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School of Agriculture and Environmental Sciences

“Becoming a Five Star SAES”

2008-2009 ANNUAL REPORT

I. Executive Summary

A. Introduction

A five-star rating system is a popular way for the public to easily understand excellence. One star is generally considered at the bottom of the ranking and four or five stars are the best, exceptional. The highest. That’s why in the School of Agriculture and Environmental Sciences we decided after examining the prior year’s accomplishments and results, that we are on the way to becoming a five-star unit.

SAES started the academic year with new leadership. Dr. Donald McDowell, who previously served as associate dean, academics, was named interim dean. Dr. Alton Thompson was named the University’s interim provost and vice chancellor for academic affairs. McDowell added to his leadership team, Dr. Geraldine Ray, special assistant to the dean; Dr. Richard Robbins, interim associate dean, research; Dr. Valerie Giddings, chairperson, Department of Family and Consumer Sciences; and Dr. Louis Jackai, chairperson, Department of Natural Resources and Environmental Design.

Completing the Dean’s Cabinet are: Dr. M. Ray McKinnie, associate dean and administrator the Cooperative Extension Program; Willie Ellis, Jr., associate dean, administration; Dr. Ralph Noble, chairperson, Animal Sciences, and Dr. Anthony Yeboah, chairperson, Agribusiness, Applied Economics and Agriscience Education.

Using the five points of the star as their guide, the leadership team developed the following five guiding principles:

1. continue working on goals and objectives in the SAES Strategic Plan “Planning Our Preferring Future” while making additions to accommodate the major findings and recommendations from UNC Tomorrow and the 2008 Farm Bill;
2. increase enrollment, retention and graduation rates;
3. create a responsive learning environment and ensure that the students in our programs leave prepared for work or graduate school;
4. initiate an undergraduate research program making sure we increase the pool of qualified scientists;
5. and continue to implement an internal controls system for SAES, including training and monitoring.

With a superior leadership team, clear goals and objectives and the addition of talented faculty, staff and students, the SAES was prepared for success. In addition to our five-point thrust, we worked with the overall theme this year of “A Higher Level of Accountability.” This mantra followed all of the work this unit accomplished and set a standard that all strived to attain.
B. **Vision**

The SAES shall be a premiere learner-centered community that develops and preserves intellectual capital in the food, agricultural, family and environmental sciences through interdisciplinary learning, discovery, engagement, and operational excellence.

C. **Mission**

The SAES provides opportunities for students from diverse backgrounds to achieve excellence in the food, agricultural, family and environmental sciences through exemplary and integrative instruction, and through scholarly, creative and effective research and Extension programs.

D. **Overview of Significant Accomplishments/Outcomes**

Significant progress was made in achieving the five goals for the 2008-09 academic years. Evidence of progress and notable findings relative to these goals include, but are not limited to, the following:

1. A&T received $1.5 million from the W. K. Kellogg Foundation for the purpose of establishing the W. K. Kellogg Endowed Chair in Sustainable Community-Based Food Systems in the SAES.
2. SAES worked collaboratively with North Carolina State University and the North Carolina Department of Agriculture and Consumer Services to develop a strategic plan. The impetus for this plan was a directive from the North Carolina General Assembly, for the management of the state’s 17 agricultural research stations and the University Farm.
3. The Child Development Laboratory received a perfect score of 15 points, a five star rating, the highest rating available from the North Carolina Division of Child Development. The score reflects staff credentials as well as the learning environment for pre-schoolers enrolled at the Child Development Laboratory.
4. SAES was allocated $2.4 million toward the development of an educational program at the proposed Horse Park of the South in collaboration with the city of Reidsville.
5. The Animal Sciences Department received approval to offer a certificate program in equine management.
6. The State Department of Public Instruction granted approval for the Masters of Art in Teaching (MAT) in Family and Consumer Sciences Education. The MAT in Child Development is pending approval.
7. SAES developed an undergraduate research program and a course was designed and approved by the University so that credit can be received by students selected to participate in the undergraduate research program (AGRI 499: Undergraduate Research).
8. Design a new honors course, AGRI 400: Sustaining Agriculture, Food, Fiber, Nutrition and Community for Humanity’s Future. This course is interdisciplinary and will complement the University approved Kellogg sustainable agricultural initiative.
9. The Center of Excellence for Post-Harvest Technologies, located on the North Carolina Research Campus in Kannapolis, was officially dedicated. An administrator, faculty and staff are now housed in the Center and state-of-the-art scientific equipment is being installed.
10. Curriculum revisions have been incorporated by the Family and Consumer Sciences Department and approved by the University to align with competencies for the Institute for Food Technologies (IFT) and eventual accreditation for the food science undergraduate program.
Revisioning reports were submitted to the School of Education as a requirement for the Department of Public Instruction for the Agricultural Education, Child Development and Family Studies programs.

A Sensory Evaluation Laboratory was completed in Benbow Hall and is designed to yield increased opportunities for funded research and provide a laboratory for student instruction.

The Agribusiness and Applied Economics program has developed an online version of its master’s in agricultural economics. The program will be offered beginning the 2009 fall semester.

SAES student participation in global studies increased by 500 percent, providing stipends and airline tickets for student interning in Turkey, Malawi, Belize, Spain, Australia, China, the United Kingdom, Ghana and Korea. This was made possible with funds from a Capacity Building Grant.

One student completed the Peace Corps Master’s International Program in the fall 2008 and four additional students are participating. The number of participants makes A&T one of the largest programs in the nation. A&T is also the only HBCU with a Peace Corps Master’s International Program.

The first building at Gateway University Research Park North was officially dedicated during the 2008 fall semester. USDA’s Natural Resources Conservation Service’s (NRCS) East National Technology Support Center and the East Remote Sensing Lab are the building’s first occupants. The facility is expected to eventually house approximately 100 technical specialists and will open many new doors for research partnerships, student internships and other collaborations between the SAES and the NRCS. Gateway North is located on a 75-acre site that was once part of the University Farm.

The Landscape Architecture Program hosted the CEO Roundtable which included principals of many of the country’s largest landscape architecture firms. They were on campus to address the profession’s low minority representation.

SAES provided student assistantships for 53 undergraduate and 67 graduate students for a total of $514,381. The monies were part of research funds.

SAES generated approximately $5.2 million in competitive funds to complement the SAES base and formula funding of $25.7 million.

The Cooperative Extension Program reported that 17 of the state’s community colleges are using its Farmers Adopting Computer Technology (FACT) program to train farmers to use computers, 2,000 limited-resources families participated in financial literacy training, and 157 parents completed the Parenting Matters training (designed to help court-mandated parents keep or retain custody of their children).

SAES sponsored the second Southeast Asian International SWAT (Soil and Water Assessment Tool) conference in Thailand (http://www2.mcc.cmu.ac.th/swat/index.php). Partnering with Chiang Mai University, the SWAT committee was composed of distinguished international water modelers from major universities in the United States, Germany, Canada, Vietnam, Indonesia, Philippines, Thailand and India.

SAES awarded $.7 (is this the same as $700,000?) million in scholarships, assistantships, and other types of financial support to students.

SAES faculty published four books, six book chapters, and 78 refereed articles.

Faculty, staff and students showcased the SAES through their participation in more than 241 presentations at national conferences and 168 appearances at public fairs/exhibits.
25. The SAES published the fifth annual edition of “Re:search,” a journal highlighting agricultural research and the seventh edition of “Solutions for North Carolina©,” designed to highlight impacts from The Cooperative Extension Program at N.C. A&T.
26. The Cooperative Extension Program hosted its annual Small Farms Weeks with more than 500 small farmers and local agricultural agents participating in campus and county-based events. The week focused specifically on food safety.
27. On Oct. 21, 2008 Dr. Alton Thompson, was inducted into USDA's Cooperative State Research, Education, and Extension Service’s Hall of Fame.
28. Dr. Marihelen Glass of the Department of Natural Resources and Environmental Design is one of the co-authors of a new textbook, *Fundamentals of Plant Science*. The 22-chapter, 528-page textbook includes in-depth discussions of the basics of plant science from molecular and cellular structures to the ecological functions of plants.
29. SAES alum L.C. Cooper made a $100,000 endowment to the SAES and received the Alumni Excellence Award during spring 2009 commencement.
30. A segment of the Food Network program, “Throwdown with Bobby Flay,” was filmed on the University Farm. The focus of the segment was the University’s research on pastured pork.

E. Goals for the upcoming year

The SAES major goals for the 2009-10 academic year include the following:

- Initiate the development of a new, five-year SAES strategic plan in response to *UNC Tomorrow*, the 2008 Farm Bill and the University’s new strategic direction.
- Continue to improve enrollment, retention and graduation rates.
- Continue to create a responsive learning environment that fosters high-quality programs in teaching, research and Extension.
- Implement the undergraduate research program.
- Continue to monitor and implement an SAES internal controls system. This will also include the development of additional training and monitoring components.

II. Overview of the Unit

A. Overview of the Unit’s Role

A&T is a “high research activity,” interdisciplinary learner-centered community that builds on comparative advantages in agriculture, engineering, technology, and business; a strong civil rights legacy; and status as an 1890 land-grant institution. Since our establishment in 1891, the SAES has historically embraced the tripartite mission of the land-grant system: providing accessible instructional opportunities in agriculture to North Carolina citizens; conducting basic and applied research to address the needs of North Carolinians; and delivering science-based information and demonstrating existing or improved practices and technologies to enhance the quality of life for all North Carolinians. Thus, we share the campus values of learning, discovery and engagement.

The SAES is a student-centered school that ensures close attention to each individual’s academic endeavors. SAES continues to be a major component of a doctoral/research intensive university that
provides our students with access to scholars making significant contributions to their disciplines. SAES faculty members closely integrate their instruction with research, ensuring students of exposure to emerging concepts and technologies. Students in our academic programs have opportunities to work with professors on research projects. Global studies, inquiry-based learning, experiential learning and service learning are also available for students seeking to widen their horizons.

The SAES has four academic departments and 13 fields of study. Master’s degrees are offered by each of the departments. To complement the academic program, the SAES has an Agricultural Research Program; a Cooperative Extension Program; a University Teaching and Research Farm (492 acres); a Center of Excellence for Post-Harvest Technologies; an Agricultural Communications and Technology Unit; a Child Development Laboratory; an International Trade Center; a Laboratory Animal Research Unit; and 25 research and teaching laboratories.

