A black and white photograph of two scientists in a laboratory. The scientist on the left is a woman with short dark hair, smiling and looking at a small vial. The scientist on the right is a woman with braided hair, looking intently at a vial. They are both wearing white lab coats and gloves. In the foreground, there are several petri dishes containing samples, some of which appear to be small organisms or cells, and several small vials. The background shows laboratory equipment and a clean, professional setting.

sdaes

Planning Our Preferred Future

**THE SCHOOL OF AGRICULTURE
AND ENVIRONMENTAL SCIENCES
2003-04 Annual Report
Dr. Alton Thompson, Dean**

Preparing. Finding. Implementing Solutions

Table of Contents

Executive Summary	4
A. Overview of Unit	6
1. Strategic Comments Regarding Unit’s Place/Role in the University and Futures	6
2. Organizational Structure and Overview of Functions of New Employees Organizational Chart	8
B. Progress Toward Key Goals	9
1. Statement of Each Goal with Key Indicators of Progress	9
2. Data Summary and Productivity Measures	9
3. Additions in Term of New Faculty and Administrators as Related to Goals of Capacity Building	9
C. Most Significant Accomplishments	16
1. Learning	16
2. Discovery	21
3. Engagement	22
D. Goals for the Upcoming Academic Year	25
Relations to FUTURES.....	26

APPENDICES

Appendix A – Student Enrollment Management Data

Appendix A1: Enrollment by Class and Semester (Fall '92 – Spring '04)	29
Appendix A2: Enrollment by Departments, Fall '00 – Fall '03	30
Appendix A3: Retention and Graduation Rates ('95 – '02)	
School of Agriculture and Environmental Sciences.....	31
Appendix A4: Retention and Graduation Rates ('95 – '02)	
Agribusiness, Applied Economics and Agriscience Education	32
Appendix A5: Retention and Graduation Rates ('95 – '02)	
Animal Sciences.....	32
Appendix A6: Retention and Graduation Rates ('95 – '02)	
Human Environment and Family Sciences.....	33
Appendix A7: Retention and Graduation Rates ('95 – '02)	
Natural Resources and Environmental Design	33
Appendix A8: Student Credit Hours Generated by Program	34

Appendix B – Student Activity Data

Appendix B1: Awards/Scholarship/Fellowships/Honors by Departments.....	36
Appendix B2: Placement of Graduates by Departments	37
Appendix B3: Student Internships and Coops	40
Appendix B4: Number of Graduates by Department, 2003-2004	48
Appendix B5: Number of Honor Graduates by Department	49
Appendix B6: Student Opinion of Faculty: Ranking of Courses	50

Appendix C - Faculty Data by Department

Appendix C1: Tenure Density by Rank, Program Area, Gender and Ethnicity	53
Appendix C2: Selected Awards and Professional Recognitions	53
Appendix C3: Awards Received by Sponsor, 2003-2004	55
Appendix C4: Awards Submitted and Received by Category.....	56
Appendix C5: Proposals Prepared and Funded, by Department/Program.....	57
Appendix C6: Venture Fund Grant Recipients – 2003-05	58
Appendix C7: Faculty Productivity	59
Appendix C8: Faculty Development	60

Appendix D – Listing of Public Service Activities	61
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School of Agriculture and Environmental Sciences

“Planning Our Preferred Future”

2003-2004 ANNUAL REPORT

Executive Summary

“The best way to predict the future is to create it.”

--- Peter Drucker

Agriculture is a significant part of the heritage – and future – of North Carolina Agricultural and Technical State University. Rather than reacting to change as it comes (a passive approach), the School of Agriculture and Environmental Sciences (SAES) took a proactive stance and looked ahead to develop a cohesive vision for the University’s preferred future in the food, agricultural and environmental sciences.

It will be the blueprint that the SAES and North Carolina A&T will follow as we move forward. The plan recognizes that North Carolina A&T must be positioned to respond rapidly and effectively to emerging issues that affect the profitability and sustainability of North Carolina agriculture and agribusiness now and in the years ahead.

SAES faculty and administration invested significant time in visioning, planning and creating our preferred future; a draft of the plan has been completed. The strategic plan is organized around 11 themes: maintaining a responsive learning environment; developing and implementing innovative strategies to improve recruitment, retention and graduation rates; improving minority and environmental health; nurturing healthy populations; promoting international trade and economic development; advancing biotechnology and biodiversity; empowering individuals, families and communities; protecting the environmental and natural resources; ensuring the vitality of small scale agriculture; expanding and diversifying the SAES resource base and public/private support; and using innovative technologies. Nine themes are categorized as content (for example, maintaining a responsive learning environment and advancing biotechnology and biodiversity), and latter two themes are categorized as process.

Also, during the 2003-2004 academic year, teams composed of teaching, research and Extension personnel completed the concept papers that explained the breadth of each major SAES interdisciplinary program initiative (human and community development; biotechnology and biodiversity; agromedicine, nutrition and food safety; small-scale agriculture; soil and water quality; and international trade and development). Focusing expressly on these interdisciplinary initiatives will allow SAES faculty, staff and students to make significant contributions in strategic areas where the potential for learning, discovery, useful applications and engagement is the greatest.

In this annual report, the reader will see examples of SAES's significant activities, events, products, accomplishments and collaborative projects that reflect our results driven mantra as presented in seven goals. These key goals, although not mutually exclusive, are: (1) develop a strategic plan; (2) create a responsive learning environment that fosters high quality programs in teaching, research and Extension; (3) integrate teaching, research and Extension programs; (4) increase enrollment, retention and graduation rates; (5) support the six interdisciplinary program initiatives by coalesce faculty expertise and monetary sources; (6) enhance the capacities and capabilities of the facilities at the University Farm while concurrently re-organizing its administrative, management and operational structure; and (7) kick-off our "e-Agriculture" initiative.

Significant progress has been made in achieving these seven goals. Evidence of progress and notable findings relative to these goals include, but are not limited to the following: (1) increased enrollment of 10 percent over last year (609) and expect continued growth; (2) enhanced focus on student experiential learning and internships, including active participation in professional meetings; (3) documented impact of SAES's research and Extension programs on improving the quality of life of North Carolina citizens; (4) generated (SAES faculty) approximately \$4.5 million in competitive funds to complement the SAES base and formula funding of \$5.7 million; (5) published (by SAES faculty) three books, seven book chapters, 53 refereed articles, 48 other articles; (6) showcased SAES faculty, staff, and students through more than 300 presentations at professional meetings and 120 appearances at public fairs/exhibits; (7) prepared our students so that more than 86 percent of our graduates are either employed or will attend graduate and professional schools; (9) developed three "smart" classrooms; and (10) developed and implemented a comprehensive restructuring plan (including \$3 million in capital improvements and purchases) for the University Farm that meets the needs of the SAES' teaching, research, and Extension programs as we move forward with our major program initiatives, and addresses the challenges of agriculture in the Piedmont region and the state.

Our major goals for the coming year include the following:

- Finalize the SAES strategic plan
- Create a responsive learning environment that foster high quality programs in teaching, research and Extension;
- Increase enrollment, retention and graduation rates
- Support the six interdisciplinary program initiatives by coalesce faculty expertise and monetary sources, including the proposed Institute of Public Health
- Establish a corporate advisory board
- Acquire a USDA national technology support center
- Continue to work on the SAES "e-Agriculture" initiative
- Continue to enhance the capacities and capabilities of the facilities at the University Farm
- Serve as a host for three national conferences

A. Overview of the Unit

1. Strategic comments regarding unit's place/role in the University and FUTURES

North Carolina A&T State University aspires to be a premier interdisciplinary-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 School of Agriculture and Environmental Sciences (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 of all North Carolinians. Thus, we share the campus values of learning, discovery, engagement and operational excellence. We also place high value on:

- Developing human capital as our most important role
- Diversity
- Supporting new uses, specialty crops and value-added agriculture
- Providing science and technology to globalize agriculture
- Preparing, finding and implementing solutions
- Managing and sustaining our natural resources
- Endorsing environmental stewardship and awareness
- Encouraging social stability and economic viability

The SAES is a student-centered school that assures close attention to each individual's academic endeavors. SAES continues to be a major component of a research university that provides our students with access to scholars making significant contributions to their disciplines. SAES faculty members closely integrate their instruction with research, assuring students of exposure to emerging concepts and technologies. Undergraduate students in our honors programs have opportunities to work with professors on research projects. Global studies and internships are also available for students seeking to widen their horizons.

Do not let the name of our school (SAES) mislead you. The majority of our students come from cities (not farms or ranches) and has little or no experience in growing plants or raising animals. Our students have a plethora of interests, ranging from protecting the environment to becoming lawyers, doctors and veterinarians. SAES students are "workforce ready" and go on to successful careers in areas diverse as natural resources, landscape architecture, agricultural and biosystems engineering, biotechnology, genomics, business and economics, agriscience education, child development, fashion merchandizing, animal sciences, biomedical sciences and food and nutritional sciences.

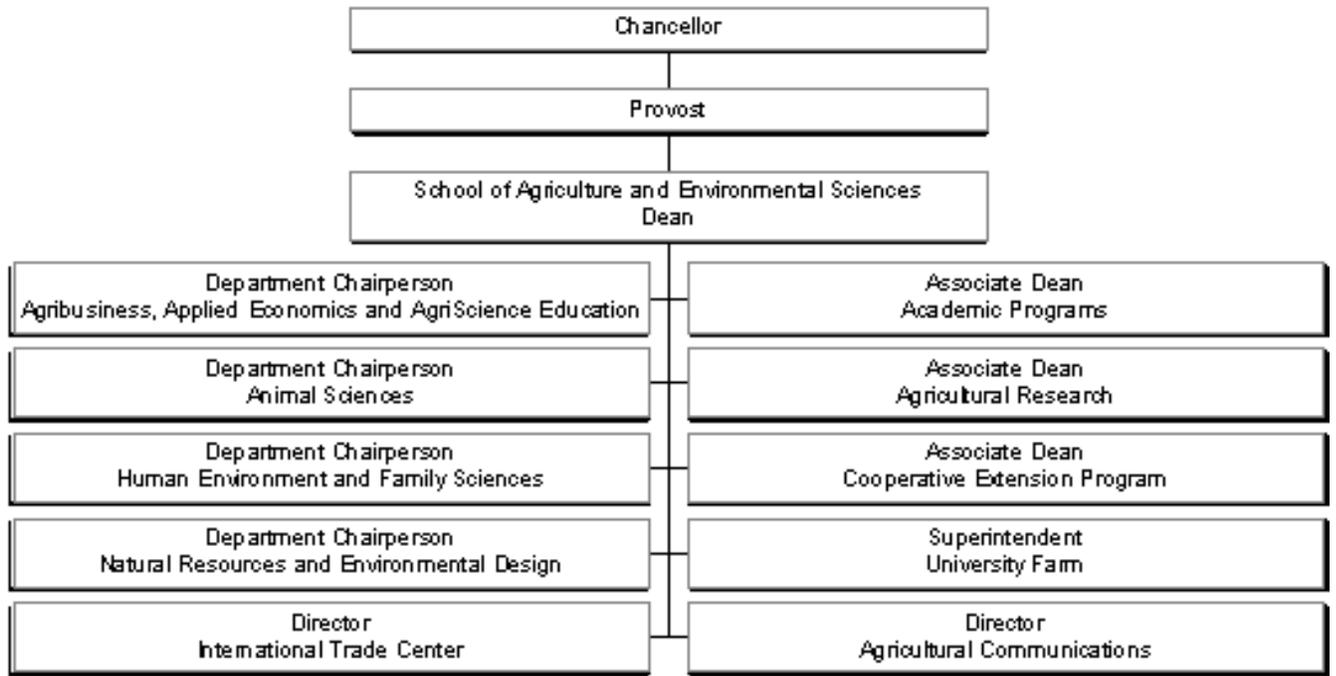
The SAES has four academic departments and 13 fields of study. Master's degrees are also offered in each of the departments. To complement the academic program, SAES has an Agricultural Research Program, a Cooperative Extension Program, a University Teaching and Research Farm (567 acres), an Agricultural Communications and Technology Unit, a Child Development Laboratory, an International Trade Center and 20 research and teaching laboratories.

