

# SCHOOL OF AGRICULTURE AND ENVIRONMENTAL SCIENCES

## 2006-2007 ANNUAL REPORT “Remaining on the Move”



*The most exciting part of the North Carolina Research Campus is to be able to create sustainable, better-paying jobs for the people of Kannapolis and the region, and the creation of this scientific community centered on biotechnology will allow a transformation of this economy from a manufacturing-based one to one centered on scientific knowledge and research.”*

- David H. Murdock, Owner; Dole Foods Company, Inc.

**ALTON THOMPSON, PHD, DEAN**

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## School of Agriculture and Environmental Sciences

### “Remaining on the Move”

#### 2006-2007 ANNUAL REPORT

#### Executive Summary

##### Mission Statement

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

##### Vision Statement

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

##### Major Program Initiatives

- Agromedicine, Nutrition and Food Safety
- Biotechnology/Biodiversity
- International Trade and Development
- Small Scale Agriculture
- Soil and Water Quality
- Human and Community Development

##### Core Values

Excellence; Shared Leadership; Integrity/Honesty; Respect for Individuals and Diversity; Collaboration; Innovation/Creativity; and Global Awareness

##### Synopsis of Significant Accomplishments

Strategic partnerships are gaining momentum across the country, and are becoming powerful forces for North Carolina A&T and other universities to strengthen the core missions of higher education, civic engagement and economic development. This momentum is reflected in the theme of our annual report: “Remaining on the Move.” Program expansion, collaboration and interdisciplinary partnerships with university and corporate partners were significant accomplishments in our learning, discovery and engagement programs during this past year. SAES’s scientists are enterprising people, collaborating with colleagues in different disciplines, at different universities and federal laboratories, and networking with others around the world. Examples of the significant accomplishments, activities, events, products, and collaborative projects in the School of Agriculture and Environmental Sciences (SAES) that reflect our results-driven mantra are presented throughout this document as six goals. Although not mutually exclusive, these goals are: (1) Assess progress towards

realizing the goals of the SAES strategic plan; (2) continue to create a responsive learning environment that fosters high quality programs in teaching, research and Extension; (3) increase enrollment, retention and graduation rates; (4) implement the MOU with the NRCS East National Technology Center; (5) establish and ensure an equitable partnership for SAES in developing the North Carolina Research Campus; and (6) implement the Change Management and Marketing Initiative that's part of Cooperative Extension.

Significant progress was made in achieving these six goals. Evidence of progress and notable findings relative to these goals include, but is not limited to, the following:

1. created a Center of Excellence for Post-Harvest Technologies at the North Carolina Research Campus and co-hosted an international conference on post-harvest technologies for fruits and vegetables, metabolomics and nutrigenomics;
2. created the first spin-off company from North Carolina A&T State University, **Provagen**, that will target the multibillion-dollar market for "antibody binding proteins";
3. generated approximately \$4.1 million in competitive funds to complement the SAES base and formula funding of \$23.8 million;
4. signed and began implementation of MOUs with four Southeast Asian universities to increase research and student exchange opportunities;
5. reaffirmed the accreditations in the Didactic Program in Dietetics, Child Development Early Education and Family Studies (B-K), Family and Consumer Sciences Education and Agricultural Education;
6. graduated and licensed the first students in the UNC system from the Agricultural Education Program through the on-line 2+2 articulation agreement with North Carolina Community College System;
7. established and implemented a certificate program in "Family Financial Planning" in the Department of Family and Consumer Sciences through a Distance Education Alliance with seven 1890 land-grant universities that represent the first online collaboration of its kind for Historically Black Colleges and Universities (HBCUs);
8. participated in a competitive leadership summit sponsored by the National Academy of Sciences to effect change in teaching and learning and help define the future of undergraduate education in the agricultural, environmental and life sciences;
9. published one book, five book chapters, 46 refereed articles, and 59 other articles;
10. showcased SAES through more than 149 presentations at national conferences of learned societies and 259 appearances at public fairs/exhibits;
11. assisted limited-resource farmers to improve their marketing practices, which resulted in increased revenues of approximately \$4.2 million;
12. collaborated with agricultural leaders across the state, as authorized and catalyzed by the N.C. General Assembly, to develop a state strategic plan on biofuels (Senate Bill 2051), and to develop an operational plan to support projects for agricultural development and farmland preservation (House Bill 607).

### **Goals for the upcoming year**

The SAES major goals for the 2007-08 academic year include the following:

- Assess progress towards realizing the goals of the SAES strategic plan

- Increase enrollment, retention and graduation rates
- Continue to create a responsive learning environment that fosters high quality programs in teaching, research and Extension
- Implement an internal controls system for SAES, including training and monitoring components

## A. Overview of the Unit

### 1. Strategic Comments Regarding Unit's Place/Role in the University and FUTURES

North Carolina A&T State University is a “high research activity,” interdisciplinary learner-centered community that builds on comparative advantages in **agriculture**, engineering, technology, and business; a strong civil rights legacy; and status as an 1890 land-grant institution. Since our establishment in 1891, the 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 for all North Carolinians. Thus, we share the campus values of learning, discovery and engagement.

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 doctoral/research intensive university that provides our students with access to scholars making significant contributions to their disciplines. SAES faculty members closely integrate their instruction with research, assuring students of exposure to emerging concepts and technologies. Students in our academic programs have opportunities to work with professors on research projects. Global studies, inquiry-based learning, experiential learning and service learning are also available for students seeking to widen their horizons.

Do not let the name of our school (SAES) mislead you. The majority of our students come from cities (not farms or ranches) and have 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 as diverse as natural resources, landscape architecture, agricultural and biosystems engineering, biotechnology, genomics, business and economics, agriscience education, child development, fashion merchandising, animal sciences, biomedical sciences, and food and nutritional sciences.

The SAES has four academic departments and 13 fields of study. Master's degrees are 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 25 research and teaching laboratories.