The SAES strategic vision emphasizes interdisciplinary programs and scholarly activities in a learner-centered community promoting collaborative learning, discovery and engagement. This vision is in harmony with, and supportive of, the stated vision and mission of the University. Moreover, this vision is appropriate to our specific, mandated (federal legislation has impacted strongly the mission of SAES) unique role as a school of agriculture at a land-grant university, a role with the tripartite mission of teaching, research and Extension.

In support of the University’s strategic vision, the SAES faculty identified six interdisciplinary initiatives that address state and national needs, involve the greatest number of faculty, and have significant potential for establishing mutually beneficial partnerships with communities, businesses, foundations, and governmental agencies. Internally called “major program initiatives,” these six areas are: (1) human and community development; (2) biotechnology and biodiversity; (3) agromedicine, nutrition and food safety; (4) small-scale agriculture; (5) soil and water quality; and (6) international trade and development. The driving forces underpinning these initiatives are science, technology and globalization. In addition to shaping the overall focus of SAES and guidance for investing resources, these program initiatives also help align SAES with the five goals of the University and with the eight “core” research clusters developed by the Division of Research and Economic Development. Teams of faculty members are working collaboratively and synergistically both within SAES and across campus on these six initiatives. Pursuant to our efforts in advancing these six initiatives, SAES faculty members have initiated collaborations with faculty members in the College of Engineering, the College of Arts & Sciences, the School of Nursing, the School of Technology, the School of Business and Economics, businesses, community organizations and other universities across the nation and world. These efforts have meshed extremely well with the key tenets regarding a learning environment that is centered on learners in the University’s plan.

Finally, the SAES is one of two agricultural schools in North Carolina that forms the educational bedrock on which the state’s $70 billion agricultural industry has flourished. We have branded ourselves with the SAES motto: “Preparing. Finding. Implementing Solutions.” We promise that our students will graduate prepared for the world of work or to continue their education. In our research program, we promise to find the answers to those problems plaguing our citizens. And as part of Cooperative Extension, we promise our citizens that they will be able to understand and implement the solutions we have developed. This is our promise to the students, stakeholders, and citizens of this state. We are doing all we can to be true to our brand. And we ask that we be held to high standards and to our vision:
“The SAES shall be a premiere learner-centered community that develops and preserves intellectual capital in the food, agricultural, family and environmental sciences through interdisciplinary learning, discovery and engagement.”

**B. Number of Current Faculty and/or Staff**

The SAES currently has 62 faculty members and 93 support staff.

**C. Number of New Employees/Faculty/Staff**

The SAES currently has seven new faculty members and 11 new support staff.

**D. Advisory Board Members**

The 16-member SAES Corporate Advisory Board consists of: Clemente McWilliams (Chair) – Novartis Animal Health; Nelle Hotchkiss (Vice-Chair) – N.C. Touchstone Energy Cooperatives; Allen Ashton, Merck Research Laboratories; Adrian Baker, Food Lion; Natashi Saunders, Undergraduate Student; Jimmy Gentry, N.C. State Grange; Erica Peterson, N.C. Agribusiness Council; Robert Powell, Archer Daniels Midland; Tommy Neese, Neese’s Country Sausage; Michael Morton, Carolina Farm Credit; Steve Troxler, Commissioner, N.C. Department of Agriculture and Consumer Services; and Larry Wooten, N.C. Farm Bureau.

The second major SAES advisory board is the Strategic Planning Council for the Cooperative Extension Program, the outreach and engagement arm of SAES. This 21-member advisory board consists of individuals from non-governmental agencies; county-based specialized committees; elected officials, and representatives from collaborative agencies and organizations; and North Carolina Cooperative Extension’s State Advisory Council. The current board members are: Anthony Allen, Ernestine Alston, Ellis Aycock, Marieka Black, Ashleigh Brown, Larree Cherry, Rob Fuller, Perry Graves, chair; Mary James, Phillip Johnson, Cedric Jones, Jr., Debbie Maye, Sybil Mitchell-Simmons, Bill Moretz, Harvey Moser, Allan Oocumma, Paula Sanchez, Daniel Semon, Thomas Starling, Hollis Wild and Magnolia Williams. The Strategic Planning Council members represent the needs of their communities to Extension administrators and subject matter specialists in providing research-based educational programs and information on critical issues to people throughout the state.
E. Basic Structure - Organizational Chart (Figure 1)

Organizational Chart
The School of Agriculture and Environmental Sciences

Chairperson
Natural Resources & Envir. Design

Analytical Services Laboratory

Chairperson
Agribusiness/Agriscience

Director
Applied Survey Lab

Chairperson
Animal Sciences

Coordinator
Laboratory Animal

Director
Child Development Lab

Director
International Trade Center

Director, Center of Excellence for Post Harvest Technologies

Lead Scientists (4) and Administrative Assistant

Director of Agricultural Communications & Technology

Director of Agricultural Administration

Director
Center of Excellence for Post Harvest Technologies

Director
Cooperative Extension

Director
Cooperative Extension

Director
Agricultural Research

Associate Dean
Agricultural Research

Associate Dean
Academic Programs

Associate Dean
Cooperative Extension

Associate Dean
Academic Programs

Associate Dean
Agricultural Research

Chancellor

Provost/VC Academic Affairs

Dean

Superintendent of University Farm

Chairperson
Family and Consumer Sciences

Chairperson
Family and Consumer Sciences

Chairperson
Natural Resources & Envir. Design

Chairperson
Agribusiness/Agriscience

Director
Applied Survey Lab

Coordinator
Laboratory Animal

Director
Child Development Lab
III. Key Goals

The SAES focused its efforts on five goals and is committed to uncompromising excellence through our teaching, research and Extension activities. These key goals, although not mutually exclusive, are:

Goal 1: Assess progress towards realizing the goals of the SAES Strategic Plan

The SAES is currently operating in the fourth year of its strategic plan, which can be assessed at (http://www.ag.ncat.edu/docs/SAES_StrategicPlan.pdf). The strategic plan is a blueprint with a shared vision, filled with promise and opportunity. The plan, organized around 11 themes, represents a balance between the expectations that stakeholders have for the SAES, and the emerging issues that the SAES must address if it is going to continue to lead the University’s land-grant commitment to instruction, research and Extension. The plan was created to force us to stretch and grow, and that is exactly what’s happening. Selected evidence of progress and notable findings relative to realizing the goals of the SAES strategic plan include the 30 accomplishments listed above in the introduction and expounded upon in the “most significant accomplishments” section of this report.

Goal 2: Increase enrollment, retention and graduation rates

Enrollment in the SAES for the 2008 fall semester was 818 students, up 11 percent from the 738 students during the 2007 fall semester. This was our largest enrollment increase since fall 2002. The SAES is the largest HBCU in the nation graduating African Americans in the agricultural sciences. Nationally, it is second behind Michigan State University and the University of Florida. Intensive efforts will be made during the upcoming academic year to ensure these students are retained and remain in good academic standing. Moreover, we will continue to increase our enrollment efforts through ongoing recruitment and retention activities. The SAES programs with the highest enrollment are fashion merchandising, child development, early childhood education and animal sciences.

Over the past five years, enrollment, based on fall semester numbers, has increased at an average annual rate of 5.4 percent (see Appendix B1). This increase is a direct result of increased recruitment efforts, revisions in our programs of study and the employment of a student service director and retention advisor. The continued use of technology in recruitment, and activities such as the summer pre-college programs, the SAES Corporate Advisory Board, the SAES Recruitment and Retention Committee, and the SAES Alumni Society, programs with K-12 schools, Aggie Nites activities/receptions, and Extension outreach, have also contributed to enrollment growth, the current year being the exception.

Enrollment in the SAES’s graduate program increased by five percent from the 2007 fall semester. As of fall 2008, 117 graduate students are enrolled in the five SAES master’s programs. Tuition waivers received from the School of Graduate Studies in addition to the $514,381 used for assistantships from state research matching funds and grant funding have made the SAES more competitive in recruiting graduate students. However, the high costs of out-of-state tuition limits our ability to recruit out-of-state and international graduate students.

The average 1-year, 2-year, 3-year and 4-year retention rates for the SAES (74.1%, 62.9%, 57.3% and 29.2%) are not significantly different from those for the University (73.2%, 61.6%, 55.2% and 31.5%). (see Appendix A3). The SAES’s four-year graduation rate for the freshman class of 2005 (22.59%) was
significantly higher than the University rate (17.3%) (see Appendix B3-B8). However, the SAES is committed to improving this rate. Among the four departments, Agribusiness, Applied Economics and Agriscience Education had the highest four-year graduation rate (39%).

Over the past three years, a number of plans have been developed to increase the SAES retention rates. The plans called for a number of activities requiring the support of faculty, staff, students and alumni. Some specific activities include developing an early monitoring alert system, more student engagement, listing of campus support services, maintaining current student contact information, mandatory meetings of students at least twice a semester (do we actually do this?), developing plans-of-work for at-risk students and maintaining a classroom attendance policy (isn’t this a University requirement). Further, most of the major retention practices in the SAES begin and continue with the establishment of a school-wide Recruitment and Retention Committee, consisting of two representatives from each unit. For instance, we have organized Student Ambassadors, student town hall meetings, a Student Advisory Council, student organizations and honor societies, a Student Career Forum, a Student Internship and Resource Room, student electronic portfolios, an internship program, and the SAES Alumni Society. These program and other activities, as outlined in the SAES Retention Action Plan, are complete, ongoing or in-progress.

**Goal 3: Create a responsive learning environment**

The modern discipline of agriculture has two branches: technology and social science. Students pursuing the technological side study the natural sciences and technology for their application in the food and agriculture industries. On the social side, concerns such as economics, community development, and sales and marketing are predominant. Thus, the interest of students enrolling in the SAES is just as diverse as the opportunities in agriculture, life sciences, food and the environment. The SAES strives to provide interdisciplinary, learning experiences to our students by offering high-quality programs to make them competitive in the global job market and to instill good citizenship that embodies work ethic and perseverance. Moreover, SAES strives to maintain superior recruitment, retention, education and career services programs, and to be committed to preparing students to becoming lifelong learners. One of the School’s primary goals for our students is to expand their learning experiences by designing and integrating quality teaching, research, outreach and international programs through which students gain in-depth competencies – knowledge and skills – which will ensure their success in the changing environments, and improve the quality of life for the citizens of our community, state and nation.

