, Texas,
  Minor: Economics
• B.S. in Finance, Utah State University, Logan, Utah, Minors: Accounting and Economics

Academic Experience:
• Professor of Organization Theory & Strategic Management, NC A&T State, 2003 - present
• Associate Professor of Business Administration, NC A&T State, 1993-2002
• Assistant Professor of Business Administration, NC A&T State, 1989-1992

Selected Publications/Presentations
• Obeng, Kofi, Ugboro, Isaiah & Takyi, I (1994), "Meeting Legislative Challenges With A New Management Approach to Transit Management" Advanced Transportation Journal, (Special Issue), Dec.94/March

Selected Research Projects
Funded Projects:
• Measuring the Effectiveness of Public Transit Boards: Tool and Process – Funded for $160,000
• Public Transit Boards: Structure, Organization and Characteristic— Funded by U.S. Department of Transportation through the Urban Transit Institute of North Carolina A&T State University, 2001 ($209,575.)
• Strategic Alliances and Collaborations in Public Transit—$180,000.00 (with Drs. Kofi Obeng, Wayne Talley) Funded (U. S. DOT Through Urban Transit Institute, North Carolina A&T State University)
• Effects of Contracting on Employees= Organizational Commitment— $150,000.00(with Drs. Obeng and J. Agenes) Funded (U. S. DOT Through Urban Transit Institute, North Carolina A&T State University)
• Managing Organizational Realities: Job Insecurity, Trust & Organizational Commitment. $140,000.00. With Dr. Obeng. Funded (Urban Transit Institute, U.S. DOT )

Proposed Projects:
• A discrete Choice Analysis of the Decision to Follow Careers in the U.S. Army—$160,000.00 (with Julian Benjamin and Moshe Ben-Akiva (MIT)
• A Theory of the Effects of Information Technology on Leadership Behavior B $450,000.00With Drs. Ntuen, Sarin, Anyansi-Archibong and Cobitz (Submitted to U.S. Army)
• Transit Boards: Organizations and Characteristics $150,000.00. Submitted to Transportation Research Board

Selected Teaching
• Strategic Management,
• Business Policy,
• Human Resource Management
• Principles of Management
DR. MIRIAM WAGNER  
Associate Professor  
Department of Human Development and Services  
wagnerm@ncat.edu

Education:  
• Ph.D. in Community Counseling, University of North Carolina-Greensboro, 1989  
• M.S. in Human Development, North Carolina A&T State University, 1983  
• M.S. in School Counseling, North Carolina A&T State University, 1983  
• B.A. in Psychology, University of North Carolina, 1977  
• B.A. in English Literature, University of North Carolina, 1977

Academic Experience:  
• Associate Professor of Counseling, Human Development and Services, Nc A&T State, 1992-present  
• Assistant Professor of Psychology, Winston Salem State University, 1990-1992  
• GEARUP Program Director, 2000-present - help students prepare for college beginning in 6th grade. Develop parent workshops and professional development for teachers. Write grants for non-federal support. Chair the advisory committee and serve as liaison between schools and community partners.

Other Experience  
• Director of Counseling, Winston Salem State University, 1989-1990  
• Advisory Board of American Council on Education: College Is Possible  
• Steering Committee of UNC General Administration State GEAR UP Grant  
• Curriculum Development Committee for Educational Leadership Program  
• University Technology Committee  
• Member, Computer Technology Committee  
• Family Services of the Piedmont, Executive Board  
• PTA President, Griffin Middle School  
• Guilford County Schools Curriculum Review Committee  
• Science Stars of Guilford County  
• Communities in Schools, Board

Selected Publications/Presentations  
• 2004 ACE Conference, College is Possible “Students as Conference Leaders,” Miami, FL  
• Summer Leadership Institute: University/School Teacher Education Partnerships, 2003: Peer Mediation, Greensboro, NC  
• Using Technology to Develop Counseling Software, North Carolina Counseling Conference, Charlotte, North Carolina, 2000  
Selected Research Projects

*Funded Projects:*
- "GEAR UP II: MAH & PAH Parent Component", Z. Smith Reynolds $30,000
- "GEAR UP Grant" $3,700,000 over 5 years, U.S. Department of Education

*Proposed Projects:*
- Department of Education, Vocational Rehabilitation $750,000
- Science, Technology & Space, NASA, $850,000
- Beaumont Foundation Technology Grant $150,000

Selected Memberships
- American Council on Education: College is Possible
- American Counseling Association- National Certified Counselor College Counseling Association
- Association of Counselor Education and Supervision
- American School Counselor Association- NC Certified School Counselor
- American Educational Research Association
- North Carolina School Counselor Association
- National Council on Measurement in Education
- Association for Assessment in Counseling
- Association for Supervision and Curriculum Development