The programs in the SAES are diverse, but our mission remains constant: to provide opportunities for individuals from diverse backgrounds to achieve excellence, through intellectual and technological advancements, in the food, agricultural, environmental and life sciences that will cultivate and enhance their potential for global leadership, productivity and competitiveness. This mission is in harmony with, and supportive of, the stated mission, goals and purpose of the University. Moreover, this mission is appropriate to our specific, mandated (federal legislation has impacted strongly the mission of SAES) and 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 FUTURES, 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 investment of resources, these program initiatives also help align SAES with the five goals of FUTURES. Teams of faculty members are working collaboratively and synergistically both within SAES and across campus around these six initiatives. Pursuant to our efforts in advancing the 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, and the School of Technology. These efforts have meshed extremely well with the key tenets regarding a center-based learning environment in the FUTURES plan. Two SAES major initiatives, in particular, (Biotechnology and Biodiversity; and Agromedicine, Nutrition and Food Safety) lend themselves to broad-based campus involvement, especially in the view of the well established and organized involvement with other universities in these areas the SAES has helped to coordinate.

The figure below gives the schematic organizational structure for SAES.

Organizational Chart
School of Agriculture and Environmental Sciences



B. Progress Toward Key Goals

The School of Agriculture and Environmental Sciences (SAES) focused its efforts on seven goals and is committed to uncompromising excellence through our teaching, research and Extension activities. These key goals, although not mutually exclusive, are:

Goal 1: Develop a strategic plan

Agriculture is a significant part of the heritage – and future – of North Carolina Agricultural and Technical State University. Rather than reacting to change as it comes (a passive approach), SAES must take a proactive stance and look ahead to develop a cohesive vision for the University's preferred future in the food, agricultural and environmental sciences.

We could choose to do this haphazardly or we could choose to do this in a strategic manner. We selected the latter. As part of SAES's visioning and planning initiative, representatives from across the School met regularly to develop a new strategic plan, including revamping our mission and vision statements to better reflect FUTURES. In the Dean's charge to the committee, it was made clear that the plan would not be a dust collector. It will be a working plan. It will be the blueprint that SAES and North Carolina A&T will follow as we move forward. The plan will recognize that North Carolina A&T must be positioned to respond rapidly and effectively to emerging issues that affect the profitability and sustainability of North Carolina agriculture and agribusiness now and in the years ahead. In order for North Carolina, the nation and world to reap the dividends of future opportunities, we invested considerable time in visioning, planning and creating our preferred future.

In the words of management consultant Peter Drucker, "the best way to predict the future is to create it." When the SAES faculty, staff and students understand the nature and magnitude of the change that is occurring, not only in agriculture, but in the rural economy and in higher education, the School can begin to project what the future may hold, what we would like it to be, and what impacts we can make.

A draft of the plan has been completed. The strategic plan is organized around 11 themes: maintaining a responsive learning environment; developing and implementing innovative strategies to improve recruitment, retention and graduation rates; improving minority and environmental health; nurturing healthy populations; promoting international trade and economic development; advancing biotechnology and biodiversity; empowering individuals, families and communities; protecting the environmental and natural resources; ensuring the vitality of small scale agriculture; expanding and diversifying the SAES resource base and public/private support; and using innovative technologies. Nine themes are categorized as content (for example, maintaining a responsive learning

environment and advancing biotechnology and biodiversity), and latter two themes are categorized as process.

During fall 2004, we will share the plan with all faculty, staff, students, selected University administrators, advisory boards and councils within and outside of SAES, and key stakeholders. Through this type of inclusive visioning and planning initiative, we will have the opportunity to develop a shared vision of our preferred future to harness the winds to change. This is not a simple task. It requires a fundamental shift in thinking and thoughtful input from many segments of the agricultural industry, the educational community and other stakeholders. We recognize the stake that these individuals and organizations hold and the invaluable contributions they can make to this process. After receiving this critical input, the plan will be completed by late fall 2004.

Goal 2: Create a responsive learning environment that fosters high quality programs in teaching, research and Extension

The major goal of SAES is 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. Six SAES programs are nationally accredited: Bioenvironmental Engineering, Agricultural Education, Child Development (Birth-Kindergarten), Nutrition-Dietetics, Family and Consumer Sciences Education, and Landscape Architecture.

Instructional technologies have been threaded throughout the curricula and distance learning is becoming an alternative, yet very important, mode of instruction. Hands-on learning experiences, provided by faculty who are in the forefront of research in the food, agricultural and environmental sciences, are greatly facilitated by access to multimedia classrooms and state-of-the-art laboratories.

Student experiential learning and internships are also a vital component 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.

Beginning this fall, all students with a major in the food, agricultural and environmental sciences were strongly encouraged to complete an internship or a cooperative education assignment prior to graduation. This year, 148 students participated in some type of experiential learning opportunity, a 128 percent increase over the 2002-03 academic year. Some of the companies and agencies that afforded SAES students experiential learning opportunities included the Environmental Protection Agency, Natural Resources Conservation Service, the University of Pennsylvania Biomedical Research Program, University of Michigan, Tuskegee Summer Enrichment Program, Archer Elementary School, Staley Child Development Center, Family Support Services of Greater

Greensboro, Merck and Company, Archer Daniels Midland Company, etc. A complete listing is provided in Appendix B3

SAES has more than 10 clubs and organizations for students to become involved in during their college career. Student-run clubs and organizations give participants a chance to develop their leadership skills while re-enforcing classroom learning. American Society of Agricultural Engineers (ASAE), Minorities in Natural Resources and Related Sciences (MANNRS), and the Future Farmers of America (FFA) 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.

College life offers many opportunistic roads for students to pursue – and SAES is no exception. Many SAES students venture down these different roads to compete and put their knowledge to the test in state and national judging and scientific paper events. This year, 46 students attended professional meetings and conferences with faculty. The professional organizations have a strong commitment to student development and to the use of the food, agricultural and environmental sciences as tools for the eradication of societal problems. In addition to their research and analytical skills, the students also improved their communication (oral, written and auditory) and leadership skills.

Finally, the faculties were also involved in a number of development activities to improve their teaching and advising responsibilities. Data from the individual faculty reports reveal that 42 percent of the faculty attended instructional workshops and/or short courses, particularly in technology-mediated methodologies. In addition, 85 percent of our faculty participated in professional conferences - a finding supportive of the idea that our students are exposed to the latest developments and trends in their respective fields.

Goal 3: Integrate teaching, research, and Extension programs

During the 2003-2004 academic year, the SAES faculty continued to conceptually and operationally define the six major interdisciplinary program initiatives while concurrently promoting a collaborative culture of partnerships among academic, research and Extension programs, across disciplines, across the University and with communities, businesses and governmental agencies. Regarding the program initiatives, a team composed of teaching, research and Extension personnel have developed concept papers that explain the breadth of each initiative. Each concept paper includes a description of the initiative and at least three focus areas. Each focus area has sections on needs/current activities, strategies and outcomes. Focusing ostensibly on these program initiatives will allow SAES faculty, staff and students to make significant contributions in strategic areas where the potential for learning, discovery, useful applications and engagement is the greatest.

One way to embellish and integrate teaching, research, and Extension programs is through human resource development and acquisition. To this end, Dr. Anthony Yeboah was named as chairperson of the Department of Agribusiness, Applied Economics and

Agriscience Education; Dr. David Libby was appointed as interim department chairperson of Animal Sciences; Dr. Osei-Agyeman Yeboah was appointed as Interim Director of the International Trade Center; Dr. Sheryl Schrimsher and Dr. Thessalenuere Hinnant- Bernard, respectively, joined the Human Environment and Family Sciences faculty as an assistant professor of Child Development and a housing researcher; Dr. Sherold Hollingsworth joined the Natural Resources and Environmental Design faculty as an assistant professor of landscape architecture; Leon Moses was appointed as Interim Farm Superintendent; and Victor Ofori-Boadu, Tim Foster and Zhongge Lu joined the SAES as research associates/technicians.

Finally, another way to integrate teaching, research, and Extension programs is through joint appointments. This year, the contracts of four faculty members were restructured as joint appointments between research and Extension. One of these faculty members also taught two courses during the academic year.

Goal 4: Improve enrollment, retention and graduation rates

Enrollment in the SAES for fall semester was (671) students, up significantly (10%) from the (609) for the 2002-2003 academic year. The SAES programs with the highest enrollment are child development and laboratory animal science.

Enrollment in the SAES has grown since 1994, although the rate of growth for several years was small and declined in 1999-2000. Enrollment for the current academic year is 84 percent higher than for the 1993-94 academic year and 43 percent higher than for the 1998-99 academic year. This increase is a direct result of increased recruitment efforts and revisions in our programs of study. The continued use of technology in recruitment, and activities such as the Speakers' Bureau, summer pre-college programs, the Industry Recruitment and Retention Advisory Council, the SAES Recruitment and Retention Committee, SAES Alumni Society, programs with K-12 schools, Aggie Nites recruitment activities/receptions, Extension outreach, "Best Practices in Recruitment and Retention Workshop" sponsored by Noel-Levitz (January 2004) and the employment of a full-time student services coordinator (recruitment and retention) have also contributed to enrollment growth. Increases in enrollment will insure the viability of the SAES and its programs.

The enrollment in the SAES' graduate program has increased (16%; N=119 students). The addition of 10, \$12,000 assistantships from state research matching funds made the SAES more competitive in recruiting graduate students. However, the high costs of out-of-state tuition limit our ability to recruit out-of-state graduate students. We plan to increase the monetary value of these assistantships for the 2004-05 academic year.

The average 1-year, 2-year and 3-year retention rates for the SAES (77.6, 66.0, and 61.2) are higher than those for the University (74.9%, 63.4% and 61.2%), while the 4-year retention rate for the School is lower (27.3% vs. 28.5%). See Appendix A3.

The SAES four-year graduation rate for the freshman class of 1999 was identical to that of the University (22.4%). (Appendix A3-A7). However, the SAES is committed to improving this rate. The Department of Animal Sciences has the highest four-year graduation rate (31%) while the Departments of Agribusiness, Applied Economics and Agriscience Education and Human Environment and Family Sciences had the lowest four-year graduation rates (20%). Implementing the departmental retention plans should positively influence this rate.

Goal 5: Support the six interdisciplinary program initiatives by coalesce faculty expertise and monetary resources

In support of FUTURES, the faculty identified interdisciplinary programs focusing on six major initiatives: human and community development; biotechnology and biodiversity; agromedicine, nutrition and food safety; small-scale agriculture; soil and water quality; and international trade and development. These six initiatives emanated from reviews of the national goals of the United States Department of Agriculture, the needs of the State, faculty expertise, interest, and the potential for mutually beneficial partnerships. Teams of faculty from the academic, research, and Extension programs work collaboratively and synergistically to develop these initiatives more fully, and to identify niche areas or “cross-cutting” initiatives that will move North Carolina A&T forward in the 21st Century.