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

Finally, the SAES is one of two agricultural schools in North Carolina that forms the educational bedrock on which the state's \$68.3 billion agricultural industry has flourished. We have branded ourselves with the SAES motto: "Preparing. Finding. Implementing Solutions." We promise that our students will graduate prepared for the world of work or to continue their educations. In our research program, we promise to find the answers to those problems plaguing our citizens. And as part of Cooperative Extension, we promise our citizens that they will be able to understand and implement the solutions we have developed. This is our promise to the students, stakeholders, and citizens of this state. We are doing all we can to be true to our brand. Hold us to high standards and to our vision: "The SAES shall be a premiere learner-centered community that develops and preserves intellectual capital in the food, agricultural, family and environmental sciences through interdisciplinary learning, discovery and engagement."

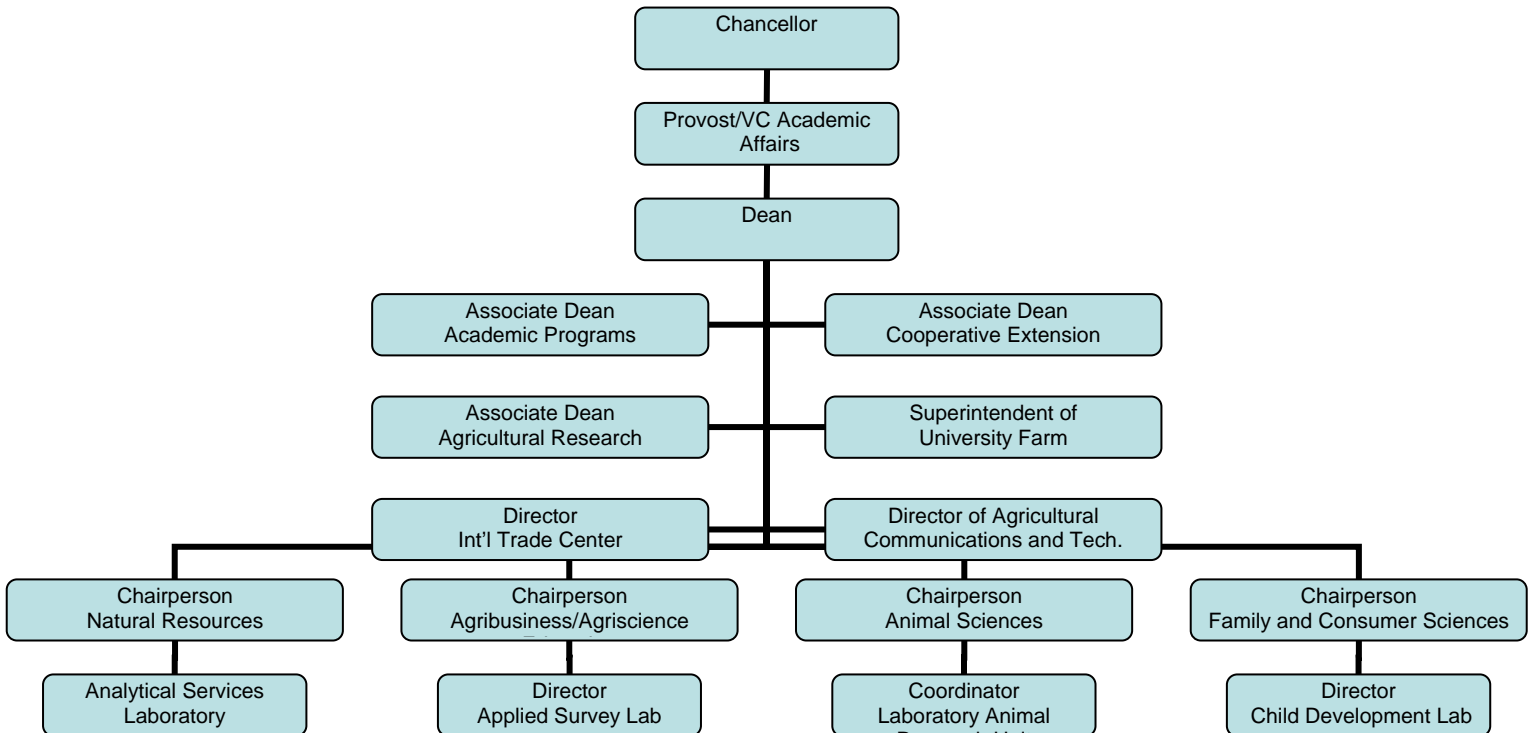
## **2. Basic Structure – Listing of Advisory Board Members, Organizational Chart**

The 17-member SAES Corporate Advisory Board includes: Clemente McWilliams (Chair) – Novartis Animal Health; Nelle Hotchkiss (Vice-Chair) – NC Touchstone Energy Cooperatives; Allen Ashton, Merck Research Laboratories; Adrian Baker, Food Lion; Bonnie Barclay, Fort Dodge Animal Health; Richard Barnett, Undergraduate Student;

Douglas Feller, Elanco Animal Health; Shameka Freeman, Graduate Student; Jimmy Gentry, NC State Grange; Norman Hicks, Syngenta Crop Protection; Tom Holt, BASF Corporation; Erica Peterson, NC Agribusiness Council; Robert Powell, Archer Daniels Midland; Tommy Neese, Neese's Country Sausage; Larry Shoffner, Carolina Farm Credit; Steve Troxler, Commissioner – NC Department of Agriculture and Consumer Services; and Larry Wooten, NC Farm Bureau.

Figure 1 gives the schematic organizational structure for SAES.