Selected Teaching
- Research and statistics
- Graduate student internships in counseling
APPENDIX E

LETTERS OF SUPPORT
The Center for Creative Leadership supports the proposal to implement a new interdisciplinary Ph.D. in Leadership Studies at North Carolina A&T State University. The Center has been working with faculty and staff at NC A&T during the planning stage to help define ways in which we can work together. Our discussions have lead to collaborations that include:

- Identifying possible adjunct faculty to teach in the new program
- Providing a possible site for internships for students
- Providing ideas for leadership research
- Providing adjunct faculty to be on Ph.D. Dissertation committees

We have also noted that several members of our staff, who do not currently hold a Ph.D., have indicated an interest in applying for admission to this program.

CCL is an international leader in Leadership education and research. The new Ph.D. program creates a unique synergy that can only improve leadership education. We believe that the addition of this interdisciplinary program at North Carolina A&T will strengthen this region’s importance in leadership education.

Carl Bryant
Vice President, Knowledge Management and Applied Technology
April 14, 2004

Dr. Kenneth Murray  
Associate Vice Chancellor, Academic Affairs  
Dean, Graduate Studies  
North Carolina A&T State University  
Greensboro, NC 27411

Dear Dr. Murray:

I read with interest your proposed ideas for the Recognized Leaders in Residence Program. For the past two years I have served on the College of Education’s Advisory Committee and have heard about plans to launch the doctoral program in Leadership Studies.

I am completing my twenty-fourth year as a school superintendent in four school districts located in two states. I completed my doctoral work in Educational Administration at the University of Kentucky in 1980 and have had an opportunity to teach several courses in educational leadership over the years. In fact, it is my hope to become a professor at a local university after I retire from the superintendency.

The proposed Leader in Residence at NC A&T would provide an opportunity for me to share my leadership challenges and reflections with the Leadership Studies doctoral students. The experience would also help prepare me for my second career.

I wish you success with the Recognized Leaders in Residence proposal and look forward to hearing from you in the future.

Sincerely,

[Signature]

Donald L. Martin, Jr.

Board of Education

Geneva B. Brown  
A. L. (Buddy) Collins  
Jane D. Goins  
Victor Johnson, Jr.  
Donny C. Lambeth (Chair)  
Jeannie A. Metcalf  
Marilyn A. Parker  
Jill A. Tackabery  
Lynn S. Thrower  
Donald L. Martin, Jr.  
Superintendent
April 26, 2004

Kenneth H. Murray, Ph.D., PE
Associate Vice Chancellor, Academic Affairs
North Carolina Agricultural and Technical State University
1601 East Market Street
Greensboro, NC 27411

Dear Dr. Murray:

Thank you for sending the information on NC A&T’s proposed new doctorate degree program in Leadership Studies and for taking the time to discuss this with me last Friday. As I indicated to you, I am very interested in the Eminent Leaders aspect of the program, which you described as a group of uniquely qualified and recognized leaders who would assist the Leadership Studies faculty to deliver select topics in the leadership core. I would hope to continue our discussions on this while IBM is conducting due diligence to insure that this is appropriate.

Again, I appreciate the chance to explore this opportunity as I believe there are benefits to both NC A&T and IBM, and I look forward to talking with you soon.

Sincerely,

Curtis H. Tearte
General Manager, Global Public Sector
April 14, 2004

Dr. Kenneth H. Murray  
Associate Vice Chancellor - Academic Affairs  
Dean - Graduate Studies  
North Carolina A&T State University  
Greensboro, NC 27411

Dear Dr. Murray:

First, congratulations to A&T for having the foresight to launch the proposed Ph.D. program in Leadership Studies. I especially like the emphasis that you propose to place on technology and ethics. I would be honored to accept the position as a Leader in Residence in the program. I do understand that the program is under consideration by the University of North Carolina and that a decision will be made later in the year.

As a retired United States Air Force Colonel and founder and President/CEO of an international engineering and Information Technology firm, I would be excited to share my experiences with the students in a formal classroom or informally in seminars and workshops. I also understand that I will work with a university graduate faculty member to ensure consistency with program objectives.

Again, thank you for inviting me to be a Leader in Residence. What makes this doubly rewarding is that I am a proud graduate of North Carolina A&T. I look forward to working with the faculty to define my specific role in this program.

Very truly yours,

Jack L. Beazzile, Jr.  
President/CEO
North Carolina A & T State University
Attn: Dr. Kenneth Murray
Associate Vice Chancellor, Academic Affairs
1601 East Market Street
Greensboro, N.C. 27411

Dear Dr. Murray:

I am complimented to be invited as a Recognized Leader in Residence in the proposed Ph.D. in Leadership Studies Program at North Carolina A & T State University. I have reviewed the Executive Summary and I am extremely impressed by the nature of the program that you are proposing.