The SAES is very involved in developing the major thrust areas for research at the University. The Associate Dean for Research serves on the Council for Associate/Assistant Deans organized through the Division of Research, and also two SAES researchers serve on the Research Council. As a result, the SAES will co-lead the campus efforts to establish center-based learning efforts in two major thrust areas: (1) Biotechnology, and (2) Agriculture, Energy and Environment.

In support of our major program initiatives, the SAES has been very active in identifying and successfully obtaining competitive funds to conduct research and Extension activities. During the academic year, the grantsmanship of SAES teaching, research, and Extension faculties resulted in slightly more than \$4.5 million in competitive funds, primarily (50%) from USDA. These data, by agency and funding category, are presented in the Appendices C3, C4 and C5.

The SAES receives annual appropriations from United States Department of Agriculture (USDA) for research and Extension activities (\$5.7 million). Hopefully, the General Assembly of North Carolina will match these funds at a rate of 80 percent. Since federal funds have increased very little over the years, there are limited funds for expansion of agricultural research and Cooperative Extension programs; inflation has also reduced the real value of federal allocations. The recent appropriation of state matching funds, however, has helped in this area and has enabled us to broaden our impact on the small-to-medium, and limited-resource producers in the state, subsequently improving the levels of incomes and quality of life for program clientele. In addition, the SAES's

stature in the community was significantly enhanced because its educational, research, Extension and outreach programs were more enabling and empowering for those we serve.

Goal 6: Enhance the capacities and capabilities of the facilities at the University Farm while concurrently re-organizing its administrative, management, and operational structure

The University Farm has long been an integral part of the history and tradition of North Carolina A&T. This 568-acre farm (3136 McConnell Road) is essentially a natural laboratory for students in the food, agricultural and environmental sciences focusing specifically on food animal production and general farm operations geared to the production of forages and pasturage. The University Farm provides unparalleled opportunities to weave threads among the academic, research, and Extension programs in the SAES. These threads or integrative scholarly activities are critically important as the University becomes more engaged with the communities and its constituencies. The research projects supported by the SAES exceed \$1 million dollars.

Past years of neglect and under funding have resulted in several unsightly buildings, old equipment and the lack of a financial support base. Also persistent conversations about the future of the University Farm have negatively impacted attempts to upgrade or expand existing facilities. Consequently, the faculty and staff of the SAES were in a state of uneasiness and uncertainty about the future availability of the University Farm for student development, research and, Extension demonstration purposes.

However, during the 2003-2004 academic year, the University Farm Taskforce chaired by two farm employers, worked hard to develop a comprehensive plan that is fair to the current farm staff, meets the needs of the SAES's teaching, research, and Extension programs as we move forward with our major interdisciplinary program initiatives, addresses the challenges of agriculture in the Piedmont region and the state, and will work efficiently in practice. Most importantly, it not only creates a team, but also provides for teamwork.

We feel strongly that a successful University Farm is integral to and necessary for the SAES success in the future. We are confident that this plan will ensure its success. Though the plan lays out a general structure, effective management will provide an environment where the details that make the difference are paramount. To wit, a new farm superintendent was appointed in February.

In addition to the changes in management and operational procedures, the following purchases and improvements were made: the construction of a \$1.2 million poultry facility; construction of a new farm entrance (\$138,000); the construction of two combination farm office, mechanic shop and equipment sheds (\$527,700); upgraded roads; installation of perimeter and internal fencing; and purchasing approximately \$1 million of equipment. In addition, a 200-hundred horsepower tractor was donated by

Caterpillar (\$132,400) and a grain elevator (\$100,000) was donated by Cargill. Additional purchases and improvements are planned for the 2004-05 academic year.

Finally, the reorganization of the University Farm was essential for greater cost effectiveness in training students at all levels, the desire to produce quality graduates for a highly competitive labor market, and the need to assist small-scale producers in adapting technology needed to increase profitability and enhance sustainability.

Goal 7: “Kick-off our “e-Agriculture” initiative

The age of the digital economy is dawning, and with it, new mechanisms for the SAES to connect with its students and stakeholders. The “e-Agriculture” initiative is an effort by the SAES to demonstrate quite clearly and convincingly that technology applications are essential to the advancement of science in the food, agricultural and environmental disciplines. A second purpose is to document and increase the extent to which faculty, staff and students in SAES use the Internet, instructional, spatial, environmental and biomedical technologies and biotechnologies to improve our performance. Some of the technologies that are currently in SAES’s current portfolio include: the information technologies, computer assisted survey research designs; a number of CAD programs; GIS, genomics, smart classrooms, animal and plant biotechnology, distance education, Blackboard; a television studio; satellite communications; and an on-line degree.

In the Dean’s charge to the “e-agriculture” committee, it was made clear that, similar to the SAES Strategic Plan, the plan would not be a dust collector. It will be a working plan. It will be the blueprint that SAES will follow as we move forward for the next three years. A draft of the “e-Agriculture” plan has been completed. The plan is organized around seven themes: professional development; infrastructure development; content repository; partnerships and collaborations; funding and resource base; e-Extension and implementation and governance.

During the 2004-05 academic year, we will share the plan with all faculty, staff, students, Division of Information Technology and Telecommunications personnel, personnel in the Academy for Teaching and Learning and the Center for Distance Learning, selected University administrators and key stakeholders. Through this type of visioning and planning initiative, we have the opportunity to develop comprehensive electronic agriculture plan that will align the SAES with contemporary teaching and learning technology initiatives that will enhance the intellectual capital for all students and stakeholders within the interdisciplinary learning community for teaching, research and Extension.

After receiving this critical input, the plan will be completed by the summer of 2004. Implementation will follow soon.

Finally, the SAES e-Agriculture initiative is consistent with the national e-Extension initiative to be launched this fall. The goal of the e-Extension initiative is to plan and

implement a national web-based information and education network for current and new Extension clientele. It proposes to expand learning choices and methodologies in support of just-in-time learning by providing coordinated access to land-grant university expertise.

C. Most Significant Accomplishments

1. Learning

a. Innovations in pedagogy implemented including the use of information and instructional technology

Innovations in pedagogy pervade SAES. Instruction in the four academic departments is geared toward facilitating optimal learning goals. The SAES faculties are to be commended for significant progress in the use of state-of-the-art technology in teaching, research, and Extension/outreach. SAES faculties continue to utilize a broad array of methods in instruction, including lectures, field trips, demonstrations, discussion groups, seminars, case studies, individual and group projects, term projects, laboratories, assignments, quizzes, 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 and web-based learning interactive activities that motivate and enhance learning. To date, the SAES faculty have developed 11 on-line classes and seven other courses are being developed. SAES is committed to ensuring that all its graduates are computer literate and engage frequently in functional computing. Emphasis is placed on word processing, spreadsheets, database management, presentation graphics, statistics and a number of CAD programs. One of the most significant improvements in instructional delivery is the development of “Smart Classrooms” in three of our primary instructional buildings, Benbow Hall, Carver Hall, and Webb Hall. These smart class rooms are the first of their kind on campus. This “Smart” technology includes interactive whiteboards, multimedia, cabinets, and software that facilitate meetings, teaching and training. More recently, a faculty grant has enabled the creation of a Bioinformatics Learning Laboratory in Webb Hall for use by students, faculty and staff. This laboratory has greatly improved both the learning environment and research capacity in the School.

b. Accreditation/licensure reviews

Six of the 13 SAES major programs - Child Development (B-K), Family and Consumer Science Education, Nutrition and Dietetics, Agricultural Education, Landscape Architecture, and Bioenvironmental Engineering - are nationally accredited. These programs have been reviewed rigorously and the accrediting bodies affirmed their reaccreditation. Receiving accreditation means that these programs meet high academic standards and are adequately positioned for the next five years. Although there are no accrediting bodies for the remaining seven programs, the animal sciences and agricultural economics departments requested and received a comprehensive USDA/Cooperative State Research, Education

and Extension Service review during the fall semesters 2002 and 2003, respectively. Both programs received favorable reviews, and action steps are underway to implement the recommendations and suggestions for improvement. Also noteworthy is the fact that the Department of Agribusiness, Applied Economics and Agriscience Education and the Department of Natural Resources and Environmental Sciences underwent their five year self-assessment. It should be noted that a number of SAES faculty members are State and National Certified Professionals. This certified faculty has credibility in their profession as well as the community and certainly adds prestige to their respective, departments, SAES and the University.

Finally, the Council for Accreditation of the American Association of Family and Consumer Sciences will be conducting a site visit sometime during the 2004-05 academic year to evaluate the six program areas in the Department of Human Environment and Family Sciences. A Self-Evaluation Report was submitted in February 2004. We are confident that we have met or exceeded the standards and criteria as outlined, and look forward to receiving the reaffirmation of our accreditation for another 10 years.

c. Facilities updates

Funds from the USDA 1890 Facilities Grant program were used to complete a 4,000 square foot greenhouse that will have all the latest high-tech, state-of-the-art equipment including computerized environmental controls to greatly enhance the SAES's capacities for horticultural research. Facilities funds were also used to refurbish a number of offices and rooms occupied by SAES faculty. Specifically, faculty offices in Carver and Webb halls were renovated, new carpet installed and furniture purchased. Additionally, computers, scanners, LC/MS equipment, computer projectors, and a rain simulator were purchased for faculty in the Department of Natural Resources and Environmental Design. A Bioinformatics Learning Laboratory is fully operational and is located in Webb Hall - Room 207. Two additional "smart classrooms," located in Benbow Hall and Webb Hall, were completely refurbished and will be operational once a number of electrical and security issues are resolved.

In Carver Hall, a few offices have been retrofitted with air conditioning units and blackboards and marker boards were ordered for two classrooms. Major renovations are also underway at the C. H. Moore Agricultural Research Station. The building is literally being improved from top (new insulation in the attic or better control of the buildings' humidity) to bottom (steel beams for structural reinforcement) and everything in between (new carpet, painting, room modifications, etc). At the University Farm, the following purchases and improvements were made: the construction of a \$1.2 million poultry facility; construction of a new farm entrance (\$138,000); the construction of two combination "farm office, mechanic shop and equipment sheds" (\$527,700); upgraded roads; installation of perimeter and internal fencing; and purchase of approximately \$1 million of equipment. In addition, a 200-horsepower tractor was donated by Caterpillar (\$132,400) and a grain elevator (\$100,000) was donated by Cargill.

d. Faculty awards and promotions

The SAES talented and dedicated faculty has been recognized with a number of awards for excellence in teaching, research, Extension and professional service. Alton Thompson is currently serving as vice-president of the Rural Sociological Society and was appointed to the Agricultural Hall of Fame Board for the State of North Carolina. Marcus Comer received his teacher's certification for the State of North Carolina. Donald McDowell was elected vice-president of the Association of Social and Behavioral Scientists, Inc. Eight faculty members were inducted into The Honor Society of Phi Kappa Phi (Mohamed Ahmedna Salam Ibrahim, Omoanghe Isikhuemhen, Donald McDowell, M. Ray McKinnie, Ellen Smoak, Robert Williamson and Mulumebet Worku). Salam Ibrahim received the 2003-04 University Award for Outstanding Young Investigator and G. B. Reddy received the University's Senior Research Award. Ipek Goktepe was the recipient of the 2004 Gamma Sigma Delta Award of Excellence in Research and Benjamin Gray received the Gamma Sigma Delta Award of Excellence in Teaching. The SAES first Advisor of the Year Award was presented to Tracy Hanner. Perry Howard received the Teacher of the Year Award for the SAES. Abolghasem Shahbazi received the North Carolina Sustainable Energy Association Service Award. The tenure and promotion packages for Antoine Alston and Mulumebet were approved by the SAES and submitted to the University for consideration. Anthony Yeboah received an Award of Honor for "Long Term Contribution to the 1890 Land Grant Mission of Teaching, Research and Service" during the Professional Agriculture Workers Conference held at Tuskegee University. Mulumebet Worku and Abolghasem Shahbazi were two of five University faculty highlighted in *A&T Today* for their outstanding research accomplishments. Additional awards and recognitions are listed in Appendix C2.

e. Students honors/scholarships/fellowships

There are many talented SAES students who continue to exemplify leadership and excel in a number of areas. SAES students have received many honors, lead student organizations, chaired fund-raising activities, helped with recruitment and retention, conducted and presented research findings at professional meetings, served on department, school and University committees and community boards, and served as peer advisors. Two of the four students at the University who graduated with a 4.0 GPA were SAES students, Brandi Barrett, an Agricultural Education major, and Howard Conyers, a Bioenvironmental Engineering major. Dr. Ruby Murchison received the award for the Student Teacher of the Year at the University and the Director's Award for Most Outstanding Student Teacher for the Spring Semester.