The SAES will continue to identify and access federal, state, and private funds to ensure that students, faculty and staff have competitive advantages in an interdisciplinary and global society. At the state level we are building collaborations and partnerships with our sister institutions and stakeholders to ensure we are well positioned to receive equitable funding and input into the decision-making in the state’s agricultural related activities. For example, the North Carolina Research Campus (NCRC) is generating opportunities for the SAES, and for A&T. This $1 billion facility, being built on a 350-acre campus in Kannapolis where the former Cannon Mills Plant once stood, is certain to be one of the most advanced nutrition-related biotechnology facilities of its type in the world. The NCRC’s primary objective is to identify, quantify, and isolate components of fruits and vegetables that can improve human nutrition and health. As one of seven of the state’s higher education institutions located at the campus, the SAES’s mission is to develop new and improved post-harvest technologies while creating
synergistic collaborations with other partners at the N.C. Research Campus to enable breakthroughs in science that generate knowledge, create jobs, and improve the quality of life and economic status of citizens in this state, the county and world. The SAES will strive to become a premier center of excellence in the area of post-harvest technology research through development of effective and cost-attractive post-harvest technologies for agricultural commodities, particularly fruits and vegetables, dissemination of knowledge through outreach, industry partnerships, and scientific training. (For additional information about the NCRC, visit www.ncresearchcampus.net.)

Given SAES’s legislative mandate to support “agricultural research,” together with integrating research and teaching programs (integrative instruction), it’s fitting as well as logical that “inquiry-based” courses are being taught that emphasize student experimentation, both in and outside the context of a laboratory setting. Inquiry-based approaches in the SAES compel students to take ownership of information and learn in the same way that faculty conduct research—by framing questions, observing, and conducting analysis of results. As a result, SAES students not only gain factual knowledge, but also acquire a valuable set of skills that can apply to future novel situations. In a corollary fashion, student experiential learning, internships and service learning (expanded by the University Studies Program), are also vital components of our training in that students are afforded the opportunity to integrate academic ideas, concepts and theories with professional training for a deeper understanding of real labor market situations. In addition, SAES students are refining their personal leadership potential and clarifying their educational and professional goals by learning from prominent persons and/or leaders in the workplace.

Providing the highest quality educational opportunities for our students is paramount. We encourage our students to take advantage of the interdisciplinary learning experiences that make them competitive in the global job market, and to instill good citizenship that embodies work ethic and perseverance. Nine SAES programs are nationally accredited: Biological Engineering, Agricultural Education, Child Development (Birth-Kindergarten), Child Development and Family Studies, Food and Nutritional Sciences, Nutrition-Dietetics, Family and Consumer Sciences Education, Fashion Merchandising and Design, and Landscape Architecture.

SAES students are strongly encouraged to complete an internship or a cooperative education assignment prior to graduation. This year, 272 students participated in some type of experiential learning opportunity, a seven percent decrease from the 2007-08 academic year. (A listing of the companies and agencies that afforded SAES students experiential learning opportunities is provided in Appendix C3.) Any reason for the decrease?

SAES has 18 clubs and organizations for students to become involved in during their college careers. Student-run clubs and organizations give participants a chance to develop their leadership skills while re-enforcing classroom learning. The American Society of Agricultural Engineers (ASAE), Minorities in Natural Resources and Related Sciences (MANRRS), the Future Farmers of America (FFA), and the National Agri-Marketing Association (NAMA) are just a few examples of organizations where students can exhibit their leadership skills not only on campus, but on the national level as well.

The SAES offers many roads for students to pursue. Many of our students venture down these different paths to compete and put their knowledge to the test in state and national judging and scientific paper competitions. This year more than 70 students participated in professional meetings and conferences
with faculty. The professional organizations have a strong commitment to student development and to the use of the food, agricultural, family and environmental sciences as tools to eradicate societal problems. In addition to their research and analytical skills, the students also improved their communication (oral, written and auditory), leadership and social skills.

Finally, the SAES Cooperative Extension Program reached out to help citizens of North Carolina solve problems, by addressing priority needs and issues of limited-resource audiences aimed towards greater economic, environmental, and social prosperity. Extension priorities and assistance were in the areas of life skills and parenting; community, leadership and volunteer development; environmental stewardship and natural resource management; maintaining healthy weight and chronic disease prevention; and emergency and disaster preparedness.

Goal 4: Initiate an Undergraduate Research Program;

A successful Undergraduate Research Program (URP) is being designed to accomplish the following: create student awareness of opportunities in research; encourage students to seek graduate degrees; recruit students into SAES; retain students in SAES; prepare students for a competitive edge in employment; and to strengthen the University’s high research classification. The URP will be launched in the fall 2009 semester. Students selected for participation will be able to:

1. Learn new knowledge and/or study research issues;
2. Have a greater development of such research skills as literature search and review, proposal writing, experimental design, abstract and presentation (oral and poster) preparation, and/or effective scientific discussions;
3. Gain confidence in scientific research and in themselves;
4. Deepen their connections to the University research community;
5. Choose a potential career path; (isn’t this what all students do so how does URP assist in this?)
6. Use the research opportunity to create new works that are appreciated by the University and beyond;
7. Experience the joys of scholarship and the thrill of discovery.

Faculty members who lead Evans-Allen funded research projects will have an opportunity to volunteer to participate in the Scholars Program. They will receive special training as undergraduate research mentors. Expectations of the faculty member will include the following:

1. Agree to work with an identified student on an individualized research project;
2. Develop a research plan outline with the student;
3. Meet with the student periodically to support and guide their research;
4. Support the student in evaluation of the results and the presentation of the results at professional events meetings;
5. Receive credit from their department chair in their annual review for participation in the Scholars Program.

Goal 5: Continue to implement an internal controls system for SAES, including training and monitoring

The SAES “Internal Control Guidelines” (http://www.ag.ncat.edu/internalcontrol.pdf), completed in August 2007, is a compilation of the policies and procedures from the federal government, the state, the
University system, A&T and the individual granting agencies partnering with the SAES. This document, organized around five components (control environment, risk assessment, control activities, information and communication, training and monitoring), is evolving but forms the framework for how members of the SAES will conduct their work. All faculty, staff and students are expected to adhere to the policies and procedures in the document. Training programs and modules (i.e., procurement card usage, crisis communication, etc.) were designed and attendance at the sessions was mandatory. Additional modules will be developed and training will continue. Faculty and staff are encouraged to critically review the document and to submit their suggestions for improvement and compliance.

IV. Most Significant Accomplishments

A. Learning
   1. Innovations in pedagogy implemented including the use of information and instructional technology

Academic excellence is achieved in a nurturing, supportive and responsive environment. The SAES strives to provide interdisciplinary learning experiences by offering high-quality programs that not only make our students competitive in the global job market but also instill good citizenship that embodies work ethic and perseverance. As a “high research activity’ university we employ inquiry-based learning pedagogies. Thus, we equip students not only for immediate employment but also to continue their education in graduate and professional schools. The SAES’s goal is to provide students with a framework for critical inquiry that serves as a foundation for continuing academic development and life-long learning. Thus, many of our courses have been revised with emphasis on discovery, inquiry, analysis, and application. The SAES courses are also developed to promote broad-based critical-thinking skills, effective written and oral communication of ideas, appreciation for diverse cultures, and commitment to ongoing civic engagement, and social responsibility.

A broad array of instructional methods is used by SAES faculty. These include, but are not limited to, lectures, field trips, excursions, demonstrations, discussion groups, seminars, case studies, individual and group projects, term projects, laboratories, assignments, quizzes, research papers, videos/films, CDs, PowerPoint presentations, the University Blackboard platform and related e-learning technologies. Technical innovations in instructional delivery center on the increased use of computers, wireless technology, and Web-based interactive learning activities that motivate and enhance learning. The SAES currently offers 59 online courses, and nine additional courses are being developed. Additionally, three online degree programs are offered (bachelor’s and master’s in Agricultural Education, and master’s in Agricultural Economics). We understand that an array of educational challenges and demands make it necessary to adopt and administer more cost-effective, readily available, and assessable educational programs. These innovations in pedagogy have, in part, facilitated an increase in the number of Student Credit Hours (SCH) generated in the SAES. The number of SCH generated over the past four years, 2005-2009, was 13,721, 13,925, 13,597 and 12,313 respectively. An additional 1,467 SCH were generated from online courses resulting in a total of 13,780 SCH in the SAES (see Appendix B2).

The Agricultural Research Program is actively involved in and supportive of a responsive learning environment. The Agricultural Research Program annually employs undergraduate and graduate
students to assist with the research funded through the Evans-Allen program, thus supporting their education. A total of 120 students (53 undergraduates and 67 graduates) were supported financially during the academic year for a total expenditure of $514,381. Also, during the summer of 2008, 20 high school students from across the state participated in a four-week Research Apprenticeship Program (RAP). Of the 20 students who participated in the program, three enrolled in the SAES, one enrolled in another program at A&T, and four others are expected to enroll in the SAES during the fall of 2009.

2. Accreditation/licensure reviews

The SAES currently has 13 bachelor’s programs. Of those 13 programs, nine are nationally accredited: Child Development (B-K), Child Development and Family Studies, Family and Consumer Science Education, Fashion Merchandising and Design, Nutrition and Dietetics, Food and Nutritional Sciences, Agricultural Education, Landscape Architecture, and Biological Engineering. Accreditation implies that after a rigorous review, by a national accrediting body, the existing program meets and/or exceeds high academic standards and is adequately positioned for the five years following its accreditation. Receiving accreditation also certifies that an adequate number of the faculty in these programs are state and nationally certified, professionally licensed and thus highly qualified to teach, conduct research, provide consultation or other professional judgments. A site visit by the North Carolina Division of Child Development assessment team occurred during the summer of 2008 at the Child Development Laboratory (CLD). A perfect score of 15 was assessed and the laboratory received the highest rating (5-star). Initial steps have been taken toward obtaining accreditation for the food science undergraduate program and for the Department of Natural Resources. Renewal application materials were submitted to the Certified Financial Planner Board of Standards, Inc. to renew the Department of Family and Consumer Sciences Financial Planning Program.