**Figure 1**  
**Organizational Chart**  
**School of Agriculture and Environment Sciences**





## **B. Progress Toward Key Goals**

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

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

The SAES Strategic Plan ([http://www.ag.ncat.edu/docs/SAES\\_StrategicPlan.pdf](http://www.ag.ncat.edu/docs/SAES_StrategicPlan.pdf)), completed in August 2005, is a blueprint with a shared vision, filled with promise and opportunity. The Plan, organized around 11 themes, represents a balance between the expectations that stakeholders have for the SAES, and the emerging issues that the SAES must address if it is going to continue to lead the University's land-grant commitment to instruction, research and Extension. We created a plan that forces us to stretch and grow, and that is exactly what's happening. Selected evidence of progress and notable findings relative to realizing the goals of the SAES Strategic Plan include: (1) a discovery made in the SAES laboratories has given rise to North Carolina A&T's first spinoff company, **Provagen**, that will target the multibillion-dollar market for "antibody binding proteins;" (2) created a Center of Excellence for Post-Harvest Technologies at the North Carolina Research Campus; (3) reaffirmation of the accreditations in the Didactic Program in Dietetics, Child Development Early Education and Family Studies (B-K), Family and Consumer Sciences Education and Agricultural Education; (4) a 39 percent increase in the number of SAES student experiential learning opportunities; (5) signed and began implementation of MOUs with four Southeast Asian Universities to increase research and student exchange opportunities; (6) design and production work were completed on brochures, displays and other materials for a new SAES recruitment campaign, "Cultivating Potential"; (7) the Agricultural Education Program was the first program in the University of North Carolina System to "graduate and licensure" teacher education students through the on-line 2+2 articulation agreement with North Carolina Community College System; (8) new curricula for certificate programs in family financial planning (online in collaboration with seven other 1890 land-grant universities) and commodity merchandising were submitted to the Faculty Senate and approved; (9) a partnership with two 1890 land-grant universities for "Globalizing the Fashion Curriculum" was created and funded, and includes a study tour in England and France; (10) the Department of Family and Consumer Sciences received \$66,943 in matching funds (Title III) for an endowed scholarship, which now totals more than \$135,000; (11) approval and financial commitments were received to institute a year-round program in the Child Development Laboratory; (12) collaborated with agricultural leaders across the state, as authorized and catalyzed by the NC General Assembly, to develop a state strategic plan on biofuels (Senate Bill 2051), and to develop an operational plan to support projects for agricultural development and farmland preservation (House Bill 607); and (12) 14 invention disclosures were filed; eight patents are pending; and two patents were approved.

Finally, the Strategic Plan is fully integrated into the University's strategic visioning initiatives, the Division of Research's eight "core research clusters," and our own six

program initiatives. The SAES Strategic Plan will be forever ready for adjustments and improvements.

**Goal 2: Continue to create a responsive learning environment that fosters high quality programs in teaching, research and Extension**

Providing the highest quality educational opportunities for our students is paramount. We are encouraging our students to take advantage of the interdisciplinary learning experiences that make them competitive in the global job market, and to instill good citizenship that embodies work ethic and perseverance. Nine SAES programs are nationally accredited: Biological Engineering, Agricultural Education, Child Development (Birth-Kindergarten), Child Development and Family Studies, Food and Nutritional Sciences, Nutrition-Dietetics, Family and Consumer Sciences Education, Fashion Merchandising and Design, and Landscape Architecture (featured in the December 2006 edition of Landscape Architecture, pp. 34-43).

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

Service learning is now a major national movement at every educational level, and is a particularly powerful force in undergraduate education. In the SAES, faculties are connecting academic study with community service through structured reflection, an occurrence that has contributed greatly to learning that is deeper, long-lasting and more portable to new situations and circumstances.

SAES students are strongly encouraged to complete an internship or a cooperative education assignment prior to graduation. This year, 103 students participated in some type of experiential learning opportunity, a 39 percent increase over the 2005-06 academic year. (A listing of the companies and agencies that afforded SAES students experiential learning opportunities is provided in Appendix B3.)

SAES has 15 clubs and organizations for students to become involved in during their college careers. Student-run clubs and organizations give participants a chance to develop their leadership skills while re-enforcing classroom learning. The American Society of

Agricultural Engineers (ASAE), Minorities in Natural Resources and Related Sciences (MANNRS), the Future Farmers of America (FFA), and the National Agrimarketing Association (NAMA) are just a few examples of organizations where students can exhibit their leadership skills not only on campus, but on the national level as well.

Finally, SAES offers many opportunistic roads for students to pursue. Many of our 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 more than 40 students participated in professional meetings and conferences with faculty. The professional organizations have a strong commitment to student development and to the use of the food, agricultural, family and environmental sciences as tools to eradicate societal problems. In addition to their research and analytical skills, the students also improved their communication (oral, written and auditory), leadership and social skills.

### **Goal 3: Increase enrollment, retention and graduation rates**

Enrollment in the SAES for the fall semester 2006 was 799 students, up (5.5%) from the 757 students during the fall semester 2006. The SAES programs with the highest enrollment are fashion merchandising, child development, early childhood education and animal sciences.

Over the past five years, enrollment has increased at an average annual rate of eight percent (See Appendix A1). 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 SAES Corporate Advisory Board, the SAES Recruitment and Retention Committee, and the SAES Alumni Society, programs with K-12 schools, Aggie Nites recruitment activities/receptions, and Extension outreach have also contributed to enrollment growth.

The enrollment in the SAES's graduate program increased by 11 percent from fall semester 2005. Currently ninety-five graduate students are enrolled in the five M.S. programs in the SAES. The addition of ten \$15,000 assistantships from state research matching funds and grant funding have made the SAES more competitive in recruiting graduate students. However, the high costs of out-of-state tuition limit our ability to recruit out-of-state graduate students.

The average 1-year, 2-year, 3-year and 4-year retention rates for the SAES (74.8%, 61.4%, 56.7% and 25.9%) are not significantly different from those for the University (73.5%, 62.1%, 56.5% and 30.3%). (See Appendix A3.) The SAES's four-year graduation rate for the freshman class of 2002 (22.1%) was significantly higher than the University (14.8%). (See Appendix A3-A7.) However, the SAES is committed to improving this rate. Among the four departments, Natural Resources and Environmental Design had the highest four year graduation rate (40%) followed by Agribusiness, Applied Economics and Agriscience (30.8%).

Over the past two years a number of plans have been developed to increase the SAES retention rates. The plans called for a number of activities requiring the support of faculty,

staff, students and alumni. Some specific activities include the posting of office hours, developing an early monitoring alert system, more student engagement, listing of campus support services, maintaining student current contact information, mandatory meetings of students at least twice a semester, developing plans-of-work for at-risk students and maintaining a classroom attendance policy. Further, most of the major retention practices in the SAES begin and continue with the establishment of a school-wide Recruitment and Retention Committee, consisting of two representatives from each unit. For instance, we have organized Student Ambassadors, student town hall meetings, a Student Advisory Council, student organizations and honor societies, a Student Career Forum, a Career Expo and Professional Day, a Student Internship and Resource Room, student electronic portfolios, an internship program, an Academic Advisor Award, Academic Summit for Teaching Faculty/Academic Advisors, and the SAES Alumni Society. These program and other activities, as outlined in the SAES Retention Action Plan, are either completed, on-going or in-progress.