The Agricultural Research Program annually employs undergraduate and graduate students to assist with the research funded through the Evans-Allen Program. A total of 81 students were involved during the 2003-2004 academic year for a total expenditure of \$520,734.

In March 2004, the University held its Honor's Day Convocation and recognized all students with a 3.0 GPA or better. This year, 154 (28%) of the 552 SAES undergraduate students were recognized and honored. Moreover, of this student enrollment, almost 50 percent have received some type of award, scholarship, or honor (see Appendix B1). Fifty-eight students received a scholarship, a number limited by the scarcity of scholarship funds. In addition, 35 students were inducted into one of the four honor organizations/societies in the SAES (Gamma Sigma Delta, Kappa Omicron Nu, Alpha Tau Alpha, and Alpha Lambda Delta). Twenty-nine SAES students received the Waste Management certificate. In April 2004, SAES held its second Student Awards and Recognition Banquet to honor and recognize the accomplishments of students. Thirty-eight students were recognized during this well-attended event.

During the 2003-04 academic year, 94 students received the B.S. degree and 39 graduate students received the M.S. degree (see Appendix B4). It is noteworthy that 33 (35%) of the undergraduates graduated with honors.

Major employers of students

Provided in Appendix B2 is a detailed listing of the placement of 50 undergraduate and 26 graduate students who completed one of the 13 degree programs in SAES during the 2003-04 academic year. Approximately, one-third of the undergraduate students indicated that they were enrolling in Master of Science programs. Another one-third found employment in the public sector, while the remaining one third was either employed in the private sector or searching for employment. Over 95% of the graduate students found jobs, almost evenly split between the public and private sectors. Surprisingly, only two of the 26 graduate students were planning to enroll in doctoral or professional degree programs. For the most part, those SAES students who have gained employment will be working in areas that coincide with their training in the food, agricultural and environmental industries.

Internships and coops

Beginning with the fall 2003 freshmen class, experiential learning is required in each of the SAES program areas. Each student must complete an internship, co-op or field experience before graduating. Thus the number of students involved in experiential learning activities has increased. Fifty-nine students participated in some type of internship or co-operative education program while 76 students were engaged in field experience internships, representing a 128 percent increase in internship activities (see Appendix B3). As the SAES continues to develop more partnerships with the private and public sectors, the number and diversity of internships and cooperative education assignments will continue to increase appreciably. Similar to last year, most of the student internships were with federal agencies and educational institutions. Although a few students continue to work in middle-level management positions in private agencies, the number of opportunities due to the declining economy is still difficult to find (see Appendix B3).

f. Alumni and employer feedback

While the SAES did not conduct a formal survey to obtain feedback from alumni, public and private representatives, and supporters of the institution, informal discussions were often held during special events. For instance, a roundtable discussion session was held during SAES Career Expo with industry and governmental representatives at the SAES Faculty-Industry Breakfast. Also during departmental advisory boards meetings, opportunity for feedback is a standard part of the program. Additionally, as the SAES Development Officer, LaDaniel Gatling, traveled to different companies and agencies, he often brings back a number of recommendations to improve our programs.

Employers speak very highly and favorably of the performances of our students who are serving as interns and/or as full time employees. Undoubtedly, these positive perceptions have contributed to the increasing demand for students graduating from our programs. These findings coincide with the findings of a survey conducted by the Department of Agribusiness, Applied Economics and Agriscience Education. The respondents of their survey indicated that the overall intellectual environment of the program was excellent as was the curriculum. Accessibility of the faculty was ranked “excellent.” And job performance of graduates was evaluated as “above average” by employers. The SAES Alumni Society continue to play a significant role in providing feedback to embellish our programs while regularly planning marketing and recruitment activities and providing financial support for our students and events planned by the School.

g. Summary of student opinion form ratings

Appendix B6 contains the opinion data of students for courses taught by the faculty in the SAES for the past two academic years. The overall ranking of the SAES is the same as for the University faculty (4.3) – the same as last year. The student ratings of SAES faculty are somewhat variable in that some faculty members have very high ratings whereas some faculty members have low ratings. During the fall semester 2003, of 55 faculty/instructors, only two had a mean score of less than 3.5. Of the 101 courses evaluated, 54 (53%) received a mean ranking of 4.5 or higher. Only 11 (11%) of the courses received a mean ranking of less than 4.0. In an effort to increase the quality of our teaching for those below 4.0, as well as to increase the SAES overall rating, department chairpersons have discussed the results with each faculty member and offered suggestions and support for improvements. Moreover, peer evaluations and related feedback are being used to improve instructional performance.

2. Discovery

a. New research awards

The SAES faculty was very active and successful in the area of new research awards. Ninety (90) proposals were submitted and 50 received funding (see Appendices C3, C4

and C5), a success rate of 56 percent. These funded proposals resulted in \$4,486,389 additional funding to support ongoing research, teaching and, Extension activities. Of the total amount of competitive funds received, \$535,259 (10%) were for instructional purposes, \$3,909,267 (87%) were for research, \$41,864 (8%) was for Extension/public service and “other” activities (see Appendix C4). The United States Department of Agriculture was SAES’s chief grantor, providing 50 percent of the funding (see Appendix C3).

b. Scholarly productivity

The faculty was equally productive in terms of scholarly productivity. The data in Appendix C7 show that the faculty published three (3) books, seven (7) book chapters, 53 refereed journal articles, and 48 other articles. In addition, the faculty was engaged in 317 public service performances and 127 public exhibits. Paper presentations and public speaking at professional conferences, workshops and symposia are commendable. Given the size of the faculty and the teaching load (2-5 class per semester), the overall faculty performance is admirable. Although these accomplishments are significant, due to increased enrollment, plans have been implemented to increase the number of faculty, which should positively impact scholarly productivity.

c. Professional growth and development—faculty and staff

The professional growth and development of the faculty and staff in the SAES are noteworthy. The SAES faculty is nationally and internationally recognized for their teaching, research, and Extension activities. In order to maintain our competitive edge, professional growth and development for SAES’s most valuable resource, faculty and staff, must continue as reflected most succinctly by the data summarized in Appendix C7 and C8. SAES faculty participated in 19 short courses (GIS, SMART, Blackboard, SIS Plus, Web for faculty, Proposal Writing, Recruitment and Retention, etc.), 157 professional meetings, and 143 workshops and conferences. In addition, 1,246 papers and posters were presented and 67 other professional activities were undertaken. SAES faculty and staff are encouraged and supported to take advantage of professional development opportunities and to become life-long learners. This is crucial for the long-term success of the SAES, especially in view of the rapidly growing knowledge-base economy. Although not reported in the appendix, but available in the departmental annual reports, the staff has also taken a number of short courses (accounting and budgeting, planning, word processing, excel, spreadsheet applications, database management, procurement, purchasing, demographic analysis, GIS, etc.) for their continued profession growth and development. The staff also actively participated in the staff senate forum. For instance, Sharon Mitchell, was responsible for conducting the Staff Senate election in March 2004. The staff and technicians have also attended and participate in a number of professional conferences. It would be remiss not to point out that Ms. Darlene Primas, Program Assistant for the Landscape Architecture Program, received the B.S. degree in Marketing at the spring commencement.

3. Engagement

a. Outreach and access activities

Specific details of outreach activities by the faculty and staff are listed in Appendix D. Participation in these activities has not only help market the programs in the SAES, but made the community aware of the resources and faculty expertise accessible at the university. Such activities included: serving as extemporaneous public speakers, proposal reviews, serving as external examiners for other institutions, working with elementary and high school students on science projects, fund raising for a variety of non-profit organizations, appointed to committees in community organizations and churches, purchased school supplies for children of Rockingham County Pillowtex families, showcasing our pet-on-wheels programs, participating as science fair judges at local schools, conducting informational seminars/workshop for area high schools and community groups, demonstration of ag-biotechnology crops at University Farm, conducting tours of our research laboratories and at the University Farm, field days at the University Farm and collaborating with community colleges on articulation agreements. Additionally, high school students were exposed to scientific research during the summer months, through the Institute of Future Agricultural Leaders (IFAL), and the Research Apprenticeship Program (RAP). The professional outreach activities of the faculty are second-to-none. The faculty has been heavily involved in recruitment, advising, public speaking, reviewers of scientific papers and manuscripts, demonstration projects, and serving on a variety of state and national committees. Examples of these are well documented in the departmental annual reports. The Extension/outreach arm of the School had an exceptional year. It continues to put “knowledge to work” for the citizens of North Carolina through the expertise of its 40 county-based team members, located in 59 of the 101 Cooperative Extension Centers. Its five priority areas (Enhancing Agriculture, Forest and Food System; Developing Responsive Youth; Strengthening and Sustaining Families; Conserving and Improving the Environment and Natural Resources; and Building Quality Communities) have helped to improve the quality of life for thousands of North Carolinians. Examples of these exemplary programs are well documented in a publication entitled, “Solutions for North Carolina: Look at the Faces and Programs of Today’s Cooperative Extension.” This document is available in print, CD and on the internet. This quality of these three media has been nationally recognized by USDA as one of the best impact documents in the nation.

b. New collaborations/partnerships

In support of FUTURES, the SAES faculties continue to focus on research which addresses the six interdisciplinary and multidisciplinary initiatives that adhere to state and national needs, and have significant potential for establishing reciprocating and equitable partnerships with communities, businesses, and governmental agencies. Pursuant to our efforts in advancing activities in the six initiatives, the SAES faculty members have initiated collaborations with faculty members in each of the seven

Schools/Colleges at the University.

The SAES faculties also collaborated in the development of various initiatives designed to have a positive impact upon the intellectual capital of the state and nation citizens. A few of these initiative includes the On-line 2+2 Licensure Program in Agricultural Education, North Carolina A&T State University-North Carolina State University Master's Collaboration, a 2+2 Articulation Agreement in Horticulture with 10 community colleges, Center for Entrepreneurship and e-Business, the Peace Corps Masters International Program, USDS/Agriculture Research Service Trainee Program, MERCK, National Academic Consortium for Homeland Security, National Center for Biotechnology Information, North Carolina Biotechnology Center, TransTech Parma, Inc. Pharmaceutical Project, Caterpillar Inc., Community Voices, 4-H Mini-Society Project, and Down-to-Earth, to name a few. Also, the SAES has sponsored biotechnology, agromedicine, genomics symposia, conferences, workshops and field days showcasing collaborative research environmental biotechnology activities at the University Farm.