3. Facilities updates

The Department of Agribusiness, Applied Economics and Agriscience Education received funds from the Dean’s Office to upgrade faculty office space and for work stations for both graduate and undergraduate students in Carver Hall. Renovation of the Sensory Laboratory in Benbow Hall was completed this year. This renovation will help the department to better prepare students for careers in the food and product development industry. The Dean’s Office provided $4,700 for the purchase of laboratory equipment for one of Carver Hall’s laboratories. Room 207A Carver Hall was refurbished for use by postdoctoral fellows in the Department of Natural Resources and Environmental Design. The micro-array laboratory, poultry facility at the University Farm, new dairy unit and the equine unit are now fully operational. An equine judging team and an equestrian team have been organized, and have represented the SAES at a number of national competitive events. An overhead data projector was installed in room 207 Benbow Hall.

4. Faculty awards and promotions

Provided in Appendix A2 is a brief synopsis of some of the many accomplishments that are noteworthy by the administrators and faculty in the SAES. Each department’s annual report contains additional awards and activities worthy of recognition.
5. Students honors/scholarships/fellowships

During the University’s 2009 Honors Day Convocation all students with a 3.0 GPA or better were recognized. Of the 80 spring 2009 graduates, 45 percent (36) graduated with honors. The number of awards, scholarships, certificates or honors received by our students totaled 581 (see Appendix C1). One-hundred and forty-seven students received scholarships, a number limited by scarcity of scholarship funds. In addition, 102 students were inducted into one of the four major honor organizations/societies in the SAES (Alpha Epsilon, seven; Gamma Sigma Delta, 47; Kappa Omicron Nu, 25; and Sigma Lambda Alpha, five). Also, 97 students are in the University Honors Program and 18 were inducted into Phi Kappa Phi. Eight SAES students received the Waste Management Certificate during the Waste Management awards ceremony held in April.

In May of 2009, the SAES held its seventh Student Awards and Recognition Banquet to honor and recognize student accomplishments. More than 150 students were recognized and 270 students, guest, faculty and staff attended the event. During the 2008-09 academic year, 117 students received the bachelor’s degree and 36 graduate students received the master’s degree (see Appendix C4). Additionally, at the June 2009 graduation ceremony, 16 pre-schoolers will graduate from the Child Development Laboratory.

6. Alumni and employer feedback

Questionnaires administered to selected SAES alumni rated the overall intellectual environment of the SAES to be “excellent.” A similar breakdown was obtained for “curricular and career advising” and “quality of faculty” questions. The respondents continue to rank “quality of faculty” as “good.” Accessibility of faculty members to students was again ranked “excellent” by the respondents and they also felt that the faculty was excellent in terms of being helpful with class work. Questions related to academic preparedness and employment background received an overall “excellent” assessment. Most of the alumni respondents indicated they participated in some form of internship or cooperative education program and felt “very good” about their experiential learning. Over half of the respondents indicated they were members of some type of agricultural organization while attending A&T.

Additionally, informal feedback was obtained from public agencies and private sector representatives, and supporters of the institution, during special campus events (board meetings and career days). In general, the business and governmental representatives continue to speak very highly and favorably of the performances of our students who are serving as interns or as full-time employees. Educational institutions eagerly recruit our students for graduate and professional studies and have ranked their academic preparedness and performance as very good to excellent. Undoubtedly, these positive perceptions have contributed to the increasing demand for students graduating from our programs. As noted in Appendix C2, a significant number of our graduates have been accepted into graduate programs to continue their studies. Members of the SAES Advisory Board continue to play a significant role in providing feedback to enhance our programs while regularly planning marketing, recruitment and retention activities. They are also a source of financial support for our students and actively participate in events planned by the SAES. They have been instrumental in both employing our graduates and helping them secure internships, permanent employment, or in assisting them in enrollment in graduate and professional schools.
7. Summary of student opinion form ratings

Appendix C4.3 contains the opinion data of students for courses taught by the faculty in the SAES for seven semesters, spring 2004 to fall 2008. For the fall semester 2008, the overall ranking of the SAES is 4.3, compared to 4.2 for the University. Only nine out of 40 programs received a higher mean score than the SAES. Consistently, the SAES mean score has been one or two percentage points above that of the University and most A&T schools and colleges.

B. Discovery

1. New research awards

The SAES focuses on creating new economic opportunities as we search for workable solutions to the problems which plague our communities. The questions we face are complex and so, too, are our solutions. Thus, we adopt an interdisciplinary approach to research and problem solving. The SAES faculty continues to be very active and successful in grantsmanship. Forty-seven proposals were submitted and 32 received funding (see Appendices A3 and A3.2), a success rate of 43 percent, which is above the normal funding rate. The SAES overall funding of $13,254,534 consists of $6,784,428 in base federal/state matching funds, and competitive funding of $6,470,106 for research and sponsored programs. This represents a growth of 7.1 percent over the previous year. However, the growth of competitive grants was 26.5 percent, from $5,115,094 to $6,470,106.

2. Scholarly productivity

The SAES faculty was highly productive in terms of scholarly activities. The data in Appendix A4 show that the faculty published four books, six book chapters, 78 refereed journal articles, and 293 other articles. In addition, the faculty was engaged in 386 public service functions and 168 public exhibits. Scientific paper presentations at professional conferences, workshops and symposia were commendable. Given the size of the SAES faculty and the teaching load (two to four classes per semester), the overall faculty performance is exemplary.

3. Professional growth and development—faculty and staff

The SAES faculty and staff continue to receive support and encouragement for professional development opportunities by administrators in the SAES and the University. Thus SAES faculty and staff are very active in professional growth and development activities. The SAES faculty and staff are known and recognized nationally and internationally for their teaching, research, and Extension activities. The competitive edge forged by the SAES is due in large part to the professional growth and development of the SAES’s most valuable resource - faculty and staff. Their competitiveness is most succinctly reflected in the data summarized in Appendices A2 and A4.1. SAES faculty participated in 52 short courses (Banner Basic, GIS, SMART, Blackboard, ATL Workshops, Web for faculty, proposal writing, recruitment and retention, etc.), 543 professional meetings, and 933 workshops and
conferences. In addition, 241 papers and posters were presented, and 258 other professional activities were undertaken. The SAES continues to receive recognition for its outstanding publications (Solutions for North Carolina©, on the move, Re:search, and age-dispatch) and videos, produced in-house by Agricultural Communication and Technology (ACT). ACT just published the fifth edition of “Re:search” and the seventh edition of “Solutions for North Carolina©,” the signature publications that showcase and illustrate the SAES’s research, outreach and engagement programs and activities.

A review of the departmental annual reports will show that the staff has also been actively involved in continued professional growth and development.

Service as an editor or a member of the editorial board of a peer-reviewed journal in a faculty member’s discipline is a strong measure of that faculty member’s professionalism. This measure reflects the recognition of peers that faculty members receive for scholarly contributions to the discipline in which they teach and conduct research. Accordingly, three SAES faculty members serve as editors, associate editors, and members of editorial boards and 10 served as peer reviewer for journals in 2008-09. Additionally, 11 faculty members serve on national boards, and six were presidents of a state or national organization. Every department has faculty members contributing to the knowledge and growth of their disciplines in these ways.

C. Engagement

1. Outreach and access activities

The SAES’s outreach and engagement programs are central to our mission of excellence. Boundaries between our teaching, research, and outreach (Extension activities) are indistinct, as they should be. As such, the mission of the SAES outreach and engagement enterprise is to focus on our relevance with respect to public scholarship that meshes scholarly work with community knowledge to produce benefits for the citizens of North Carolina. That is, the SAES faculties are working, in creative partnerships, with citizens to solve problems, improve agriculture and food systems, build healthy communities, and create new economic opportunities. Further, this outreach and engagement endeavor creates a wider understanding and appreciation of collaboration between the local community and academia.

The SAES faculties worked with citizens and/or citizen groups in North Carolina on a number of issues impacting their lives. Given space limitations in this report, only a sampling of programs and/or activities is listed below:

- The Entrepreneurship Investigation Program (ESI) helps schools, 4-H clubs and other youth organizations explore entrepreneurial education. Two ESI trainings were conducted with 4-H volunteers, agents and youth representing 14 counties. These trainings were designed to help participants learn to think like entrepreneurs and become entrepreneurs in their own communities some day. Upon completion of the trainings, counties conducted a showcase with 32 youth participants sharing creative entrepreneurship ideas. As a result of the trainings provided, nine counties are piloting the program and one continues to use it.
- Shiitake mushrooms are being introduced as an alternative crop to farmers and is increasingly becoming a profitable alternative enterprise for limited-resource and small-scale farmers.
Production has spread over the entire state.

- Two health fairs were held in October 2008 and March 2009. These fairs were co-sponsored with NovoNordisk, the pharmaceutical company that manufactures diabetes treatment medicine. A roundtable discussion was held during the October Fair to discuss strategies to assist local residents in treating and preventing diabetes. Local doctors and health care professionals participated in the discussion. Vendors were available to provide health screening and materials related to healthy living. Over 200 community residents participated in the health fairs.

- A $1.5 million endowment was provided to the SAES by W.K. Kellogg Foundation for Local and Community Food Systems through a proposal supported by the Center for Environmental Farming Systems (CEFS), A&T, NCSU and NCDA&CS. This collaboration is grounded in outreach/research connected with Goldsboro and Wayne County through the Discover Agriculture Program and other local community programs as well as planned Seasons of Sustainable Agriculture (SOSA) educational programs. In addition, the plan is to build a campus program—connecting research, Extension and academic programs with a focus of sustainability.

- A Turkish Day at A&T was organized and held. This event featured food and cultural activities related to the Turkish Culture. The event also featured a presentation by Faruk Logoglu, former Turkish Ambassador to the U.S.

- SAES faculty participated in the North Carolina FFA Middle Grades Rally. This is the state level contest for all middle school level agricultural education programs in North Carolina. Middle schools compete in the following career development events: prepared public speaking, parliamentary procedure, exploring biotechnology quiz bowl, and exploring biotechnology.

- Agricultural educators from across the state participated in a series of in-service workshops known as Summer Professional Development Workshops. These workshops were held on campus and covered such topics as biotechnology, sustainable agriculture, and agricultural mechanics technology.