#### **Goal 4: Implement the MOU with the East National Technology Center**

On September 20, 2004, an historic and very significant partnership agreement was signed between North Carolina A&T State University and the USDA's Natural Resources Conservation Service (NRCS). This partnership relocated one of NRCS's three national technology centers and a remote sensing laboratory to Greensboro. The agreement allows the University to extend its mission to serve as an engine for economic and intellectual development, and will provide research and technology transfer opportunities for students, faculty and stakeholders. This East Region National Technology Support Center, the only site connected to a university, serves 24 states and the Caribbean area, and brings more than 80 new, high-tech jobs to the area.

An NRCS/SAES task force (inclusive of faculty representatives from the School of Technology and the Colleges of Arts and Sciences and Engineering) was formed to submit ideas, activities and projects that would facilitate the implementation of this MOU. Some of these ideas include an updated conservation plan for the University Farm, digitizing/geotyping the University Farm, conservation technologies, technology transfer, spatial technologies, issues pertaining to soil and water quality management and erosion control, waste management and social/economic impacts of natural resource conservation practices. In addition, a seminar series was established; NRCS employees and SAES faculty alternated as speakers and hosts. NRCS professional staff also served on graduate student committees.

In terms of research collaboration with NRCS, soil quality workshops were conducted on campus and in the community. Additionally, a joint-capacity building grant on soil quality was developed and submitted to USDA, and SAES completed and submitted a CESU (Cooperative Ecosystems Study Unit) application to become a partner institution in the Piedmont-South Coast Cooperative Ecosystems Study Unit. This application basis is that the SAES will bring added value to the Piedmont-South CESU in terms of agricultural and environmental research, conservation technology; and energy and the environment. If

successful, SAES, as well as the University, will be able to obtain research contracts from NRCS without going through the bid process, a clear-cut advantage.

Finally, we in the SAES are especially excited that the NRCS/East Regional National Technology Center will be the first facility built at the Gateway University Research Park. This Gateway Park Center is a partnership with SAES/North Carolina A&T and NRCS. The groundbreaking was held in April 2007. This move bodes well for all entities and we are excited about what's to come.

### **Goal 5: Establish and ensure an equitable partnership for SAES in developing the North Carolina Research Campus**

The North Carolina Research Campus (NCRC) is a generational opportunity for the SAES, and for North Carolina A&T, that is certain to be one of the most advanced nutrition-related biotechnology facilities of its type in the world. The \$1 billion facility is being built on a 350-acre campus where the former Cannon Mills Plant once stood. The NCRC's primary objective will be to identify, quantify, and isolate components of fruits and vegetables that can improve human nutrition and health.

The primary goal for the SAES for this year has been to establish itself as a participating partner in order to position North Carolina A&T to receive equitable funding and input into decision-making in the development of the Campus. Specifically, SAES/North Carolina A&T is establishing a Center of Excellence for Post Harvest Technologies ostensibly to promote healthy lifestyles through product development, scientific breakthroughs, and education/outreach. Our major focus areas are four-fold: health promoting components in fruits and vegetables, food safety, storage stability related to shelf-life and quality and value-added product development for food and non-food products. In short, the goal of establishing and ensuring an equitable partnership in developing the NCRC has, to a large extent, been achieved in that our efforts this year have resulted in securing adequate funding, arranging for laboratory and office space allocations, participating in an international conference relating to potential research topics, and employing an interim director, Dr. Ramu Rao. Dr. Rao has an extensive background in post-harvest technologies for fruits, vegetables, and cereals; food process engineering; economic utilization of agricultural byproducts, and the formulation and development of oil substitutes and special diets.

Finally, the seven partnering universities sponsored and hosted an international conference to promote knowledge of and interest in the NCRC. The conference, entitled "Who We Are & What We Eat: The Role of Metabolomics & Nutrigenomics in Creating Healthful Foods and Healthier Lives," was held in April, 2007, at UNC-Charlotte. Each university was requested to secure a keynote speaker and several other program participants. North Carolina A&T secured a keynote speaker, Dr. John Cherry, director of the Eastern Regional Research Center, Agricultural Research Service, U.S. Department of Agriculture, and five other speakers and panelists. Dr. Cherry presented an overview of the issues and possible technologies in post-harvest studies on fruits and vegetables, which more clearly delineated the role for North Carolina A&T at the NCRC. The other speakers supported by North Carolina A&T presented research issues and findings on specific areas of post-harvest

including functional foods and food safety concerns. The conference proceedings, along with other information about the NCRC, are online – [www.ncresearchcampus.net](http://www.ncresearchcampus.net).

## **Goal 6: Implement the Change Management and Marketing Initiative in Cooperative Extension**

Cooperative Extension began the implementation phase of the Change Management and Marketing initiative. All faculty and staff participated in the district conferences to gain a better understanding of the direction and vision needed for Cooperative Extension to be viewed as a valued partner in achieving economic prosperity, environmental stewardship and improve the quality of life for North Carolina citizens. Members of the two state advisory councils also participated, along with other University leaders.

Four teams were appointed to begin identifying the educational resources needed. North Carolina A&T faculty was assigned to chair two of the four teams. Other faculty and staff members representing various work groups provided input to the teams. In six months, these teams examined a variety of program models and their implications for linking extension management, programming and marketing. In addition, other groups focused on aligning personnel and performance systems, and marketing tools and strategic directions. Efforts of these teams and others resulted in a new programming model for Cooperative Extension state trend analysis processes and a performance evaluation tool for county faculty. A marketing director has been hired to promote both land-grant universities. The SAES administration has supported and encouraged specialists and associates to embrace and examine changes needed to move Cooperative Extension forward.

County faculty members participated in the University/SAES Faculty-Staff Institute. This setting provided Extension administration an opportunity to share their commitment and expectations relative to the change management and marketing initiative. They were encouraged to renew their commitment to providing visible, impact-driven programs. State faculty and staff were provided frequent updates and opportunities for input in the process through monthly staff and unit meetings. Program leaders were encouraged to move forward with developing interdisciplinary teams to address issues within the three strategic priorities. Specialists and associates were provided two tools to evaluate how current programs were addressing the three strategic priority areas and a tool to evaluate how programs connect to SAES, the University and the 1890 programming initiative goals and objectives.