SAES faculty are also collaborating with a number of state universities, including Fort Valley State University, Alabama A&M University, North Carolina State University, East Carolina University, Cornell University, Virginia Polytechnic and State University, Purdue University, Tuskegee University, University of Maryland at Eastern-Shore, University of North Carolina at Greensboro, Duke University, Ohio State University, University of Illinois and a university in Israel. SAES faculties are exploring ways to team-teach courses with the intention of enhancing instruction, and increasing collaboration among faculty. This will eliminate duplication of effort and improve resource utilization.

In recognizing the valuable contributions that residents in local communities across the state can make to assist the Cooperation Extension Program in realizing its mission, vision, and goals, a 21-member Strategic Planning Council (SPC) was formed. The SPC, chaired by Ms. Laree Cherry, serves in an advisory capacity for planning and coordinating Extension's educational programming, and it supports the Extension Program (and Agricultural Research Program) by articulating its needs and by publicizing its resources and success stories.

Finally, SAES encourages and supports faculty participation at professional meetings, symposia, workshops and conferences as networking opportunities. The SAES continues to seek establishing new collaborations with sister units at state, national, and international levels. For instance, each semester, the College/School of Agriculture administrators from North Carolina A&T and North Carolina State meet to discuss and share current activities at the respective institutions and confer on more collaborative ventures.

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

The SAES continue to support and encourage student membership and participation in activities and organizations designed to embellish their experiential learning and develop their leadership skills while re-enforcing classroom learning. As members of professional student clubs/organizations, students have presented papers and participated in related student competitive activities (quiz bowl, posters, etc.). Some specific, examples of activities include the pet-on-wheel, students take animals and instructional material to local schools, dog-washes (students wash and clean animals for the community), field trips as experiential leaning activity (zoological garden, Harris Teeter Warehouse, Piedmont Triad Farmers Market, Gamma Sigma Delta Student Research/Project Showcase of Excellence, etc.) clubs raise money to feeding the hungry, assist with community projects, conduct food drives, participate in crop/aids walk, adopting a needy family, Rocky Mount downtown revitalization, Martin L. King, Jr. community service day, etc. Many of these activities are supported by students who are members of various SAES clubs/organizations, such as Minorities in Agriculture, Natural Resources and Related Sciences (MANNRS), National Agri-Marketing Association (NAMA), Gamma Sigma Delta, Agricultural Education Club, Collegiate FFA, Pre Vet Club, Association for Childhood Education International, Dietetics Club, American Society of Agricultural Engineers, Alpha Tau Alpha, Alpha Lambda Delta, Earth and Environmental Science Club, Agricultural and Biosystems Engineering Club, and Landscape Architecture Club. Students have been also been involved in other activities, such as, Student Research Showcase of Excellence, SAES Student Award Banquet and Career Expo 2004 (more than 40 exhibitors participated in the Career Expo). The 12 member SAES Student Advisory Council continue to meet once a semester. The chief purpose of their meetings is to advise the Dean on ways to enhance the SAES learning environment and to recognize and respond to diverse student needs.

Not only does the SAES have a plethora of talented student scientists, we also have a plethora of talented student artists. A project competed by four students in the Landscape Architecture Program (Richard Wagner of Greensboro, Mike Felock of upstate New York, Jameka Kelly of Bermuda and Tony Mooney of Hampton, VA) was selected as one of four finalists in the Walt Disney Imagineering 2003 Imagi-Nations Design Competition. The other finalists were Georgia Tech, California Polytechnic State University in San Luis Obispo, and a Canadian university. These landscape students visited Disneyland in Anaheim and the Disney Imagineering studios in nearby Glendale and made final pitches to judges. Disney paid all expenses. Not only did they capture second place for their hypothetical theme park, “Mirijato Cultural Gardens,” three of them also landed paid internships with the Disney. This illustrates the strength of our landscape architecture program, one of two in North Carolina (the other is at N.C. State) and first in the nation to be accredited at a historically black university. In addition, the work of the landscape architecture students was published in three different volumes of the *Carolina Gardner*.

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

The SAES staff has a very important role in the student learning/training processes.

Program and office assistants and technical staff assist students as needed (professionally and personally). They also direct students to relevant offices, apprise them of university policies and programs, remind them of deadlines and assist faculty in the discharge of their day-to-day responsibilities. Laboratory technical staff is part and parcel of the student training process as they are invaluable in laboratory experiential training of undergraduate and graduate students. They assist faculty in preparing research presentations and scientific articles. The staff is encouraged to participate in all meaningful training workshops that will enhance their productivity. Such workshops have included, On-line Purchasing, Budgeting and Financing, Salary Administration, SIS PLUS, Excel, Web for Faculty, FERPA, “Blueprints for Coaching Optimal Performance,” to name a few. Finally, upon the realization that the success of the programs and activities depends on the entire SAES family, the support staff meets annually with the Dean. He apprises them of the programmatic directions of the SAES, and encourages them to make recommendations to ensure a productive and responsive working environment.

At the SAES Student Awards and Recognition, Ron Fisher, Agricultural Communications and Technology, received the “SPA/EPA-Nonteaching Employee of the Year Award for outstanding videography. In addition, the Agricultural Communications & Technology Unit and the University Farm Improvement Task Force received SAES Collaboration Awards, and Mike Bratcher and Lalit Rainey (Agricultural Communications & Technology) were selected to join the Information Technology Program Committee of the Southern Region Program Leadership Network.

D. Goals for the Upcoming Academic Year

As North Carolina A&T moves rapidly towards the actualization of the FUTURES’s 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 2004-2005 include the following:

1. Finalize the SAES strategic plan
2. Create a responsive learning environment that fosters high quality programs in teaching, research, and Extension
3. Increase enrollment, retention and graduation rates for undergraduate and graduate students by five percent
4. Establish a corporate advisory board
5. Continue to support an interdisciplinary approach to programming for the six major interdisciplinary program initiatives: human and community development;

- biotechnology and biodiversity; agromedicine, nutrition and food safety; small-scale agriculture; soil and water quality; and international trade and development.
6. Acquire a USDA national technology support center that focuses on conservation program and activities, animal waste utilization technology, soil quality, technology transfer, and the social sciences
 7. Continue to develop the SAES “*e-Agriculture*” Initiative
 8. Continue to enhance the capacities and capabilities of the facilities at the University Farm
 9. Serve as a host for three national conferences

A. Relations to FUTURES

The goals for SAES for the 2003-04 academic year operate at the forefront and within the milieu of the FUTURES activities. Specifically, the School will continue its efforts to establish center-based learning efforts in the two areas mentioned in Goal 4 above [(1) Biotechnology and Biodiversity, and (2) Agromedicine, Nutrition, and Food Safety].

B. Key Indicators of Progress

Prior to providing the key indicators of progress for each of the seven SAES goals for the 2002-2003 academic year and in order to indicate more fully the correlation of these goals with FUTURES, the goals of FUTURES are listed below:

FUTURES Goals

I. Benchmarking/Assessment: The FUTURES Planning and Resource Council will establish and ensure an interdisciplinary University focus that mandates high quality and continued competitiveness and effectively involves global strategic partners in the marketing and delivery of programs and operations.

II. Interdisciplinary Programs and Centers: Deliver visionary and distinctive interdisciplinary academic studies, research, and service and include global collaborations and partnerships as part of the learning experience.

III. Responsive Learning Environment: Create a responsive learning environment that utilizes an efficiently integrated administrative support system to foster high quality programs, research, and collegial interactions, and effectively disseminates consistent information to University stakeholders.

IV. Responsive Student Services: Provides easily accessible high quality student services in an enhanced learning environment that recognizes and responds to diverse student needs.

V. Enhanced and Diversified Resources: Enhance and diversify the University's resource base through effective fundraising and entrepreneurial initiatives.

SAES Goals

Goal 1: Finalize the SAES Strategic Plan: Key indicator of progress will be the development of the plan. **{FUTURES Goal II}**

Goal 2: 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, knowledge and skills. **{FUTURES Goal III}**

Goal 3: Increase Enrollment, Retention, and Graduation Rates: Key indicators of progress will be to increase the new freshmen and transfer students each year by five percent and increase the retention of admitted students by three percent. **{FUTURES Goal IV}**

Goal 4: SAES Major Interdisciplinary Program Initiatives: Key indicators of progress will be the number of faculty members that commit to these initiatives, the number of meetings, development of a steering committee, the number of corporate, private, state and federal partners, the number of proposal submissions and funded proposals, and development of concept papers. **{FUTURES Goals II, III}**

Goal 5: Establish a corporate advisory board: Key indicator of progress is the corporate board being established. **{FUTURES Goal V}**

Goal 6: Acquire a USDA National Technology Support Center: Key indicator of progress is the acquisition of the technology support center funded by USDA. **{FUTURES Goals II}**

Goal 7: “e-Agriculture”: Key indicators of progress will be to increase the extent to which SAES faculty, students and staff use the Internet, instructional, spatial, environmental, and biomedical technologies and biotechnologies to improve our performance. The academic, research, and Extension programs as well as the services to

our students and other stakeholders will be impacted in this initiative. SAES will become a participant and a provider in “learning communities” in the state, nation and the world. This initiative will help us to improve our performance efficiency and lower the digital divide in our communities. **{FUTURES Goals III, IV}**

Goal 8: Enhance the Capacities and Capabilities at the University Farm: Key indicators of progress will be the number of facilities that are constructed, renovations, the implementation of security and biosecurity measures, the number of research and Extension demonstration projects, the management changes, and the changes in farm operations. **{FUTURES Goal III}**

Goal 9: Host three national conferences: Key indicators of progress will be whether or not we host three national conferences associated with USDA: National Conference for Diversity; Administrators’ Conference and the National Small Farm Conference. **{FUTURES Goal II}**

APPENDIX A

Student Enrollment Management Data Appendix A1

Enrollment by Class and Semester (Fall '92 – Spring '04) School of Agricultural and Environmental Sciences

Term	Undergraduate	Graduate	Total
Fall '92	261	70	331
Spring '93	253	84	337
Fall '93	285	81	366
Spring '94	284	69	353
Fall '94	306	71	377
Spring '95	313	68	381
Fall '95	362	65	427
Spring '96	362	65	427
Fall '96	414	73	487
Spring '97	470	74	484
Fall '97	410	83	493
Fall '98	422	76	498
Fall '99	401	69	470
Fall 2000	409	79	488
Spring 2001	407	79	486
Fall 2001	434	92	526
Spring 2002	414	101	515
Fall 2002	507	102	609
Spring 2003	483	111	594
Fall 2003	552	119	671
Spring 2004	531	108	639

Appendix A2

Enrollment by Departments, Fall 2000 Fall 2003 School of Agricultural and Environmental Sciences

Department	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Agribusiness, Applied Econ. And Agriscience Education	70	74	91	100
Animal Sciences	121	130	152	180
Human Environment & Family Science	178	227	250	296
Natural Resources & Environmental Design	119	95	116	95
Total	470	488	609	671

Appendix A3

Retention and Graduation Rates (1995-2002) School of Agriculture and Environmental Sciences

Retention & Graduation at North Carolina A&T

AGRICULTURE, (School Total)

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1995	66	81.8	74.2	68.2	27.3	10.6	4.5	3.0					1.5	37.9	53.0	56.1	56.1	57.6
1996	85	76.5	70.6	62.4	30.6	7.1	1.2	4.7					25.9	37.6	40.0	40.0		
1997	58	86.2	75.9	72.4	34.5	10.3	5.2						37.9	56.9	58.6			
1998	69	76.8	60.9	56.5	23.2	4.3							30.4	40.6				
1999	67	73.1	56.7	46.3	20.9								22.4					
2000	72	77.8	63.9	61.1														
2001	74	70.3	59.5															
2002	122	77.9																