- Forwarding Reliable Information on Emerging and Novel Diseases (FRIENDS) funding provided by the MATCH project at the University of South Carolina was used by the Department of Animal Sciences faculty and Cooperative Extension specialists. The goal of the program is to raise awareness among Extension county-based personnel, small-scale farmers and residents in underserved communities as to how they should prepare for and respond to emerging zoonotic disease threats. Also, through a partnership with several federal, state and county agencies, awareness has been built around animal and public health issues. Information has been developed specifically for the target audience, and activities which provide an environment to transfer information to the wider community has been supported. Outcomes from this project consist of: (1) Improving awareness of existing networks in support of citizens of North Carolina in responding to infectious disease outbreaks, (2) Improving the capacity of Extension agents to educate and advise growers on how they can safeguard their properties and livestock from disease, and (3) the production of educational products/deliverables.

- A new perspective on the issues of local and global food systems through an interdisciplinary and inter-institutional collaboration afforded a faculty member to participate in the Semester at Sea (SAS) program. Collaborations were strengthened worldwide with such universities as the University of Virginia and the University of Denver. As a result of the W.K. Kellogg Foundation Endowment, connections with students have been made and fellowships will be offered as funds become available. Several presentations have been conducted to share the information gathered during the SAS program. A collaborative relationship is being developed.
with the Department of Family and Consumer Sciences in an effort to educate consumers about their food choice decisions.

Finally, these outreach efforts illustrate how campus and community collaborations enhance the quality of life for the citizens of North Carolina. Looking forward, we want our research and engagement programs and activities to inform and contribute to our research and classroom teaching, and we want our outreach and engagement programs and activities to make it easier for people to access the knowledge and expertise of our faculty. Over the past four months 3.7 million viewers have come to the SAES Web pages, each spending an average of 18 minutes on the site. The most active day for the site is Tuesday and the five most downloaded documents are: SAES Internal Controls Guidelines, February 2009 issue of on the move, the Science Fair Handbook created in Cooperative Extension, the SAES 2007 Annual Report, and the FCS Dietetics Student manual.

2. New collaborations/partnerships

Strategic partnerships are gaining momentum across the country, and are becoming powerful forces for A&T and other universities to strengthen the core missions of higher education, civic engagement and economic development. The SAES has actively sought out and acquired a host of collaborations/partnerships with universities, government agencies, and private industries from across the state and nation. Below is a sampling.

- Husqvarna Lawn and Garden Corporation partnered to sponsor an educator service school focusing on agriculture mechanics for agricultural education teachers. As a result of this collaboration 24 North Carolina agricultural educators were trained in the latest agricultural engine theory as related to commercially developed chainsaws. Teachers were given training manuals and a commercial chainsaw at factory cost. Teachers were also awarded continuing education credits as part of this collaboration.

- SAES faculty worked with community groups in Longview and Kilgore, Texas, and Fort Lauderdale, Florida, to document best practices that focused on solving complex community problems in addressing poverty issues.

- A new relationship has been established with NCSU College of Veterinary Medicine resulting in an SAES faculty member appointed to the Admissions Committee for NCSU’s Food and Animal Scholars Program. This program allows SAES students to gain early acceptance to the NCSU College of Veterinary Medicine while enrolled at A&T. Currently there are two students enrolled in this program from A&T, and one has been accepted into the 2008-2009 class.

- A new partnership has been established with the DuPont Company in Delaware in the area of Integrated Pest Management. Ongoing international collaborations include: Asian Vegetable Research Development Center (AVRDC), Taiwan; International Center for Research in Agro-Forestry (ICRAF), Kenya; Bogor Agricultural University, Indonesia; Chiang Mai University, Thailand; Nong Lam University, Vietnam; University of Philippines at Los Bonos, Philippines; ANGRA University, Hyderabad, India; Punjab Agricultural University, India; Indian Agricultural Research Institute, India; Indian Institute of Post-Harvest Technology, India.

- The Discover Agriculture program received support from the American Honda Foundation. “Young Scientists” and teachers engage in minds-on and hands-on activities while they see and learn about food and fiber production. Through exploration of the University farm, students learn by doing – the goal of informal education. Discover Agriculture engages students and encourages their successes in science, math, language arts, writing and nutrition. A total of 119
group tours were given in the spring and fall of 2008 – reaching a total of 2,911 students and 340 adults.

- The Family and Consumer Sciences and Agribusiness, Applied Economics and Agriscience Education departments, and Cooperative Extension collaborated to develop an honors course to be housed in the SAES (AGRI 400: Sustaining Agriculture, Food, Fiber, Nutrition, and Community for Humanity’s Future). SAES department chairs collaborated to develop an undergraduate research course (AGRI 499: Undergraduate Research) which can be taken by SAES students.

- An inter-institutional collaboration with the University of Maryland Eastern Shore (lead), and Southern University provided students in fashion merchandising and design opportunities to study abroad. Two students studied at the London College of Fashion for eight weeks. Additionally, 13 SAES students studied abroad as a result of collaboration with USDA and the A&T global studies division.

3. **Student activities-organized student activities and groups; sophomore/senior survey results**

SAES students have 18 clubs and organizations. These include: Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS); National Agri-Marketing Association (NAMA); Equine Club; Gamma Sigma Delta; Agricultural Education Club; Collegiate FFA; Pre-Vet Club; American Society of Agricultural Engineers; Alpha Tau Alpha; Alpha Lambda; Earth and Environmental Science Club; Agricultural and Biosystems Engineering Club; Landscape Architecture Club; Kappa Omicron Nu; Fashion X-Cetera; the Student Chapter of the American Association of Family and Consumer Sciences, and the Food and Nutritional Sciences Club. Activities sponsored by these organizations are designed to improve students’ experiential and service learning and develop their leadership and social skills while reinforcing classroom learning. As members of professional student clubs/organizations, students have presented papers and participated in related student competitive activities (posters, quiz bowls, case studies, etc.).

A&T Collegiate FFA attended the National FFA Convention from October 22 to 25, 2008 in Louisville, Kentucky. The A&T delegation to the convention included five students and two faculty members. A&T was one of the few HBCUs represented at the convention. But still, A&T was among the top five universities in student representation at the conference. Students participated in professional development workshops such as interviewing tips and career development. Students also maintained a booth at the career show which was attended by over 52,000 high school students, teachers, administrators, and parents. While at the convention, SAES students also participated in the second ever Collegiate Career Expo.

The first SAES Unity Day was held with more than 50 SAES students attending. This activity allowed the SAES student organizations to unite and get to know one another. Debbie Gibbs from Murphy Family Ventures was the guest speaker and provided refreshments. Throughout the year, student clubs have participated in a number of activities including raising money for the homeless, assisting with community projects, conducting food drives, participating in CROP/AIDS walks, and adopting needy families over the holiday season. Students were also involved in a number of University athletic activities such as softball, dance, marching band, cheerleading, volleyball, football and track
Students have also been involved in other activities, such as SAES Student Awards Banquet, Homecoming, University Day, University Open House, Farm/University Tours, Aggie Nites, Cluster Classroom Visitation, Advisory Council, SAES Ambassadors, and A&T Peer Advisors. The SAES Student Advisory Council meets once a semester with the dean and administrators. Members of the SAES Student Ambassadors sponsor some school recruitment and retention activities, such as the Student Extravaganza.

4. Staff activities in support of learning, discovery, and engagement

The SAES staff has 93 persons serving as secretaries, administrative assistants, budget/payroll officers, research assistants, processing assistants, research technicians/associates, Cooperative Extension associates, office assistants, laboratory/field technicians, student service managers, farm personnel and communications and technology specialists. These individuals are very active in the learning, discovery and engagement enterprises, assisting administrators and faculty in teaching, research and Extension. Staff members play a significant role in fulfilling the tripartite mission of the SAES. Specifically, those primarily involved in research and Extension are engaged in student activities, just like staff members on the academic side. They direct students to relevant offices, apprise them of University policies and programs, remind them of deadlines, provide counseling and assist in the discharge of their day-to-day responsibilities. Laboratory technicians and farm staff are a vital part of the student training process as they are invaluable in laboratory/farm experiential training of undergraduate and graduate students. They assist faculty in preparing experiments, research presentations, scientific articles, and in classroom instruction. The staff is encouraged to participate in all meaningful training workshops that will enhance their productivity. Additionally, about 80 percent of the faculty and staff have attended one of the Banner Training workshops and others are scheduled to participate in the workshop this summer. Other workshops attended include: budget and planning, EPA/SPA salary administration, Blackboard, Career Banding, response to audit, and human resources. Attending these and related workshops ensures that the staff is capable and equipped to organize school-related programs, conferences and workshops, and to prepare departmental reports. The support staff meets annually with the dean.

D. Retention

1. Three to four major retention goals, with accompanying strategies and outcomes/results achieved

The SAES has identified several major goals for improving overall retention within the School in 2008-09. Strategies to improve enrollment management focused on increased enrollment and retention in all program areas, with emphasis on low-producing programs:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategies</th>
<th>Outcomes/results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Increase the retention rate by ensuring that each student is assigned an advisor and receives proper advisement.</td>
<td>Each department will assign students to an advisor who will meet with them at least twice a semester and maintain a record of the meetings.</td>
<td>The number of students on probation has decreased and students on probation have been advised to attend summer school to improve their GPA and add credit hours.</td>
</tr>
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</table>
Goal 2: Increase full-time sophomore-to-junior retention rates by at least two percent annually

Develop new and use existing campus communications methods to ensure that accurate and timely information is provided to students (i.e., Blackboard, bulletin boards, kiosks, e-mail, web postings, on-campus closed-circuit TV, mass mailings, etc.). Conduct an SAES information session during the fall semester with all sophomores and ask faculty and staff to attend. The retention rate for sophomore-to-junior increased and has been increased for the past three years by an annual average rate of four percent.

Goal 3: Increase the retention rates of SAES minority presence students.

Provide counseling, orientation and information sessions to ensure that the student retention will increase annually. There has been no significant drop in the number of minority presence students enrolled.

Goal 4: Increase activities for students to network with faculty/staff and peers and to form relationships

Convene departmental meetings at the beginning of each semester to introduce students to the entire department (faculty, staff, programs) and review policies and procedures. Each program area will host at least two activities per semester. Students have developed closer relationships with faculty, staff and peers and speak positively about their school experience.