### **C. Most Significant Accomplishments**

#### **1. Learning**

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

As a land-grant university, the SAES prepares students to compete in a global marketplace for jobs and professions that may not have been created yet. The inquiry based learning

pedagogies we employ—the hallmark of our Carnegie status as a “high research activity” university—also equips them to continue their education in graduate and professional schools. The SAES goal is to provide students with a framework for critical inquiry that serves as a foundation for continuing academic development and life-long learning. This is accomplished through a nurturing, supportive and responsive learning environment using the latest innovative technology and pedagogy in teaching, research and outreach. Our faculty participation in the many Academy for Teaching and Learning (ATL) programs, designed to enhance faculty quality of teaching, is second-to-none. Thus, many of the courses have been revised with emphasis on discovery, inquiry, analysis, and application. The SAES courses are also developed to promote broad-based critical-thinking skills, effective written and oral communication of ideas, appreciation for diverse cultures, and commitment to ongoing civic engagement, and social responsibility.

The SAES faculties continue to use a broad array of methods in instruction, including lectures, field trips, excursions, demonstrations, discussion groups, seminars, case studies, individual and group projects, term projects, laboratories, assignments, quizzes, research papers, videos/films, CDs, PowerPoint presentations, the University Blackboard platform and related e-learning technologies. Technical innovations in instructional delivery center on the increased use of computers, wireless technology, and web-based interactive learning activities that motivate and enhance learning. The SAES currently offers 36 on-line courses, and three additional courses are being developed. We understand that an array of educational challenges and demands make it necessary to adopt and administer more cost-effective, readily available, and assessable educational programs. These innovations in pedagogy have, in part, facilitated an increase in the number of Student Credit Hours (SCH) generated in the SAES. The number of SCH generated over the past three years, 2004-2006, was 11,989, 13,721 and 13,925, respectively. (See Appendix A9.) Thus, the total number of SCH generated increased by 16.1 percent over this three year period.

The Agricultural Research Program is very actively involved in and supportive of a responsive learning environment. The Agricultural Research Program annually employs undergraduate and graduate students to assist with the research funded through the Evans-Allen program, thus supporting their education. A total of 98 students (58 undergraduates and 40 graduates) were supported financially during the academic year for a total expenditure of \$445,570. Also, during the summer of 2006, 33 high school students participated in two two-week research apprenticeship programs. Of the eight seniors in the group, two enrolled in the SAES and 22 others expressed interest in enrolling in the SAES upon graduation from high school.

#### b. Accreditation/licensure reviews

The SAES currently has 13 B.S programs in which a student can earn a degree. Of those 13 programs, nine are nationally accredited: Child Development (B-K), Child Development and Family Studies, Family and Consumer Science Education, Fashion Merchandizing and Design, Nutrition and Dietetics, Food and Nutritional Sciences, Agricultural Education, Landscape Architecture, and Biological Engineering. Accreditation implies that after a rigorous review, by a national accrediting body, the existing program meets and/or exceeds high academic standards

and they are adequately positioned for the five years following their reaccreditation. Receiving accreditation also certifies that an adequate number of the faculty in these programs are state and nationally certified, professionally licensed and thus highly qualified to teach, conduct research, provide consultation or other professional judgments. We are delighted to report that the Child Development Early Education and Family Studies (B-K), Family and Consumer Sciences Education and Agricultural Education programs successfully completed accreditation licensure review by National Council for Accreditation of Teacher Education and the State Department of Public Instruction in spring 2007. Additionally, a site visit by the American Dietetics Association accreditation team occurred in the spring of 2006. Reaccreditation of the Didactic Program in Dietetics was approved during the summer. The Department of Family and Consumer Sciences received re-accreditation, until 2014, from the American Association of Family and Consumer Sciences. Biological Engineering is preparing for its review by the Accreditation Board for Engineering and Technology in the fall of 2007. The self-assessments reports for the Biological Engineering Program, the Agricultural Education Program, the Family and Consumer Education Program and the Child Development (Birth – Kindergarten) Program were completed. It is also noteworthy that the Child Development Laboratory's "5-Star" rating was renewed last year and now the lab, under a new director, is operating year-round.

#### c. Facilities updates

The Department of Agribusiness, Applied Economics and Agriscience Education has refurbished Suite 154 of Carver Hall and equipped it with a computer and printer to serve as a retention and advisement room. During the academic year, the Department of Animal Sciences brought into full operation a micro-array laboratory. Construction of the new Dairy Unit was completed and the Equine Unit was expanded to accommodate four horses. A room for the Landscape Architecture program was renovated and equipped with additional printers and a copy machine. Computers were also purchased for the Department of Natural Resources and Environmental Design's graduate study room. Finally, renovation has begun on Webb Hall's HVAC.

#### d. Faculty awards and promotions

The administrators and faculty in the SAES have been elected to a number of national positions and recognized with a number of professional awards. These awards, promotions and other recognitions are listed in Appendix C2.

#### e. Students honors/scholarships/fellowships

During the University's 2007 Honors' Day Convocation all students with a 3.0 GPA or better were recognized. This year, 188 (27%) of the 704 SAES undergraduate students were recognized and honored. Moreover, the number of awards, scholarships, certificates or honors received by our students totaled 518 (see Appendix B1). One-hundred and twenty-four students received scholarships, a number limited by the scarcity of scholarship funds. In addition, 70 students were inducted into one of the three major honor organizations/societies in the SAES (Gamma Sigma Delta, 33; Kappa Omicron Nu, 30; and Sigma Lambda Alpha, 3). Also 29 students are in the University Honors Program and 19 were inducted into Phi



Kappa Phi. Twelve SAES students (10 undergraduates and 2 graduates) received the Waste Management certificate. It should also be noted that Courtney Owens, an agriscience education major, became the first student to enter the Peace Corps through the Master's International program that was launched in the fall of 2004.