Appendix A4

Retention and Graduation Rates (1995-2002) Department of Agribusiness, Applied Economics and Agriscience Education

Retention & Graduation at North Carolina A&T

AGRICULTURE, AGRIBUSINESS, APPLIED ECON & AGRISCIENCE ED

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1995	17	70.6	70.6	52.9	29.4	5.9	5.9						5.9	29.4	47.1	47.1	47.1	47.1
1996	12	83.3	58.3	50.0	25.0			8.3					25.0	33.3	41.7	41.7		
1997	7	100.0	85.7	85.7	42.9								42.9	71.4	71.4			
1998	4	50.0	50.0	25.0									25.0	25.0				
1999	10	70.0	60.0	40.0	20.0								20.0					
2000	7	85.7	85.7	85.7														
2001	7	85.7	85.7															
2002	13	84.6																

Appendix A5

Retention and Graduation Rates (1995-2002) Department of Animal Sciences

Retention & Graduation at North Carolina A&T

AGRICULTURE, ANIMAL SCIENCES

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1995	17	88.2	70.6	82.4	5.9								64.7	70.6	70.6	70.6	70.6	
1996	31	71.0	64.5	54.8	29.0	6.5							22.6	32.3	32.3	32.3		
1997	23	82.6	73.9	69.6	21.7	4.3	4.3						43.5	56.5	56.5			
1998	25	80.0	64.0	64.0	12.0	4.0							48.0	52.0				
1999	29	75.9	69.0	55.2	17.2								31.0					
2000	28	64.3	42.9	53.6														
2001	25	84.0	68.0															
2002	46	78.3																

Appendix A6
Retention and Graduation Rates (1995-2002)
Department of Human Environment & Family Sciences

Retention & Graduation at North Carolina A&T

AGRICULTURE, HUMAN ENVI & FAMILY SCIENCES

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1995	16	81.3	62.5	62.5	25.0	12.5	6.3	6.3						37.5	56.3	56.3	56.3	62.5
1996	18	72.2	83.3	72.2	38.9	16.7	5.6	11.1						27.8	44.4	50.0	50.0	
1997	17	88.2	76.5	76.5	41.2	5.9								35.3	64.7	64.7		
1998	26	92.3	65.4	65.4	34.6	3.8								30.8	46.2			
1999	20	75.0	50.0	45.0	25.0									20.0				
2000	29	86.2	75.9	58.6														
2001	34	58.8	47.1															
2002	43	79.1																

Appendix A7
Retention and Graduation Rates (1995-2002)
Department of Natural Resources and Environmental Design

Retention & Graduation at North Carolina A&T

AGRICULTURE, NAT RESOURCES & ENVI DESIGN

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1995	16	87.5	93.8	75.0	50.0	25.0	6.3	6.3						18.8	37.5	50.0	50.0	50.0
1996	24	83.3	75.0	70.8	29.2	4.2		4.2						29.2	41.7	41.7	41.7	
1997	11	81.8	72.7	63.6	45.5	36.4	18.2							27.3	36.4	45.5		
1998	14	50.0	50.0	35.7	28.6	7.1								14.3				
1999	8	62.5	25.0	25.0	25.0													
2000	8	87.5	75.0	75.0														
2001	8	62.5	62.5															
2002	20	70.0																

Appendix A8

Student Credit Hours Generated by Program

Department	Fall 2003	Spring 2004
Agribusiness	536	408
Animal Sciences	1,145	1,058
Human Environment	2,192	2,485
Natural Resources	1,906	2,116
TOTAL	5,779	6,067

Appendix B
Student Activity Data

Appendix B1

Awards/Scholarships/Fellowships/Honors By Department School of Agriculture and Environmental Sciences

Item	Agribusiness	Animal Science	Human Environment	Natural Resources	SAES
Awards	7	16	16	14	53
Scholarships	4	15	9	30	58
Fellowships	0	0	0	0	0
Honors	36	80	26	48	190
TOTAL	47	111	51	92	301

Appendix B2

Placement of Graduates by Departments School of Agricultural and Environmental Sciences

Name	Company / Graduate School
<u>Agribusiness</u>	
Undergraduate Students	
Brantlee Clontz	NC A&T State University – Grad School
Marshay Privott	NC A&T State University – Grad School
Brandi Barrett	NC A&T State University – Grad School
Jarrett Elliot	NC A&T State University – Grad School
Shameka Freeman	NC A&T State University – Grad School
Levi Walker II	NC A&T State University – International Trade Center
Barrin Davis	NC A&T State University – Grad School
Graduate Students	
Desmond Thompson	Vance County Schools
Cory Crossen	Washington County Schools
Tiffany Hughes	No placement
Jasma Johnson	NC Dept of Transportation
Shamequeer Barnhill	Brown and Williamson Corporation
Cormanica Crutchfield	AT&T
Johnnie Westbrook	Purdue University – Ph.D. AGED
Will Strader	Strader Family Farms
Celeste Morehead	UNC Chapel Hill Research Division
Jerilyn Shaw	UNC Chapel Hill Research Division
MacArthur Mitchell	No Placement
Michelle McCallum	EPA – Raleigh, NC
Gu Feng	UNC – Chapel Hill – Grad School
Osman A. Osman	Government of Sudan
<u>Animal Sciences</u>	
Undergraduate Students	
Kelly Barker	Tuskegee Summer Program
Crystal Bowers	Graduate School/N.C. A&T State Univ.
Eboni N. Byrd	Research Technician, SAES
Tricia Davis	Bowman Gray, Winston-Salem, NC
Gwendolyn Deavers	NCSU Veterinary School, Raleigh, NC
Martinique C. Free	Private Sector
Diarra Greene-Pendelton	Private Sector
Kwaku Gyenai	Virginia Polytechnic M.S./Ph.D.,
Dawn Hampton	Private Sector
Dana M. Jones	Private Sector

Appendix B2(cont.)

Placement of Graduates by Departments School of Agricultural and Environmental Sciences

Name	Company / Graduate School
<u>Animal Sciences</u>	
Kerry M. Kaylor	Private Sector
Rebecca Lewallen	Private Sector
Amanda P. Lowe	Private Sector
Jessica McClanahan	Tuskegee Veterinary School, Tuskegee,
Alicia McCormick	Private Sector
Darrell E. O'Neill	Tuskegee Veterinary School, Tuskegee,
Cherika Ponds	Tuskegee Veterinary School, Tuskegee
Sheea L. White	Private Sector
Doug Wiggers, Jr.	USAF ROTC Instructor/N.C. A&T SU
Graduate Students	
Zaki Abdulrahman	Private Sector
<u>Human Environment and Family Sciences</u>	
Undergraduate Students	
Shyrese Robinson	YWCA/YMCA, Greensboro, NC
Kaleena Clarkson	Graduate School, Georgia State University
Terri Montgomery	Wachovia Bank, Winston-Salem, NC
Shirley Campbell	Child Care Center Director (Laurinburg, NC)
Kalisha Simpson	Falkener Elementary School, Greensboro, NC
Christyn Meekins	Pisgah Church Facility, Greensboro, NC
Deanna Odom	NCA&T State University Child Development Laboratory
Marzell Parker	Group Home, Greensboro, NC
Christina Richardson	Pre-School Teacher in Guilford County, Greensboro, NC
Niya Robinson	Roanoke Rapids, NC School System
Anita Towns	Head Start of Guilford County, Greensboro, NC
Ashlee Withers	Pre-Kindergarten Teacher, Greensboro, NC
Christina Pittman	Pre-School Teacher, Raleigh, NC
Frances Nixon	Pre-School Teacher, Raleigh, NC
Tiffany Moore	Family Advocate-Staley Head Start Child Development Center, High Point, NC
Krishawn Bynum	Interviewing at Child Care Program - Duke University
Dwynna Hall	Commissioned
Maecki Rodriguez	Unemployed
Shannon Pierce	Unemployed
Michael Mittman	Unemployed

Appendix B2(cont.)

Placement of Graduates by Departments School of Agricultural and Environmental Sciences

Name	Company / Graduate School
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Human Environment and Family Sciences

Graduate Students

Abduaziz M. Al-Abdulkaim	General Organization for Technical Education (Saudi Arabia)
Corrie Stowe	NCA&T State University
Santosh R. Dharmavaram	Miller Brewing Company, Eden, NC
Osman Hassan	NCA&T State University
Kermit Wilson	Forsyth County School System, Winston-Salem, NC
Ta'Monica Wright	Cabarrus Health Alliance, Kannapolis, NC
Nicole D. Alston	Kindred Healthcare, Burlington, NC
Corrie Stowe	Dietetic Internship Program, East Carolina University,
Greenville, NC	
Mawiyah Allah	Forsyth County School System, Winston-Salem, NC

Natural Resources and Environmental Design

Undergraduate Students

Scott Cole	Guilford County Environ. Health Department
Lauren Glover	NCA&T, Dept. of Natural Resources
Kerry Johnson	Guilford County Environ. Health Department
Richard Gardner	NCA&T, Dept. of Natural Resources

Graduate Students

Eugene Jones	USDA-NRCS
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Appendix B3

Student Internships and Coops Agribusiness, Applied Economics and Agriscience Education

Student	Company / Agency	Location	Duties
Shameka Freeman	EPA	Raleigh	Research Assistant
Jason Spruell	NRCS	Greenville, NC	Soil Conservation
Crystal Hilton	NRCS	Manning, SC	Soil Conservation
Tadashi Totten	University Farm	NC A&T	Cooperative Extension
Bryce Carter	NRCS	Bladenboro, NC	Soil Conservation

Appendix B3 (cont.)

**Student Internships and Coops
Animal Sciences**

Student	Company	Location	Duties
Dorian Culmer	Univ. of Pennsylvania Biomedical Research Program	Philadelphia, PA	Research Technician
Lindsey Denning	University of Virginia	Charlottesville, VA	Research Technician
James Hayes	SCEP USDA	Miami, FL	Student Trainee Program
Amber Jefferson	Univ. of Missouri Summer Thresholds Program	Columbia, MO	Research
Towana Pittman	SCEP USDA	Atlanta, MI	Student Trainee Program
Erika Robins	UNC-Chapel Hill	Chapel Hill, NC	Research Internship
Dorina Culmer	Merck Externship	West Point, PA	Student Internship
Thomas Foster	Merck Externship	West Point, PA	Student Internship
Kristin King	Merck Externship	West Point, PA	Student Internship
Crystal Walden	Merck Externship	West Point, PA	Student Internship
Stephanie Taylor		Atlanta, GA	Student Internship
Karma Lundy	USDA	Washington, DC	Research Internship
Brandynn Alston	Univ. of Michigan		Research Internship
Leah Akins	Univ. of Michigan		Research Internship
Tamera Smith	NC State University	Raleigh, NC	Research Internship
Jeffrey Massey	Tuskegee Summer Enrichment Program	Tuskegee, AL	Research Internship
Kelly Barker	Tuskegee Summer Enrichment Program	Tuskegee, AL	Research Internship
Lakenya Davis	Laboratory Resources Unit, NC A&T SU	Greensboro, NC	Research Internship
Senee Dove	Laboratory Resources Unit, NC A&T SU	Greensboro, NC	Research Internship
Jasmine Holden	Laboratory Resources Unit, NC A&T SU	Greensboro, NC	Research Internship
Robin Jones	Laboratory Resources Unit, NC A&T SU	Greensboro, NC	Research Internship
Bradford Pope	Laboratory Resources Unit, NC A&T SU	Greensboro, NC	Research Internship
Courtney Talley	Laboratory Resources Unit, NC A&T SU	Greensboro, NC	Research Internship

Appendix B3 (cont.)