V. Goals for the Upcoming Academic Year

As A&T continues to implement its interdisciplinary model for learning, discovery, engagement and operational excellence, the SAES is well positioned, in part because of our legislative mandate, to be a key player in this transformational process. The SAES goals for 2009-2010 include the following:

1. Initiate the development of a new, five-year SAES strategic plan in response to UNC Tomorrow, the 2008 Farm Bill and the University’s new strategic direction.
2. Continue to improve enrollment, retention and graduation rates.
3. Continue to create a responsive learning environment that fosters high-quality programs in teaching, research and Extension.
4. Implement the undergraduate research program.
5. Continue to monitor and implement an SAES internal controls system. This will also include the development of additional training and monitoring components.

A. Key Indicators of Progress

Goal 1: Initiate the development of a new five-year SAES strategic plan in response to the UNC Tomorrow, the 2008 Farm Bill and the University’s new strategic direction: Key indicators of progress will be the development and application of a new or modified strategic plan that is in line with UNC Tomorrow, the Farm Bill and the new University Strategic direction.
Goal 2: Continue to Increase Enrollment, Retention, and Graduation Rates: Key indicators of progress will be to increase the number of new freshmen and transfer students each year by two-to-five percent and increase the retention of admitted students by two-to-three percent.

Goal 3: Continue to Create a Responsive Learning Environment: Key indicators of progress are the curricula changes, co-curricular activities, and learning experiences designed to facilitate the attainment of competencies, accreditation standards, knowledge and skills.

Goal 4: Initiative an Undergraduate Research Program: Key indicators of progress are implementation of a plan, and an evaluation of the students first year of formal program activities.

Goal 5: Continue to implement an internal controls system for SAES, including training and monitoring: Key indicator of progress is the number of training sessions developed, the number of faculty, staff and student leaders who participate in these training sessions, and increased efficiency of each SAES unit.
# APPENDIX A

## Faculty Data by Department

## APPENDIX A1

### Tenure Faculty Density by Age/Gender/Ethnicity

<table>
<thead>
<tr>
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<th>Rank</th>
<th>Age</th>
<th>Gender</th>
<th>Racial/Ethnic Background</th>
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<td>Assoc. Prof</td>
<td>Prof</td>
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<tr>
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<td>Family &amp;</td>
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### Appendix A2
Awards and Professional Recognition

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<td>3</td>
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<td>20</td>
<td>17</td>
<td>24</td>
<td>6</td>
<td>9</td>
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- **Dr. Godfrey Ejimakor** – Received the 2008-2009 Teacher-of-the-Year Award and the Gamma Sigma Delta 2008-2009 Award of Excellence in Teaching.
- **Dr. Paula Faulkner** – awarded the A&T Division of Research and Economic Development Summer Fellowship.
- **Dr. Guochen Yang** - received tenure as Associate Professor
- **Dr. Omon Isikhuemhen** – promoted to Associate Professor
- **Dr. Keith Baldwin** – AEA Food Safety Integrated Efforts – is this some kind of award?
- **Lorraine McKinney** – Award for Human Services from the Gaston County Head Start Policy Council
- **Shirley Howard** – Brithaven Rest Home Volunteer Award; Head Start Volunteer Award; New Partnership Award for Unit Six ((EFNEP)
- **Pearl Stanley** – Certificate of Appreciation- Medicare Seniors Health Insurance
- **Rob Hawk** – Leadership Development at Brushy Fork Annual Institute –Berea College, Kentucky- Certificate of Achievement (Haywood County)
- **David Kendall** – Madison County designated as the leading Mushroom growing county in North Carolina
- **Linda Semon** – North Carolina Search for Excellence Award (Yancey County)
- **Christian Strickland and Pearl Stanley** – State Team Award for the Communications Award-Newsletter/FCS Association
- **Richard Boylan and Wendy Patoprstsy** – Team Award – Community Development Award winner; NCCES Foundation search for Excellence Award (Watauga County)
- **Dr. M. Ray McKinnie** – USDA Certificate of Appreciation; Visiting Scholar at Michigan
- **Dr. John O’Sullivan** – W.K. Kellogg Endowed Professorship
- **Dr. Rosemarie Vardell** – Received the Junior Faculty Award
- **Dr. Patricia Lynch** – Received the SAES Advisor of the Year Award; also received funding from Distance Learning to develop FCS 336
- **Dr. Chantel Lumpkin** – Received Seed Grant of $2,500 from SAES Dean’s Office to fund research activities during the summer of 2008; Distance Learning funding was received to develop FCS 550 and FCS 312
- **Dr. Jane Walker** – Received funding from Distance Learning to develop FCS 683 and FCS 514
- **Dr. Rosa Purcell** – Received funding from Distance Learning to develop FCS 681
- **Dr. Carolyn Turner** – Granted Professor Emeritus Status
- **Dr. Mohamed Ahmedna** – Promoted to Full Professor
• **Dr. Salam Ibrahim** – Promoted to Full Professor
• **Dr. Jane Walker** – Elected President of the North Carolina Association of Family and Consumer Sciences
• **Dr. Rosa Purcell** – President of the Coalition for Black Development in Family and Consumer Sciences
• **Dr. Patricia Lynch** - President Elect of the Greensboro District Dietetics Association
• **Dr. Rosa Purcell** – Accreditation Reviewer for the American Association of Family and Consumer Sciences
• **Dr. Ipek Goktepe** – Associate Editor for the Journal of the Science of Food and Agriculture
• **Dr. Ipek Goktepe** – Associate Editor for the Open Food Science Journal
• **Dr. Ipek Goktepe** – Panel Reviewer for USDA-NRI Food Safety Panel B
• **Dr. Meeshay Williams-Wheeler** – Inducted into Gamma Sigma Delta
• **Dr. Mohamed Ahmedna** – Invited to participate in the White House Forum on Health Care presided by Governor Beverly Perdue
• **Dr. Salam Ibrahim** – Patent Submitted “Replacement of rice abstract in food products as jellifying and thinking agent”
• **Dr. Salam Ibrahim** – Patent Submitted “A method for delivering functional ingredients into different biological systems”
### Appendix A3

**New Research/Scholarship Initiatives**

*(Comparison of 2007-08 with 2008-09)*

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New Research/Scholarship Initiatives by Categories  
(Comparison of 2007-08 with 2008-09)

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New Research/Scholarship Initiatives-Total Submissions
(Comparison of 2007-08 with 2008-09)

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Appendix A4
Scholarly Productivity of Faculty

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<th>Public Exhibit</th>
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## Appendix A4.1

**Scholarly Productivity of Faculty (Faculty Development)**

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<th>Professional Meetings</th>
<th>Workshop &amp; Conferences</th>
<th>Paper &amp; Poster Presentations</th>
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APPENDIX B

Student Enrollment Management Data by Department and Major
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### Appendix B1.1

**Enrollment by Departments, Fall 2003 to Fall 2008**  
School of Agriculture and Environmental Sciences

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### Appendix B1.2

School of Agriculture and Environmental Sciences

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### Appendix B1.3

Retention and Graduation Rates (2000-2007)

**University Total**

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### Appendix B1.4

Retention and Graduation Rates (2000-2007)

**Department of Agribusiness, Applied Economics and Agriscience Education**

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### Appendix B1.5

Retrieval and Graduation Rates (2000-2007)
Department of Animal Sciences

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### Appendix B1.6

Retrieval and Graduation Rates (2000-2007)
Department of Family and Consumer Sciences

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<th>Freshman Cohort</th>
<th>Retention 1yr</th>
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Appendix B1.7
Retention and Graduation Rates (2000-2007)
Department of Natural Resources and Environmental Design

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Appendix B2
Student Credit Hours (SCHS) Generated by Program

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<td>2177</td>
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<td>6280</td>
<td>6065</td>
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APPENDIX C
Student Activity Data

Appendix C1
Awards/Scholarships/Certificates/Honors by Department
School of Agriculture and Environmental Sciences

<table>
<thead>
<tr>
<th>Item</th>
<th>Agribusiness/Ag Education</th>
<th>Animal Sciences</th>
<th>Family &amp; Consumer Sciences</th>
<th>Natural Resources &amp; Environmental Design</th>
<th>SAES</th>
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Appendix C2
Major Employer of Students
School of Agriculture and Environmental Sciences
Agribusiness

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<th>Company / Graduate School</th>
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<td>Undergraduate Students:</td>
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<tr>
<td>Adam Ross</td>
<td>NC Children’s Home – Agricultural Education</td>
</tr>
<tr>
<td>Paul Andrews</td>
<td>Pitt County Soil and Water Conservation</td>
</tr>
<tr>
<td>Cedric Jones</td>
<td>Kraft Food Company</td>
</tr>
<tr>
<td>Alan Parsons</td>
<td>NC A&amp;T State University Graduate School</td>
</tr>
<tr>
<td>Graham Knowles</td>
<td>NC A&amp;T State University Graduate School</td>
</tr>
<tr>
<td>Charles Gamble</td>
<td>NC A&amp;T State University Graduate School</td>
</tr>
<tr>
<td>Evan Myers</td>
<td>NC A&amp;T State University Graduate School</td>
</tr>
<tr>
<td>Julia Flowers</td>
<td>NC Cooperative Extension Service</td>
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<tr>
<td>Miranda Lane</td>
<td>Moore County Health Department</td>
</tr>
<tr>
<td>Ashley Batts</td>
<td>Iowa State University</td>
</tr>
<tr>
<td>Kia McCormick</td>
<td>NC A&amp;T State University Graduate School</td>
</tr>
<tr>
<td>Jannety Mosley</td>
<td>Penn State University</td>
</tr>
<tr>
<td>Jennifer Fuller</td>
<td>NC A&amp;T State University is this graduate school?</td>
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Name                  | Company/Graduate School                                      |
### Graduate Students:

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<td>Randolph County Schools</td>
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<tr>
<td>Lennie Breeze</td>
<td>NC Cooperative Extension Service</td>
</tr>
<tr>
<td>Shane Norris</td>
<td>Lincoln County Schools</td>
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<tr>
<td>Andy Cole</td>
<td>Harnett County Schools</td>
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<tr>
<td>Joe Cress</td>
<td>USDA – APHIS</td>
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<td>Gary Collier</td>
<td>Blanden County Schools</td>
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<tr>
<td>Joshua Williams</td>
<td>Homeland Security Administration</td>
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<tr>
<td>Randy Fulk</td>
<td>NC Cooperative Extension Service</td>
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<tr>
<td>Beke Lindsay</td>
<td>Cabarrus County Schools</td>
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<tr>
<td>Desiree Cooper</td>
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<td>Lakennya Davis</td>
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<td>Davidson County Schools</td>
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<tr>
<td>Tabitha Lowe</td>
<td>NC A&amp;T State University</td>
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<tr>
<td>Rondah Nelson</td>
<td>Charlotte-Mecklenburg County Schools</td>
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<tr>
<td>Sherrie Godette</td>
<td>USDA---Forest Service</td>
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<tr>
<td>Seon Batson</td>
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<td>Harry Sutton</td>
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### Undergraduate Students:

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<td>Randy Amoako</td>
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<tr>
<td>Quincy L. Hawley</td>
<td>NCSU, College of Veterinary Medicine</td>
</tr>
<tr>
<td>Tierra M. Kershaw</td>
<td>Tuskegee University, DVM Program</td>
</tr>
<tr>
<td>Katelyn C. Michael</td>
<td>Private Sector</td>
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<tr>
<td>Jasmine N. Owens</td>
<td>Private Sector</td>
</tr>
<tr>
<td>Cherese Pearson</td>
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<tr>
<td>Ruth J. Pender</td>
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<td>Carla R. Thomas</td>
<td>NCSU, College of Veterinary Medicine</td>
</tr>
<tr>
<td>Lea C. Trotter</td>
<td>Private Sector</td>
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<tr>
<td>Dannica C. Wall</td>
<td>Private Sector</td>
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<td>Reginald J. Williams</td>
<td>Private Sector</td>
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<td>Barry L. Bellamy</td>
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<tr>
<td>Brittany C. Hunt</td>
<td>NCAT Graduate School</td>
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<tr>
<td>Grace A. Kaley</td>
<td>Private Sector</td>
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<tr>
<td>Solnice L. Aliche</td>
<td>NCSU, College of Veterinary Medicine</td>
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---

**Appendix C2 (cont.)**

**Major Employers of Students**

School of Agriculture and Environmental Sciences

Animal Sciences
Bryce Burton     NCSU, College of Veterinary Medicine
Tonia L. Dortch    A&T Graduate School
Byron M. Ingram    Private Sector
LaTisha V. Moody   NCSU, College of Veterinary Medicine
Dennis Rookwood, Jr. Dental School
Lemnique N. Wafer  Tuskegee University, DVM Program
Larrina Williams  Tuskegee University, DVM Program
Paula Barclay      Private Sector
Brandon S. McGlawn A&T Graduate School
Miguel I. Martinez Private Sector
Ryan M. Roberts    NCSU, College of Veterinary Medicine
April J. Vandergriff Dental School
Treasure A. White  A&T Graduate School
Brandon J. Armstrong Private Sector
Cheri T. Grigg     Tuskegee University, DVM Program
Brittany M. Hunt   Private Sector
Cheri M. Torrence  Private Sector
Lauren M. Brawley  NCSU, DVM Program
Wayne G. Caldwell  Private Sector
Carresse L. Gerald A&T Graduate School
Collin R. Hayes    Private Sector
Lauren S. Marley   Private Sector
Kristin C. Blackwell Private Sector
Courtney S. Chapman Animal Kingdom, Florida
Clayton A. Newsome, II US Army, Texas
Senee’ L. Dove     Private Sector
Clarice E. Fultz   Prime America, Inc.
Zachary M. Gaines  Private Sector
Ginger S. McGill   US Army, Southern Iraq
Patrick C. Barnes  Tuskegee University, DVM Program
Tyneshia D. Camp   Private Sector
Christopher C. Clarke Private Sector
Stephen D. Coble    Tuskegee University, DVM Program
Mark S. Henderson, Jr. NCSU, DVM Program
Theresa B. Henderson Private Sector
Gregory Jefferson, Jr. Private Sector
Adrian L. Kingsberry Private Sector
Stephanie McFadden Private Sector
Shenika B. Wilson  Tuskegee Enrichment Program
Christopher Clark  Vet. Asst., Durham Animal Hospital

Graduate Students:
### Appendix C2 (cont.)

#### Major Employer of Students

School of Agriculture and Environmental Sciences  
Family and Consumer Sciences

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Shana Graham, Gateway</td>
<td>Assistant Teacher</td>
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<tr>
<td>Poppypia</td>
<td>Co-manager</td>
</tr>
<tr>
<td>Tequila Thompson, Nordstrom</td>
<td>Visual Merchandising Manager Trainee</td>
</tr>
<tr>
<td>Job Corps</td>
<td>Admissions Counselor</td>
</tr>
<tr>
<td>In the Beginning Childcare Center</td>
<td>Director</td>
</tr>
<tr>
<td>Marcus Cobb, NC A&amp;T</td>
<td>Recruiting</td>
</tr>
<tr>
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<td>Graduate School</td>
</tr>
<tr>
<td>Tiffani Tinner</td>
<td>Seeking position</td>
</tr>
<tr>
<td>LeShay Hyman, NC A&amp;T</td>
<td>Graduate School</td>
</tr>
<tr>
<td>Tamara Blanton</td>
<td>Seeking Employment</td>
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<td>Drexel University</td>
<td>Graduate School</td>
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<tr>
<td>Abea Evans</td>
<td>Graduate School</td>
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<tr>
<td>Darjene Graham, University of Hawaii-Manoa</td>
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<td>Emilee Christopher, Harvard University</td>
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<td>Meneka Johnson, Iowa State University</td>
<td>Graduate School</td>
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<td>Seeking Position</td>
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<td>Jade Busch</td>
<td>Seeking position</td>
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<tr>
<td>Tomeeka Clark</td>
<td>Seeking graduate school</td>
</tr>
<tr>
<td>Brooke Fuller</td>
<td>Seeking teaching position</td>
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<tr>
<td>Asha Giles</td>
<td>Seeking graduate school</td>
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</table>
Tameka Little | Seeking a position
Charisse Motley, A Child’s Choice Learning Center | Assistant Director
Jocelyn Thomas | Seeking teaching position/Graduate school
Andrea Rhodes | B-K teacher
Vershanda Wilson | Seeking teaching position

Appendix C2 (cont.)
Major Employer of Students
School of Agriculture and Environmental Sciences
Natural Resources and Environmental Design

<table>
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<th>Private Sectors</th>
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<td>Cline &amp; Associates</td>
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<tr>
<td>EPA</td>
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<td>Haden-Stanziale</td>
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<td>DOE</td>
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<td>EDSA</td>
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<tr>
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<td>US Forest Service</td>
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Appendix C3
Student Internships and Coops
Agribusiness, Applied Economics and Agriscience Education

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<th>Duties</th>
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<td>Jeanette Barber</td>
<td>Kraft Foods</td>
<td>Philadelphia</td>
<td>Production</td>
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<tr>
<td>Burton Porter</td>
<td>John Deere</td>
<td>Kansas</td>
<td>Marketing</td>
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<tr>
<td>Cedric Jones</td>
<td>Kraft Foods</td>
<td>Philadelphia</td>
<td>Production</td>
</tr>
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<td>Ashley Batts</td>
<td>Ohio State University</td>
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<td>Research</td>
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<tr>
<td>Stephanie Smith</td>
<td>A&amp;T</td>
<td>Greensboro, NC</td>
<td>Research/Biotech</td>
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<tr>
<td>Leonyce Moses</td>
<td>USDA/Forest Service</td>
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<td></td>
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<tr>
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Appendix C3 (cont.)
Student Internships and Coops
Animal Sciences
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Appendix C3 (cont.)
Student Internships and Coops
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**Fall 2008 (cont’d)**

Field Experience Placement for FCS 311, 430, 629 & 639

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**Spring 2009**

Field Experience Placement for FCS 311, FCS 559 and FCS 639

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**Spring 2009 (cont’d)**

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<td>Uzokwe, Ijeoma</td>
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<td>Jones, Jasmine L.</td>
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<td>Abdullah, Maisha T.</td>
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<td>Gaskins, Kendra L.</td>
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<td>Henry, Sade L.</td>
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<tr>
<td>Antoinette Aguilar</td>
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<tr>
<td>Tamara Blanton</td>
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<td>LeShay Hyman</td>
</tr>
<tr>
<td>Martinique Lewis</td>
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<tr>
<td>Ahea Evans</td>
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<tr>
<td>Tequilla Thompson</td>
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<td>Tiffani Tinner</td>
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<td>Anita Wood</td>
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**SUMMER INTERNS**

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<tr>
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<tr>
<td>Meneka Johnson</td>
<td>Iowa State University</td>
<td>George Washington Carver Summer Internship Program</td>
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<tr>
<td>Charisse. Motley</td>
<td>Purdue University</td>
<td>MARC/AIM Student Summer Research Program</td>
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<tr>
<td>Emilee Christopher</td>
<td>University of Nebraska-Lincoln</td>
<td>2008 Gallup Leadership Summer Institute</td>
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<tr>
<td>Emilee Christopher</td>
<td>University of Michigan-Ann Arbor</td>
<td>Summer Research Opportunity Program</td>
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<tr>
<td>Latoya Thomas</td>
<td>University of Nebraska-Lincoln</td>
<td>2008 Gallup Leadership Summer Institute</td>
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<tr>
<td>Darjene Graham</td>
<td>NAEYC, Washington, DC</td>
<td>Summer Intern</td>
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<tr>
<td>Name</td>
<td>Fall 2008</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>--------------</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>Jade Bush</td>
<td>Athletes United for Youth</td>
<td>Emilee Christopher</td>
</tr>
<tr>
<td></td>
<td>Charlotte, NC</td>
<td>Habitat for Humanity</td>
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<tr>
<td>Tomeeka Clark</td>
<td>Child and Adult Care Food Program</td>
<td>Tarvia Funderburk</td>
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<td>Dept. of Human Resources</td>
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<td>Monroe, NC</td>
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<tr>
<td>Asha Giles</td>
<td>Family Services</td>
<td>Kristen Funderburk</td>
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<tr>
<td>Farkhanda Hussain</td>
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<td>Tamica Little</td>
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<tr>
<td>Lori Jones</td>
<td>Social Work</td>
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<td>Tori Spruill</td>
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<td>Joyce Fuller</td>
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<td>Charity Kizer</td>
<td>Career and Technical Career Education</td>
<td>Princess Brickhouse</td>
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<td>Ben L. Smith High School</td>
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<td>Child Care Networks on Friendly</td>
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<tr>
<td>Shauna Pinnix</td>
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<td>Sharina Campbell</td>
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<td></td>
<td>Moses Cone Hospital</td>
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<tr>
<td>Donna Morton</td>
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<td>Lanise White</td>
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<td>Shanina Doe</td>
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<td>ShaNel Wardsworth</td>
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<td>Chapel Hill, NC</td>
<td>Infant Toddler Project</td>
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<tr>
<td>LaToya Thomas</td>
<td>PS 50 After School Program</td>
<td>Jessica Brothers</td>
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<td>Regulatory Section</td>
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</table>
Youth For REAL (Responsibility, Excellence, Achievement and Leadership)  
Bronx, New York