In May of 2007, the SAES held its fifth Student Awards and Recognition Banquet to honor and recognize the accomplishments of its students. More than 150 students were recognized and more than 250 plus people attended the event. In December of 2006 and May of 2007, about 160 persons, including parents, students, faculty and staff participated in appreciation luncheons for our fall and spring graduates. During the 2006-07 academic year, 145 students received the B.S. degree and 26 graduate students received the M.S. degree (see Appendix B4). It is noteworthy that 30 percent of the undergraduate students graduated with honors, while 19 percent of the graduate students graduated with a 4.0 GPA. Additionally, at a graduation ceremony held on May 3, 2007, 19 pre-schoolers graduated from the Child Development Laboratory.

#### Major employers of students

Provided in Appendix B2 is a detailed listing of the placement of 78 students: 56 undergraduate and 22 graduate students who completed one of the 13 degree programs in SAES during the 2006-07 academic year. Of the 78 graduates, 32%, 26%, 31% and 11% indicated their placement status as private sector, public sector (government), graduate school and undecided, respectively. Of the 56 undergraduates, 39 percent indicated they were attending graduate school, while 43 percent and 18 percent, respectively, found employment in the private or public sector. Of the 22 graduate students, five percent have secured a job in the private sector, while 45 percent have decided to work in the public sector. A small percentage (9%) indicated they were continuing their study while 41 percent were exploring their options. The vast majority of SAES students who have gained employment will be working in areas that coincide with their training in food, agricultural, life and environmental science industries. The data suggest that most of the undergraduates found employment in the private sector while most of the graduate students will be employed in the public sector.

#### Internships and co-ops

The SAES faculty decided that beginning with the fall semester 2003 freshmen class; experiential learning would be required in each of the 13 program areas. Each student must complete an internship, co-op, field experience or experiential learning activity before graduating. During the 2004-05 and 2005-06 academic years, a total of 76 and 74 students, respectively, participated in some type of internship or co-operative education program. For the current academic year, this number increased to 103. Also during the 2004-05 and 2005-06 academic years, the numbers of student in field experiences were 232 and 216, respectively. For the current academic year, the number of student participating in field experiences dropped to 181. The slight decline is because of the decrease in the pool of junior and senior level students who are the primary candidates for internships and field experiences. Moreover, many students accept internships as a mean of financing/subsidizing

their cost of tuition. Thus, more students are finding internships in the private sector; we expect this number to continue to increase as we partner with more private agencies.

f. Alumni and employer feedback

As part of various departmental and program accreditation and assessment and evaluation processes, surveys were administered to alumni and employers. Additionally, informal feedback was obtained from alumni, public and private representatives, and supporters of the institution, during special campus events (board meetings and career days). In general, the business and governmental representatives speak very highly and favorably of the performances of our students who are serving as interns or as full-time employees. Educational institutions eagerly recruit our students for graduate and professional studies and have ranked their academic preparedness and performance as very good to excellent. Our records indicate that most students accepted into graduate and professional schools completed their degree program, performing in the top of the graduating classes. Undoubtedly, these positive perceptions have contributed to the increasing demand for students graduating from our programs. As noted in Appendix B2, over 30 percent of our graduates have been accepted into graduate programs to continue their studies. Members of the SAES Alumni Society continue to play a significant role in providing feedback to embellish our programs while regularly planning marketing, recruitment and retention activities. They are also a source of financial support for our students and actively participate in events planned by the School. They also have been very instrumental in both employing our graduates and helping them find employment, or in assisting them into graduate and professional schools.

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 seven semesters, spring 2003 to fall 2006. Due to technical problems at the university level, student evaluations are not available for the fall 2005. For the fall semester 2006, the overall ranking of the SAES is 4.2, compared to 4.1 for the University. Of the 96 courses evaluated, 88 (92%) received a mean ranking of 3.5 or higher. Comparatively, in spring 2006, of the 52 faculty member teaching 102 courses, only one course has a mean ranking below 3.5. Past efforts devoted to increasing the quality of our teaching for those below 3.5 improved the SAES overall rating. Last year, the chairpersons were asked not only to continue with the peer evaluations and related feedback to improve instructional performance, but also to conduct a mid-year evaluation. As such, we have seen improvements in our student evaluation results.

2. **Discovery**

a. New research awards

In the SAES, we focus on creating new economic opportunities as we search for workable solutions to the problems which plague our communities. The questions we face are complex and so, too, are our solutions. Thus, we adopt an interdisciplinary approach to research and problem solving. The SAES faculty continues to be very active and successful

in grantsmanship. Sixty-four proposals were submitted and 31 received funding (see Appendices C3, C4, C4.1 and C5), a success rate of 48 percent, which is above the normal funding rate. These funded proposals resulted in \$4,015,541 of additional funding to support ongoing research, teaching and Extension activities. Of the total amount of competitive funds received, \$833,396 (21%) were for instructional purposes, \$1,333,981 (33%) were for research, \$315,689 (8%) were for public service and \$1,487,475 (37%) for “other” activities (see Appendix C4). The United States Department of Agriculture was SAES’s chief grantor, providing 60 percent of the funding (see Appendix C3).

b. Scholarly productivity

The SAES faculty was very productive in terms of scholarly activities. The data in Appendix C6 show that the faculty published one book, five book chapters, 46 refereed journal articles, and 59 other articles. In addition, the faculty was engaged in 259 public service functions and 163 public exhibits. Scientific paper presentations at professional conferences, workshops and symposia were commendable. Given the size of the SAES faculty and the teaching load (2-4 classes per semester), the overall faculty performance is exemplary. The SAES is fortunate to have such a high caliber of faculty dedicated to excellence and productivity.

c. Professional growth and development—faculty and staff

The SAES faculty and staff continue to receive support and encouragement for professional development opportunities by administrators in the School and University. Thus SAES faculty and staff are very active in professional growth and development activities. The SAES faculty and staff are known and recognized nationally and internationally for their teaching, research, and Extension activities. The competitive edge forged by the SAES is due in large part to the professional growth and development of the SAES’s most valuable resource - faculty and staff. Their competitiveness is most tersely reflected in the data summarized in Appendices C6 and C7. SAES faculty participated in 12 short courses (Banner Basic, GIS, SMART, Blackboard, ATL Workshops, web for faculty, proposal writing, recruitment and retention, etc.), 202 professional meetings, and 293 workshops and conferences. In addition, 149 papers and posters were presented and 152 other professional activities were undertaken. This is crucial for the long-term success of the SAES, especially in view of the rapidly growing knowledge-based economy. The SAES continues to receive recognition for its outstanding publications (*Solutions for North Carolina*, *on the move*, *Re:search*, and *Ag E-Dispatch*) and videos, produced in-house by Ag Communication staff. Although not reported in the appendices, but available in the departmental annual reports, the staff has also been involved in growth and development activities (Banner Basic Workshops, EPA Salary Administration Workshops, Budgeting and Planning Workshops, Performance Training Workshops, Ag Biotech Teachers Workshops, GIS, Career Banding, and etc.) for continued professional growth and development.