It would be a pleasure to serve as a Recognized Leader in Residence in the Ph.D. in Leadership Studies Program. I believe that my extensive background in educational leadership and of course the formal training that I have in both school administration and business would serve your program well.

Please feel comfortable in sharing my endorsement of the Leadership Studies Program with the review committee and include a copy of this letter with the application you plan to submit.

Thank you for your invitation to serve as a Recognized Leader in Residence.

Sincerely,

Walter E. Bromenschenkel, Ed. D.
Superintendent
Rockingham County Schools

Teaching All Students to Become Productive Citizens and Lifelong Learners
April 12, 2004

Mr. Kenneth H. Murray, Ph.D., PE
Associate Vice Chancellor, Academic Affairs
NORTH CAROLINA A & T STATE UNIVERSITY
1601 East Market Street
Greensboro, NC 27411

Dear Mr. Murray:

Thank you for your invitation to participate as a Recognized Leader in Residence in A&T’s proposed Ph.D. in Leadership Studies Program. In January 2004, I assumed the additional responsibility of another GE business – Consumer Products in Louisville, Kentucky. GE Industrial Systems has become a combined business with Consumer Products and is now called GE Consumer & Industrial. As a result of the demands of my job at this point, will not allow me the time to participate.

I appreciate your consideration.

Regards,

[Signature]

Lloyd G. Trotter

General Electric Company
41 Woodford Avenue
Plainville, CT 06062 USA
T 860 747 7508
F 860 747 7427
APPENDIX F

LETTERS OF INTEREST
28 April 2004

Lorenzo Meachum
308 Aloe Road
Greensboro, North Carolina 27409

Dr. Carolyn Meyers, Provost
North Carolina A&T State University
Greensboro, North Carolina 27409

Dr. Meyers,

It is with great pride and interest that I write you to request consideration and admission to North Carolina Agricultural and Technical State University's Doctoral Program in Leadership Studies. As a lifelong educator, community leader and advocate of combative spirituality, I have labored in the vineyard of contemporary culture via classrooms, street-corners and concert halls across the United States. This journey in my life has been what Moses and Aaron called a "service gift." As a family man and father of two young sons, I have avoided the constant call of leadership for the sake of selfishly enjoying the blessing of children but I am reminded of Adam Clayton Powell's analysis of leadership as he writes in his biography, *Adam by Adam*, 1971.

"The people of the streets, the failures, the misfits, the despised, the maimed, the beaten, the sightless, and the voiceless had made a captive of me...Whenever they commanded, I followed only to lead."

I have come to leadership roles reluctantly in my life; however, it has been the summoning voices of those in my life whose visions and dreams have been placed at my doorstep with the hope that my gifts and talents could address their need and inspire their aspirations. As a result, I find it necessary to hone the skills that others have observed in me that I might be of faithful service to their hearts and a benefit to my own family and community. I thank you and the university community for providing this opportunity and I pray that the resulting intellectual capital generated will benefit American culture in its hour of obvious necessity.

Sincerely,

*Sent by email*

Lorenzo Meachum
April 28, 2004

Dr. Kenneth Murray  
Dean, School of Graduate Studies  
1601 E. Market St.  
Greensboro, NC 27411

Dear Dr. Murray:

I would like to express my interest in the proposed Ph.D. in Leadership at North Carolina A&T State University. As I understand it, the program may begin August 2005.

For the last sixteen years, I have worked in the higher education profession, particularly in undergraduate and graduate admissions. Thirteen of those years, I have served in a leadership role as Director of Admissions. I have had the opportunity to work on several university campuses in the states of Georgia, Indiana and North Carolina. Currently, I am Director of Graduate Admissions at A&T.

Over the years, my profession has allowed me the opportunity to experience and learn a vast amount as it relates to leading and guiding universities in their recruitment efforts of undergraduate and graduate students. I have successfully assisted several campuses in their recruitment and admissions efforts by managing strategic and long-range planning, supervising and training staff, developing and implementing policies and procedures, developing financial aid and scholarship strategies, collaborating with alumni and other stakeholders for the purpose of recruitment, and overseeing the development of publications and other marketing components, only to name a few. Also, my experience has afforded me the opportunity to work very successfully with faculty, deans, and other administrators across campuses to achieve both departmental and institutional goals.

Although my “on-the-job” training has given me many opportunities to develop my leadership, supervision and technology skills I now believe it is time for me to enhance my professional skills and knowledge by obtaining additional education. For this reason, I am very much interested in pursuing the Ph.D. in Leadership at North Carolina A&T State University.