Division of Child Development  
Raleigh, NC

Gabrielle Ware  
Regulatory Section  
Division of Child Development  
Raleigh, NC

Tamica McDuffie  
Kindergarten Classroom  
Brooks Global Elementary School  
Greensboro, NC

Shalina Tann  
Poplar Grove Head Start Program  
Guilford Child Development  
Greensboro, NC

### Appendix C3 (cont.)

**Student Internships and Coops**

**Natural Resources and Environmental Resources**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Company/Agency</th>
<th>Location</th>
<th>Positions/Duties</th>
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<tr>
<td>Kaitlin Dye</td>
<td>Cedar Meadows Farms</td>
<td>Lancaster County, PA</td>
<td>Farm Assistant</td>
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<tr>
<td>Nikita Gouge</td>
<td>Cove Creek Gardens</td>
<td>Greensboro, NC</td>
<td>Plant Propagation and other applied jobs</td>
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<tr>
<td>Timothy Johnson</td>
<td>Metrolina Greenhouses</td>
<td>Concord, NC</td>
<td>Various</td>
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<tr>
<td>Jaron Jones</td>
<td>USDA-NRCS</td>
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<td>Soil Surveyor</td>
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<tr>
<td>Ryan Williams</td>
<td>White House</td>
<td>Washington, DC</td>
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<tr>
<td>April Gillens</td>
<td>Massachusetts Institute of Technology</td>
<td>Cambridge, MA</td>
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<tr>
<td>Frank Gronwald</td>
<td>Virginia Polytechnic Institute &amp; State Univ.</td>
<td>Blacksburg, VA</td>
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<tr>
<td>Annette Sparks</td>
<td>Virginia Polytechnic Institute &amp; State Univ.</td>
<td>Blacksburg, VA</td>
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<tr>
<td>Kimberly Whitmon</td>
<td>Natural Resources Conservation Service</td>
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<td>Maurice Washington</td>
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<td>Wayne Kimball</td>
<td>USDA-Forest Service</td>
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<tr>
<td>Matthew Todd</td>
<td>A&amp;T</td>
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## Other Relevant/Appropriate Data

### Appendix C4.1

**Number of Graduates by Department, 2008-2009**

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<th>Undergraduate</th>
<th>Graduate</th>
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<td>19</td>
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<tr>
<td>Animal Sciences</td>
<td>30</td>
<td>4</td>
<td>34</td>
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<tr>
<td>Family &amp; Consumer Sciences</td>
<td>56</td>
<td>9</td>
<td>65</td>
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<tr>
<td>Natural Resources &amp; Env. Design</td>
<td>18</td>
<td>4</td>
<td>22</td>
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<tr>
<td>Total</td>
<td>117</td>
<td>36</td>
<td>153</td>
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### Appendix C4.2

**Number of Honor Graduates by Department**

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<td>Animal Sciences</td>
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<tr>
<td>Family &amp; Consumer Sciences</td>
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<td>Natural Resources &amp; Env. Design</td>
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<td><strong>Total</strong></td>
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### APPENDIX C4.3

**Student Opinion of Faculty: Ranking of Courses**

(Average)

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<th>Department</th>
<th>Spring '04</th>
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<th>Spring '05</th>
<th>Spring '06</th>
<th>Fall '06</th>
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<td>Family &amp; Consumer Sci</td>
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<td>4.1</td>
<td>4.2</td>
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Appendix D
Listing of Public Service Activities
Appendix D
Listing of Public Service Activities

- N.C. FFA Board of Directors
- N.C. FFA Alumni Board of Directors
- Coordinator of Institute for Future Agricultural Leaders
- Superintendent N.C. FFA Middle Grades Rally
- Superintendent Farm Bureau Discussion Meeting
- Member of SACS Committee on General Education
- Ministry of Agriculture Ghana Short course
- Coordinator of the Winter Agricultural Literacy Barbeque Fest
- Member of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL)
- Member of the Teacher Education Council
- Advisor – Collegiate FFA
- Member of the Institutional Leadership Team
- Judge Middle Grades Biotechnology Quiz Bowl
- Reviewer for the Western Region and National AAAE Poster Contest
- Member of the Rural Business Project
- Contributing Editor for the International Journal of Applied Educational Studies based in Kuwait City, Kuwait
- Member of the USDA Competitive Grant Review Panel for Marketing and Trade
- University of Ghana External Examiner
- Moses Cone-Wesley Long Community Foundation what position
- Co-chair of the Small-Scale Agriculture Program Initiative
- Chair of the Commodity Merchandising Certificate Program Committee
- Member of the Advisory Committee for the Center for Entrepreneurship
- Waste Management Institute Advisory Committee
- Coordinator of the Peace Corp Master’s International Program
- Committee member for the International Education Week
- Chapter President of the A&T Gamma Sigma Delta Honor Society
- Treasurer of the American Agriculture Economic Association on the Status of Black Agricultural Economists
- Big Brother Big Sister Advisory Board member
- Carolina/Virginia National Agri-Marketing Association Board
- Counselor for the Institute for Future Agricultural Leaders
- Judge at the National FFA Convention
- Judge at the North Carolina State FFA Conference
- National Agri-Marketing Association Student Advisor
- Board member of the Biofuel Center of North Carolina
- Steering Committee member and guest speaker of the Guilford Solar Community Program
- Judged science fairs at Brightwood Elementary, Northeast Guilford and Aycock Middle schools
- Rockingham Community Center Kitchen volunteer (St. Francis Springs Prayer Center)
- Brightwood Community Relief Program
• 4-H District Fun Day (public speaking judge for the youth)
• Back to School Jump Off: Focused Forward Committee
• Bertie County Interagency Council
• Bertie County Juvenile Crime Prevention Council
• Brunswick County Public Health Fairs
• Chapel Hill Community Soup Kitchen
• Childcare Center Technology Volunteer
• Fire & Rescue Volunteer where
• Greene Lamp, Inc. Spring Health Fair
• Greensboro Urban Ministries Homeless Shelter Volunteer
• Guilford County Schools Surrogate Parent
• Habitat for Humanity Counseling
• Medicare Presentations Financial Management Workshops and Health Fairs
• UNC-TV Volunteer Services
• Member N.C. Biotechnology Advisory Committee and N.C. Postal History Commission
• Member, Piedmont Triad Entrepreneurs Network (PTEN)
• Member, N.C. Biotechnology Center BATON Program
• Member, American Association for Laboratory Animal Science (AALAS)
• Member, University Admission, Suspension, and Probation Policy Review Committee
• Member, University Task Force, University Sabbatical Policy
• Men On The Move- Focus group targeting black males in the Animal Sciences Department
• Animal Science & Pre-Vet Community dog washes
• High Point Elementary school-Pets on Wheel-Visitation
• Member, Research Triangle Branch AALAS, Research Triangle Park
• Member, Waste Management Institute Advisory Board, 2008-2009
• Panel Expert for National Extension Horse Quest, Louisville, KY
• Board of Directors: North Carolina Horse Council, Rockingham Horse Park of the South and state 4-H Horse Board
• Advisory Board: N.C. Rural Economic Development Center 2008 N.R. Equine Impact Study
• American Society of Animal Science (ASAS) Organization of Department Heads & Chairs
• Novartis Animal Health Regional meeting speaker
• Conducted demonstration on “Artificial Insemination of Beef Cattle” to Lumberton High School Ag. Ed. Program and County Beef Cattlemen Association members
• Member, Veterinary Technology Advisory Committee- Central Carolina Community College
• Member, National U.S. Poultry College Youth Educational Committee
• Tyson Foods Executive Diversity Business Council
• Invited to participate as consultant on swine reagent development effort of the USDA-ARS
• Member, Agromedicine Institute
• Member, N.C. State Summer Institute in Statistical Genetics Liaison
• Member, Women in STEM Disciplines Summit Organizing Committee
• University Council of Research Clusters (Co-lead of Public Health Cluster)
• Member, Executive Committee, N.C. Agromedicine Institute
• Reviewer, International Journal of Food Science and Technology
• American Peanut Research and Education Society
• Council of Administrators in Family & Consumer Sciences, Member 1978- Present
• Technical reviewer, The Journal of Agriculture and Food Chemistry
• Planning Committee, North Carolina Association of Colleges and Teacher Educators
• Board Member, Greensboro Habitat for Humanity
• International Association of Food Protection
• National Association for the Education of Young Children (NAEYC)
• Michigan Association for the Education of Young Children
• Society for the Study of Emerging Adulthood
• Committee to Increase Health Professionals
• Nutritionist for the Sebastian Health Center
• Registered Dietitian, Commission on Dietetic Registration
• Member-at-Large, Policy council of the Regional Child Care Resources and Referral Agency, Guilford Child Development
• N.C. Higher Education Birth- Kindergarten Higher Education Consortium
• Chair, Diversity Caucus, N.C. Higher Education Birth- Kindergarten Consortium
• Chair, West Central North Carolina Christian Education High School Graduation
• Member, Forsyth County Career Center Family and Consumer Science Advisory Board
• President, National Coalition of Black Development in Family and Consumer Sciences
• Past President, Greensboro District Dietetics Association
• Board member, Minority Health Advisory Council for the State North Carolina
• Board of the N.C. Association for the Education of Young Children
• Executive Committee of the N.C. Early Childhood Professional Development Institute
• Birth- Kindergarten Higher Education Consortium
• Member, SACS Steering Committee
• Chairperson, SACS Undergraduate Education Committee
• President North Carolina Association of Family & Consumer Sciences
• Senator, American Association Family & Consumer Sciences
• Reviewer, Association of International Agricultural and Extension Education
• Member, Growing Successful Kids Committee of the Greater United Way of Greensboro