3. **Engagement**

a. Outreach and access activities

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

The SAES faculties worked with citizens and/or citizen groups in North Carolina on a number of issues impacting their lives. Given space limitations in this report, only 10 programs and/or activities are listed below {agency, and (outreach focus)}:

- North Carolina secondary agricultural teachers (small engine technologies)
- Johnston County Public Schools (agricultural/environmental biotechnology)
- Public schools in Guilford & Wayne counties (importance and interrelationship of soils, plants, animals, agricultural production and the environment)
- Public schools in Guilford, Alamance, Randolph, Forsyth counties (Pets on Wheels Program)
- Duplin & Pender counties Minority Forestry Landowners (environmental stewardship)
- Three Rivers Cooperative (meat goat production)
- North Carolina Small Meat and Poultry Producers (food safety)
- Wilmington Housing Authority (youth entrepreneurship)
- Cove Creek Gardens of Greensboro and the Parks and Recreation Department of the City of Greensboro (environmental horticulture, plant propagation, water conservation)
- Judicial Systems in 41 counties (parenting skills)

Finally, these outreach efforts illustrate how campus and community collaborations enhance the quality of life of the citizens of North Carolina. Looking forward, we want our research and engagement programs and activities to inform and contribute to our research and classroom teaching, and we want our outreach and engagement program and activities to make it easier for people to access the knowledge and expertise of our faculty. It's also important to note that since January 2006, the number of visits to the SAES web pages continues to rise; the number of visits per day has increased from (118,871 to 382,064), with an average stay of 11:59 minutes.

b. New collaborations/partnerships

Strategic partnerships are gaining momentum across the country, and are becoming powerful forces for North Carolina A&T and other universities to strengthen the core missions of higher education, civic engagement and economic development. This momentum has manifested itself in the SAES-reflected most succinctly by four significant, creative and strategic program partnerships that were formed last year.

In the spring of 2007, the SAES signed and began implementation of four significant memoranda of understanding with four leading agricultural universities in Southeast Asia (Nong Lam University, Vietnam; Chiang Mai University, Thailand; Bogor Agricultural University, Indonesia; and University of the Philippines at Los Banos) to increase research and student exchange opportunities with North Carolina A&T. This project, initiated by Dr. Manuel Reyes, leverages an existing \$1.2 million USAID funded project for Sustainable Agriculture and Natural Resources Management – Cooperative Research Support Program (SANREM-CSR). Exchanges will be possible in a variety of disciplines, in addition to agriculture.

Opportunities Industrialization Centers International (OICI)–is a self-help movement; a collaboration between grassroots community leaders in Africa, committed individuals in the United States and the world. They help farmers in third world countries improve agricultural production practices. The Cooperative Extension Program works closely with the *Farm Serve Africa* to recruit and send farmers or professionals to West African counties (Ghana, Mali, and Nigeria). Since collaborating with OICI on this effort, two farmers and five professionals have completed at least one two-week assignment. Since collaborating with OICI on this effort, five volunteers have completed 10 three-week assignments. Knowledge areas shared included field crop production, mushroom production, horticulture, harvesting, food processing and preservation, post harvest handling, safety, marketing and small business development.

In mid-May, North Carolina A&T, joined by the University of North Carolina at Greensboro, officially broke ground on its new Gateway University Research Park. This high-tech research park, located just off Interstate 85/40, is slated to become an economic engine for the area and the state. Gateway will create hundreds of high tech jobs and will serve as a hub for University-generated research spin-offs. We in the SAES are especially excited about this Gateway venture because the first facility will house the United States Department of Agriculture’s Natural Resource Conservation Service (NRCS) East Regional National Technology Center. This Center is a partnership with SAES/North Carolina A&T and NRCS. Already NRCS is working in our community. This groundbreaking will lead to a new facility. This move bodes well for all entities and we are excited about what’s to come (also refer to Section B: Progress Toward Key Goals, Goal #4).

Finally, as presented in Section B (Progress Toward Key Goals, Goal # 5), the SAES is an equitable partner in the North Carolina Research Campus. Briefly, SAES/North Carolina A&T is establishing a Center of Excellence for Post Harvest Technologies ostensibly to promote healthy lifestyles through product development, scientific breakthroughs, and education/outreach. Our major focus areas are four-fold: health promoting components in fruits and vegetables, food safety, storage stability related to shelf-life and quality and value-added product development for food and non-food products.

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

There are 15 clubs/organizations in SAES in which students are encouraged to participate. These include: Minorities in Agriculture, Natural Resources and Related Sciences (MANNRS), National Agri-Marketing Association (NAMA), Equine Club, 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. Activities sponsored by these clubs/organizations are designed to improve students' experiential and service learning and develop their leadership skills while re-enforcing classroom learning and social skills. As members of professional student clubs/organizations, students have presented papers and participated in related student competitive activities (posters, quiz bowls, case studies, etc.). The SAES dispatched a delegation of eight students and three advisors to the National FFA Convention. North Carolina A&T was one of only three HBCUs represented at this conference and was among the top five universities in student representation. The students also manned a booth at the convention. SAES students involved in pet-on-wheels take animals and instructional materials to local schools, conduct dog-washes (students wash and clean animals for the community), and take field trips as experiential learning activities (zoological garden, Harris Teeter Warehouse, Gamma Sigma Delta Student Research/Project Showcase of Excellence, etc.). Clubs raise money to feed the hungry, assist with community projects, conduct food drives, participate in CROP/AIDS walk, and adopting needy families over the holiday season. Students are also involved in such University activities as softball, dance, marching band, cheerleader squad, and University athletics.