Sincerely,

Sent by email

Patty R. Young
April 26, 2004

N.C. A&T State University  
Attn: Dr. Jane Davis Seaver, Ph.D.  
201 Hodgkin Hall  
Greensboro, N.C. 27411

Dear Dr. Davis-Seaver:

I am writing to express my interest in the Educational Leadership Ph.D program that will commence in fall 2005. I currently work as an educator and strongly believe that my position is the most important position in the world. The reason is because I believe that education can make the difference between hopelessness and hopefulness for one’s future. I feel that by pursuing my doctorate in educational leadership I can further learn how to utilize research methodologies to address issues in higher education that may prevent underrepresented minorities and other diverse students from the persistence of their academic goals. My goal is to be a leader in a higher education institution and to address the issues and trends that present obstacles that keep institutions from being able to meet the needs of diverse students. My long-term goal is to pursue an administrative role in higher education and assist in ameliorating the issues and obstacles that obviate higher education institutions from addressing the needs of their diverse student bodies. I am interested in alleviating factors that hinder this student population from achieving their goals. I plan to utilize what I learn from N.C. A&T State University, whether in the educational field or in the private sector to acquire information that will be used to resolve the problems facing diverse student body members in college and pursue remedies that will help them accomplish their academic and personal goals. I realize that research is the key to understanding problems and implementing resolutions. Research can make the difference in higher education institutions and its leadership’s chances of failing or succeeding with its students.

I have some experience with research in education as a result of preliminary Ph.D level coursework I completed at University of N.C. at Greensboro. Currently, I have been engaged in research on retaining minorities in teacher education and developing a research study utilizing a fresher cohort of teacher education majors to determine their retention from their first year of study to their second year and comparing that with the retention of freshmen in teacher education that are not in the fresher cohort. The literature has been profound and revealing. The result of the study will be complete in January 2005. I would be interested in improving on my research skills and learning more about interdisciplinary leadership topics in order to become a more effective and creative leader in my field.

One of my reasons for interest in this program is that I am an alumna of North Carolina A&T State University. I am keenly aware of the institution’s excellent reputation for having high quality programs, specifically in the School of Education. The instructors are quality, caring, professionals that engage in pedagogy that help ensure that all of their students succeed in the classroom and in the external environment. By partaking in this program I feel confident that I will be able to achieve my goal and be highly competent in my area of study upon my completion of the program. I am so very excited about the program because I know the faculty will be prepared to assist students in reaching their goals.

Sincerely,

Sonya Ricks
APPENDIX G

CONSULTANT'S REVIEW
Consultant’s Review

INTERDISCIPLINARY DOCTORAL PROGRAM IN LEADERSHIP STUDIES
NORTH CAROLINA A&T STATE UNIVERSITY

Shelby F. Lewis, President
Development Consultants Network

Atlanta, Georgia
April, 2004
INTERDISCIPLINARY DOCTORAL PROGRAM IN LEADERSHIP STUDIES  
North Carolina Agricultural & Technical State University

I. INTRODUCTION

North Carolina Agricultural & Technical State University (NCAT) is seeking authorization to establish and implement an interdisciplinary doctoral degree program in Leadership Studies. The proposed program is unique, forward looking, and consistent with academic trends in interdisciplinary education and with the University’s mission.

The program is designed to provide the next generation of world leaders with the knowledge, research tools and practice needed to address the emerging needs of the 21st century and the changing competencies required for the global workforce. It builds on the foundations of disciplinary knowledge in fields where the University is particularly strong, including Agriculture, Business, Education, Engineering, Science, and Technology, and promotes associative and integrative approaches to knowledge and learning. The program intends to advance the concepts and theories of the field of Leadership Studies through an interdisciplinary core while allowing for disciplinary specialization and research applications through a professional service internship and a dissertation. Ethics, diversity and technology are cross-cutting strands throughout the curriculum.

This document constitutes the external review of the proposed program. The review was conducted in three stages. Stage one involved reading and critiquing an electronically submitted draft proposal. Stage two was an exploration and clarification session with the Leadership Committee and faculty during a one-day site visit to the University. Stage three was an assessment of the site visit and a follow-up critique of the refined Leadership Studies proposal that was developed after the site visit.

The Review is presented in two parts. Part I consists of a program description and a critique of the draft Leadership Studies proposal. Part II summarizes the site visit and comments on the revised proposal.

PART I: THE DRAFT PROPOSAL

I. PROGRAM DESCRIPTION

A. Essential Features of the Proposed Program

1. Targets persons in leadership positions in business, industry, science, engineering, education, military, and medical fields;

2. Addresses the basic elements of the Leadership Studies curriculum through an interdisciplinary core that covers ethical leadership; leadership in diverse environments; cultural aspects of leadership; and technology as a tool for the development and maintenance of leadership;

3. Facilitates disciplinary specializations in Agriculture, Business, Education, Engineering, Science, and Technology;