**Student Internships and Coops
Department of Human Environment and Family Sciences**

**Child Development Early Education and Family Studies: Birth-Kindergarten
Child Development Internship Placements
Fall 2003**

Students	Company/Agency	Location	Duties
1. Frances Nixon	Cone Elementary School	Greensboro, NC	Teaching-Pre-kindergarten
2. Marzell Parker	Union Hill Elementary School	High Point, NC	Teaching-Pre-kindergarten
3. Christyn Meekins	Archer Elementary School	Greensboro, NC	Teaching-Pre-kindergarten
4. Deanna Odom	Child Development Laboratory NCA&T State University	Greensboro, NC	Teaching-Pre-kindergarten
5. Christina Richardson	Millis Road Elementary School	High Point, NC	Teaching-Pre-kindergarten
6. Niya Robinson	Monticelo-Brown Summit Elementary School	Brown Summit, NC	Teaching-Pre-kindergarten
7. Kalisha Simpson	Vandalia Elementary School	Greensboro, NC	Teaching-Pre-kindergarten
8. Christopher Smith	Johnson Street Elementary School	High Point, NC	Teaching-Pre-kindergarten
9. Anita Towns	Craven Child Development Center	Greensboro, NC	Teaching-Pre-kindergarten
10. Ashlee Withers	Washington Elementary School	Greensboro, NC	Teaching-Pre-kindergarten

Appendix B3 (cont.)

Child Development Internship Placements Spring 2004

Students	Company/Agency	Location	Duties
1. Takeya Blount	Family Support Network of Greater Greensboro	Greensboro, NC	Resource & Referral-Family Information
2. Krishawn Bynum	Department of Social Services	Greensboro, NC	Resource & Referral-Family Information
3. Shirley Campbell	McElevan Head Start	Greensboro, NC	Teaching-Pre-Kindergarten
4. Dwyna Hall	Washington Elementary School	Greensboro, NC	Teaching Pre-kindergarten
5. Denesha Heaggins	Family Support Network of Greater Greensboro	Greensboro, NC	Resource & Referral-Family Information
6. Michael Mittman	Cone Elementary School	Greensboro, NC	Teaching- Pre-kindergarten
7. Tiffany Moore	Staley Child Development Center	High Point, NC	Teaching-Pre-Kindergarten
8. Shannon Pierce	Easton Elementary School	Winston-Salem, NC	Teaching-Pre-kindergarten
9. Shyrese Robinson	YWCA	Greensboro, NC	
10. Maecki Rodriguez	United Child Development Services: Child Care Information Program	Greensboro, NC	Resource & Referral-Family Information
11. Lynnette Thompson	Archer Elementary School	Greensboro, NC	Teaching-Pre-kindergarten

Appendix B3 (cont.)

**Child Development Field Experience Placement
Pre-Kindergarten and Kindergarten Field Experience Assignments
HEFS 31101
Spring 2004**

Name	Major	Assignment
Lonnita Allen	179	Alderman
Keyona Lewis	179	Alderman
Latasha Frink	65	Archer
Juliet Thompson	65	Archer
Chareta Gramling	65	Cone I
Latoya Rodwell	65	Cone I
Kimberly Henderson	139	Cone II
Lelia Womack	179	Employment
Annetrice Henderson	199	Foust
Chonda Allred	65	Frazier
Alisha Fuller	179	Frazier
Mashauna Carter	179	Gillespie
Sarah Frimpong	65	Gillespie
Caletha Jenkins	179	Gillespie
Candace Mills	80	Gillespie
Tonya Smith	65	Greenville, NC
Ashley Moore	179	Newlin
Tameka Brown	65	Jamestown
Kristen Grady	139	Jamestown
Deelle Underdue	65	Jefferson
Carol Weismiller	139	Johnson Street
Johnsie Holmes	139	Millis Road
Latoya Simmons	65	Millis Road
Monique Byrd	65	Pisgah Church Fac.
Melanie Johnson	139	Pisgah Church Fac.
Taneka Thompson	179	Sedalia
Clifton Neal	139	Sedgefield II
Brittney Ross	179	Sedgefield II
Lori Crawford	179	Vandalia II
Crystal Troublefield	66	Vandalia II
Lakeisha Dillahunt	65	Vandalia III
Marion Evans	66	Vandalia III

Appendix B3 (cont.)

Child Development Field Experience Placement Field Experience Internship Assignments - HEFS 31101, Spring 2004

Name	Major	Assignment
Annetrice Hewitt	199	Abundance of Joy
Lakeisha Dillahunt	65	Calvary Kids Academy
Stacy McGill	139	Chesterbrook Academy
Crystal Troublefield	66	Chesterbrook Academy
Lori Crawford	179	Christ Like Child Care
Melanie Johnson	139	Christ Like Child Care
Brittney Ross	179	Christ Like Child Care
Timeshella Blanks	179	Cogic Cathedral Day Care
Tameka Brown	65	Cogic Cathedral Day Care
Kristen Grady	139	Cogic Cathedral Day Care
Candace Mills	80	Cogic Cathedral Day Care
Latoya Simmons	65	Cogic Cathedral Day Care
Kimberly Biggs	139	College Hill Child Care Co-op
Chandrika Brown	199	College Hill Child Care Co-op
Monique Byrd	65	College Hill Child Care Co-op
Mashauna Carter	179	College Hill Child Care Co-op
Chonda Allred	65	Employment
Latasha Frink	65	Employment
Ashley Jones	17	Employment
Adrienne Legrand	65	Employment
Juliet Thompson	65	Employment
Nathaniel Adkins	139	God is For All People
Tonya Smith	65	Greenville, NC
Deelle Underdue	65	In The Beginning Daycare II
April Vann	254	In The Beginning Daycare II
Chareta Gramling	65	JC Price Development Center
Latoya Rodwell	65	JC Price Development Center
Twanya Harrell	80	Kid's Corner
Johnsie Holmes	139	Kid's Corner
Marion Evans	66	Kids Inc.
Lonnita Allen	179	Kids R Kids
Caletha Jenkins	179	Kids R Kids
Samuel Craig	139	Little Mouse Playhouse
Kimberly Henderson	139	Little Mouse Playhouse
Ashley Moore	179	Love-A-Lot Daycare & Preschool
Carol Weismiller	139	Old Landmark Enrichment Center
Lelia Womack	179	Pauline Daycare Center
Taneka Thompson	179	Play & Learn Daycare
Nicole Lovick	179	Pleasant Garden Methodist Child Care
Alisha Fuller	179	Poplar Grove Child Development Center
Keyona Lewis	179	Poplar Grove Child Development Center
William McPherson	65	Precious Beginnings Child Development Center

Appendix B3 (cont.)

**Child Development Field Experience Placement
Field Experience Internship Assignments
HEFS 31101, Spring 2004**

Clifton Neal	139	Precious Beginnings Child Development Center
Sarah Frimpong	65	United Child Development

**Food and Nutritional Sciences Internship Placements
Spring 2004**

Students	Company/Agency	Location	Duties
1. Stephen Smith	Correction Department	Salisbury, NC	Food Service
2. Kaleena Clarkson	University of Georgia	Athens, GA	Food Service
3. Ebonee Bryant			

Appendix B3 (cont.)

**Student Internships and Coops
Department of Natural Resources and Environmental Designs**

Student	Company / Agency	Location	Duties
H. Conyers	ADM	Georgia	
R. Davis	USDA-NRCS		
K. McNeill	USDA-NRCS	West Virginia	
J. McClurkin	Ohio Dept. of Admin. Services	Ohio	
Crystal Moore	USDA-NRCS	Maryland	
K. Jenkins	NCA&TSU	Greensboro, NC	
J. Patterson	NCA&TSU	Greensboro, NC	
T. Thompson	USDA-Forest Service	Virginia	

Appendix B4

Number of Graduates by Department, 2003-2004

Department	Number of Graduates	
	Undergraduate	Graduate
Agribusiness, Applied Economics and Agriscience Education	7	13
Animal Science	35	10
Human Environment	34	12
Natural Resources	18	4
Total	94	39

Appendix B5

Number of Honor Graduates by Department

Department	Number
Agribusiness	5
Animal Sciences	9
Human Environment	11
Natural Resources	8
Total	33

Appendix B6

Student Opinion of Faculty: Ranking of Courses

Department	Spring 2002	Fall 2002	Spring 2003	Fall 2003
	(Average)			
Agribusiness	4.7	4.7	4.7	4.6
Animal Sciences	4.3	4.2	4.3	4.3
Human Environment	4.2	4.3	4.3	4.3
Natural Resources	4.1	4.1	4.2	4.3
SAES	4.3	4.3	4.3	4.3
University	4.3	4.3	4.3	4.3

Appendix C

Faculty Data by Department

Appendix C1

Tenure Density by Rank, Program Area Gender and Ethnicity 2003-2004

Department	Rank			Gender		Ethnic Background		
	Assistant Professor	Assoc. Professor	Professor	Male	Female	Black	White	Other
Agribusiness	4	3	3	10	0	9	1	0
Animal Sciences	1	3	1	4	1	3	2	0
Human Environment	2	6	1	2	7	5	2	2
Natural Resources	1	2	7	8	2	3	3	4
TOTAL	8	14	12	24	10	20	8	6

Appendix C2
Selected Awards and Professional Recognition

Faculty (8)	Inducted into the Honor Society of Phi Kappa Phi
Antoine Alston	Tenure and Promotion Package Approved by SAES
Marcus Comer	Received Teacher Certification, State of North Carolina
Benjamin Gray	Gamma Sigma Delta Award of Excellence in Teaching
Donald McDowell	Elected Vice President, Association of Social and Behavior Scientist, Inc.
Alton Thompson	Vice President, Rural Sociological Association; Chairperson, 1890 Council of Deans; Editorial Board, Journal of Agromedicine; Chairperson, Committee on Awards, Honorary Degree and Founder/Honor Day
M.R. McKinnie	Secretary, Association of 1890 Extension Administrators
Anthony Yeboah	Award of Honor for Long Term Contribution to the 1890 Land Grant Mission of Teaching, Research and Service, Professional Agriculture Worker Conference, Tuskegee University
Gladys Shelton	Selected as a member of a national task force to conduct a comprehensive review of the relationship between USDA's Agricultural Research Service and the Cooperative State Research, Education and Extension Service
Carolyn Turner	Advisory Board for Environmental Quality, Guilford County Board of Commissioners
Claudette Smith	Innovative Program Award for NC Saves, Association of Extension Administrators' National Conference (two awards); Intern – National Extension Leadership Development (NELD)
Shirley McNeill	Innovative Program Award for Mini-Society Program, Association of Extension Administrators National Conference
Robert Williamson	Innovative Program Award for Water Quality Program, Association of Extension Administrators National Conference
Ellen P. Smoak	Innovative Program Award for Water Quality Program, Association of Extension Administrators National Conference

Selected Awards and Professional Recognition (cont.)

Daniel Lyons, Francis Walson, Marcie Joyner	Innovative Program Award for “Farmers Adopting Computer Training,” Association of Extension Administrators National Conference
Tracy Hanner	SAES, Advisor of the Year
Charles Talbott	Board of Director for Sustainable Ag Program
Willie Willis	Certificate of Recognition, Excellence in College and University Teaching (NASULGC)
Carl Niedziela	Named Certified Professional Horticulturist by the American Society for Horticultural Science
Mulumebet Worku	Tenure and Promotion Package Approved by SAES; Highlighted on A&T Today for Outstanding Research Accomplishment
Mohamed Ahmenda	NCA&TSU Division of Research, Research Faculty Innovators Award,
Salam Ibrahim	NCA&TSU Division of Research, Research Faculty Innovators Award, Award of Excellence in Research, Gamma Sigma Delta, Honor Society of Agriculture
Ipek Goktepe	Gamma Sigma Delta Award of Excellence in Research; Editorial Board, Journal of the Science of Food and Agriculture
Perry Howard	Teacher of the Year, SAES
G.B. Reddy	University Senior Research Award
A. Shahbazi	Service Award, NC Sustainable Energy Association; Chair – NC Sustainable Energy Association
Valerie McMillan	Appointed to Governor Council, NC Interagency Coordination
Jane Walker	Regional Director, Fashion Group International

Appendix C3
Awards Received by Sponsor 2003-2004

Sponsor	Number	Amount (\$)
Bioinformatics	1	179,722
BRIDGE	1	160,559
Caterpillar	1	6,000
Corn & Cotton Grower Assoc.	1	7,000
Gamma Sigma Delta	1	500
Golden Leaf Foundation	2	487,899
HEIFER	1	48,500
Jarrow Formula	1	25,024
Langhston University	1	10,563
MERCK	1	15,000
NC A&T State University (FUTURES)	3	41,300
NC Agromedicine Institute	1	24,980
NC Biotechnology Center	2	20,500
NC Department of Agriculture	1	12,500
NC Energy	2	335,000
NCLA	1	1,000
NCSU	1	51,728
SARE	2	276,110
Southern University	1	223,997
Trans Tech Pharma, Inc.	1	52,000
Tuskegee Summer Enrichment Program	1	10,200
UNC System	1	50,000
US Agency for Int'l Development	1	131,651
US Dept of Agriculture	16	2,243,806
US Environmental Protection Agency (EPA)	2	61,500
US Poultry & Egg Assoc. Educ. Grant	1	4,000
Virginia Tech	1	5,350
Total	50	\$4,486,389

Appendix C4

Awards Submitted and Received by Category School of Agriculture and Environmental Sciences

Category	Number Received	Amount Received (\$)
Instruction	11	\$ 535,259
Research	35	3,909,267
Extension/Public Service	1	20,000
Other	2	21,863
Total	50	\$4,486,389

Appendix C5

Proposals Prepared and Funded, by Department/Program

Department	Prepared	Funded	Award Amount
Agribusiness	30	13	\$1,249,006
Animal Science	20	15	1,199,531
Human Environment	13	7	1,012,004
Natural Resources	27	14	1,025,848
Total	90	56	\$4,486,389

Appendix C6

Venture Fund Grant Recipients 2003-2005 School of Agriculture and Environmental Sciences

Name of Project	Principal Investigators
Studies in Food and Agricultural Policy	Godfrey Ejimakor
An Interdisciplinary Initiative to Organize Workshop Series in Environmental Health and Education	Ipek Goktepe, et al.
Interdisciplinary Program in Soil and Water Quality Research and Education	Gudigopuram Reddy, et al.

Appendix C7

Faculty Productivity

Faculty	Books	Chapters in books	Journal Articles	Other	Public Service Articles	Public performances	Other Exhibits	
Agribusiness	0	0	5	10	90	17	9	
Animal Sciences	0	0	18	2	106	75	0	
Human Environment	3	4	22	15	69	6	0	
Natural Resources	0	2	8	10	30	8	0	
Cooperative Extension	0	1	0	11	22	21	5	
Total	3	7	53	48	317	127	14	

Appendix C8

Faculty Development

Faculty	Short Courses	Professional Meetings	Workshops and Conferences	Papers and posters presented	Other
Agribusiness	3	26	29	29	20
Animal Science	5	34	34	44	19
Human Environment	0	61	36	123	18
Natural Resources	11	25	32	26	4
Coop.Extension	0	11	12	24	6
TOTAL	19	157	143	246	67

Appendix D

Listing of Public Service Activities

- Award Committee, AAEA Outstanding Teacher of the Year
- Small Farmer of the Year Committee
- Faculty Senator
- Teacher Education Council
- University/School/Department Committees
- University Search Committees
- University Task Forces
- USDA Capacity Building Grant Evaluation Committee
- Workshop, Bridging Biotech Divide Symposium
- Demonstration of Ag-Biotech Crops at University Farm
- Booth at N.C. State Fair
- Plant Tissue Culture Workshop
- CEFS Field Day
- Student Residency Classification Appeal Board
- Board of Director, Peanut CRSP Program
- Board of Director, Integrated Pest Management, CRSP
- Treasurer, Daniel D. Godfrey Jr. Memorial Fund
- Science Fair Judge-State Science Fair
- Small Farms Field Day
- GAMSED Students Tour
- Children Village Academy
- First Nurses Registered Assistant Program
- Master of Ceremony, Student Award Banquet
- Board of Director, NCSU, College of Veterinary Medicine Foundation
- Waste Management Institute Advisory Board
- Secretary, S-1012 Regional Swine Nutritional Research Committee
- NASULGC, Committee on International Agriculture
- PURSUE Advisory Committee
- Board of Scientific Directors M.C. Institute of Nutrition
- Consortium of Natural Medicine and Public Health, NC
- Board of Director Sustainable Agriculture, Central Carolina Community College
- Veterinary Technology Advisory Committee
- University Faculty Marshall
- Agromedicine Institute
- North Carolina Genomics and Bioinformatics Consortium
- Liaison, NC State Bioinformatics Center
- Biotechnology/Biodiversity Team Coordinator
- Elementary Schools Career Fairs
- Speaker, National Council of Garden Clubs Critics Certification
- Fuel Cell-Green Power Workshop

Appendix D (Cont.)

Listing of Public Service Activities

- Session Reviewer, Southern Agricultural Research Conference
- Conducted 10 Mushroom Production Workshops in NC
- United Way Leadership and Safe Neighborhood Council
- USDA CSREES Panel Member
- External Examiner for the University of Ghana
- Center for Disease Control Review Panel
- Co-Chair, University State Employee Combined Campaign
- Volunteer, United Way of Greensboro African American Leadership Initiative
- Manuel, Employee Training and Safety Handbook
- Reviewer, Journal of Food Science, Journal of Dairy Science, Journal of Ag and Food Chemistry, Journal of Food and Agriculture Transaction of the ASAE
- Participant in Food Studies (Yogurt, Nutrition, Value Added Food)
- Chair, American Dairy Science Association
- Appointed, Minority Health Advisory Council, State of NC
- Appointed, Smart State Board of Directors, State of NC
- Appointed, Governor Council, NC Interagency Coordinating Council
- AAFCS Accreditation Site Visitor
- United Child Development Board
- Accreditation Review Board
- United Day Care Advisory Board
- State Coordinator, NANBPW
- Board Member, Priscilla Waddell Charter School
- Speaker, Nash County Annual Community Development Banquet
- Board of Human Sciences
- Coordinator, International Textile and Apparel Association Job Fair
- Director of Programs, Fashion Group International
- Advisor, Kappa Omicron Nu Society
- Facilitators/Moderators, National Conferences
- Reviewer of Professional/Scientific Journals
- High School and Community Colleges Visitations
- External Thesis/Dissertation Examiner
- Basketball Coach, Greensboro Recreation Center
- Brunswick County Child Care Resource & Referral Advisory Board Member
- Brunswick County Public Housing Self Sufficiency Coordinating Committee Member
- Community Voices Leadership Development State Team Member
- Kiwanis Club of Greensboro
- North Carolina Interagency Coordinating Council
- Council Member, United Child Development Services
- Family Life Scholarship Advisory Council

Appendix D (Cont.)

Listing of Public Service Activities

- Guilford County Walking the Walk Community Action Team
- Smart Start Project – Toys for Tots in Child Care Settings helped to clean up and fix child care playground equipment for safety issues as well as child growth and development.
- St. Peter’s Outreach Family Support Center
- White Rock Child Development Center, Board of Directors
- Daniel D. Godfrey Jr. Memorial Fund, Board Member
- Committee member, Children’s Coalition and the Adolescent Parenting Board
- Health Fairs at local churches focusing on financial literacy for individuals and families.
- Horn of Plenty Volunteer for County Commissioners Statewide Conference
- Volunteer for Drug Coalition at Dixie Classic Fair
- Relay for Life – American Cancer Society
- Office Captain – March of Dimes Walk-a-Thon
- United Way Campaign
- Martin County Small Farm Program/Tour
- Martin County Junior Livestock Show and Sale
- Sustainable Community Project with the Audubon International
- Farm Safety Day Camp
- 4-H Elective Congress
- Martin County Environmental Field Day
- Martin County Farm Heritage Day
- Lunch Buddy School Mentor Program
- Public Schools Career Day Volunteer
- Harvest Days Volunteer
- Volunteer Coach for Watauga County Parks and Recreation
- Member of the Boone Advent Christian Church Relay For Life Team
- Committee Member of Watauga County Landfill Methane Gas Project
- Hispanic Community Council Volunteer (taught English Classes, Sunday School Classes and served as Recording Secretary)
- Assisted with HCC float in the Shallotte Christmas Parade
- St. Jude Bike-A-Thon Coordinator
- Participated in the Freedom Rally 2003 in Shallotte. Made local talk radio show appearances, furnished an original song that was played on the radio and performed it at the rally.
- Designed a website to honor US Military (www.freedomrallies.org)
- Volunteer Court Advocate for Local Battered Women’s Shelter
- Member of Justice for Citizens (designed brochure and translated into Spanish)
- Volunteer for Adolescent Parenting Committee, Children’s Coalition Committee, Cherokee Indian Fair and Reading at the local library.
- American Red Cross Adult and Community CPR Certified Volunteer
- Retired and Senior Volunteer Advisory Committee Member
- New Gate Gardeners Advisory Committee Member
- Presenter for “Real World” Conference for Foster Youth

Appendix D (Con’t)

Listing of Public Service Activities

- Vance County Fair Advisory Committee Member
- Bear Pond Volunteer Fire Department Assistant Chief, 4 Counties
- 4-H Livestock Show Committee
- Root Day in early April hosted by the City of Winston-Salem, Tree Planting in Urban Neighborhoods
- Served as a Volunteer and Mentor for Best Choice Center Mentoring Program
- Served as a Volunteer in KWSB Programs (i.e. Big Sweep, Bulb Blitz, Community Litter Clean-up and Adopt-A-Street)
- Served as a Judge at Sampson County 4-H Toy and Hobby Show, 4-H Public Speaking Contest and Duplin County Foods Show and Nutrition Contest
- Advisory Council Member for the Bertie-Martin Shelter Home for Youth
- Presenter for local Faith Community Health Fair
- Participate in the Bertie County (first) Diversity Fair
- Served as Technical Assistant with the Master Gardener and Agritourism Projects and the EIA Horse Clinic
- Assisted in Planning and Carrying out the Martin County Farm Heritage Day
- Presented at the Northeast District Farm Safety Day Camp at the Vernon James Center
- Assisted in Landscaping the Lawn at Williamston Elementary School
- 4-H Youth Livestock show and sale
- Earth Day With Southeastern Community College
- Old McDonald's Farm at Columbus County Fair Ground
- Job Fair Cape Fear Council of Government
- Presenter at the Career Day Columbus County Public Schools, Senior Day Picnic and Health Fair
- Research Technology International