Students have been also been involved in other activities, such as SAES Student Awards Banquet, Homecoming, University Day, University Open House, Farm/University Tours, Aggie Nites, Cluster Classroom Visitation, Advisory Council, SAES Ambassadors, and A&T Peer Advisors. The SAES Student Advisory Council continues to meet once a semester with the Dean and administrators. Members of the SAES Student Ambassadors actively participate and sponsor some of the school recruitment and retention activities. The chief purpose of these meetings is to advise the administration on ways to enhance the SAES learning environment, and to recognize and respond to diverse student needs.

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

The SAES staff is comprised of more than 70 individuals serving in the capacities of secretaries, administrative assistant, budget/payroll officer, research assistant, processing assistant, research technician/associate, Cooperative Extension associates, office assistant, laboratory/field technician, student service manager, farm personnel and communication and technology. These individuals are very active in the learning, discovery and engagement enterprises, assisting administrators and faculty in the areas of teaching, research and Extension. Staff members play a significant role in fulfilling the tripartite mission of the SAES. Specifically, those primarily involved in research and Extension have become engaged in student activities, just like staff members on the academic side. They direct students to relevant offices, apprise them of University policies and programs, remind them of deadlines, provide counseling and assist in the discharge of their day-to-day

responsibilities. Laboratory technicians and farm staff are a main and vital part of the student training process as they are invaluable in laboratory/farm experiential training of undergraduate and graduate students. They assist faculty in preparing experiments, research presentations, and scientific articles, and in classroom instruction. The staff is encouraged to participate in all meaningful training workshops that will enhance their productivity. For instance, all faculty and staff in the SAES participated in the ethics workshops conducted by Chancellor Hackley; four SAES staff members are being certified as ethics trainers. Additionally, about 80 percent of the faculty and staff have attended one of the Banner Training workshops and others are scheduled to participate in the workshop this summer. Other workshops attended include: Budget and Planning, EPA/SPA Salary Administration, Blackboard, Career Banding, Response to Audit, and Human Resources. Attending these and related workshop ensures that the staff is capable and equipped to organize school-related programs, conferences and workshops, and to prepare departmental reports. 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, so he can apprise them of the programmatic directions of the SAES, and encourage them to make recommendations.

4. **Retention**

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

Beginning with the 2005 academic year, the goal of the SAES, consistent with that of the University, was to increase the retention rate by 1%, 2% and 3% by 2008. A number of strategies and activities were developed and planned to accomplish these goals. There are three specific goals addressed in the SAES plan: (1) increase the retention rate of first time, full-time students; (2) increase full-time sophomore-to-junior retention rates; and (3) increase junior-to-senior retention rates and graduation rates. Taking all of these together as a gestalt, the immediate strategies included the posting of office hours, developing an early monitoring alert system, supplemental instruction, more student engagement, listing of campus support services, maintaining student current contact information, mandatory student meetings at least twice per semester, developing plans-of-work for at-risk students, and maintaining a classroom attendance policy. These and other activities, as outlined in the SAES Retention Action Plan, are either completed, on-going or in-progress. All of the activities discussed above, albeit briefly, are elaborated on in Section B: Progress Toward Key Goals, Goal #3. They are important to increasing the SAES retention rates. We are especially encouraged, however, by our efforts relative to the academic summits, the SAES Corporate Advisory Board, the USDA Capacity Building Grants Program, and the SAES Recruitment and Retention Committee.

b. Retention goal for each academic program (undergraduate)

Each academic unit's retention plans is consistent with that of the SAES. To increase efficiency and sharing of "best practices," the SAES established a Recruitment and Retention Committee, consisting of two representatives from each unit. This committee has been

charged with implementing the goals of SAES by developing strategies for increasing enrollment and improving retention rates. They will examine existing sophomore and senior surveys, retention data, and relevant programs at other institutions. The Recruitment and Retention Committee will also conduct focus group/listening sessions or town hall meetings with parents, students, counselors, alumni, or others to seek input for purposes of improving our retention plan.

#### **D. Goals for the Upcoming Academic Year**

As North Carolina A&T continues to implement its interdisciplinary model for learning, discovery, engagement and operational excellence, the SAES is well positioned, in part because of our legislative mandate, to be a key player in this transformational process. The SAES goals for 2007-2008 include the following:

1. Assess progress towards realizing goals of the SAES strategic plan
2. Increase enrollment, retention and graduation rates
3. Continue to create a responsive learning environment that fosters high quality programs in teaching, research and Extension
4. Implement an internal controls system for SAES, including training and monitoring components

#### **1. Relations to FUTURES**

The goals for SAES for the 2007-08 academic year operate at the forefront and within the milieu of the FUTURES activities.

#### **2. Key Indicators of Progress**

Prior to providing the key indicators of progress for each of the four SAES goals for the 2007-2008 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: Assess progress of realizing the goals of the SAES Strategic Plan: Key indicator of progress will be the development and application of logic models. **{FUTURES Goals I, II}**

Goal 2: 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 3: 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 4: Implement an internal controls system for SAES, including training and monitoring: Key indicator of progress is the number of training sessions developed, the number of faculty, staff and student leaders who participate in these training sessions, and increased efficiency of operations. **{FUTURES Goals I, III}**

## **APPENDIX A**

### **Student Enrollment Management Data**

**Appendix A1**  
**Enrollment by Class and Semester (Fall '92 – Spring '07)**  
**School of Agriculture and Environmental Sciences**

<b>Term</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
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
Fall 2004	565	133	698
Spring 2005	577	78	655
Fall 2005	670	87	757
Spring 2006	671	94	765
Fall 2006	704	95	799
Spring 2007	654	97	751

## Appendix A2

### Enrollment by Departments, Fall 2002 to Fall 2006 School of Agriculture and Environmental Sciences

Department	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Agribusiness, Applied Economics & Agriscience Education	91	100	120	118	139
Animal Sciences	152	180	170	196	193
Family & Consumer Sciences	250	296	295	332	364
Natural Resources & Environmental Design	116	95	113	111	103
<b>Total</b>	<b>609</b>	<b>671</b>	<b>698</b>	<b>757</b>	<b>799</b>

### Appendix A3

#### Retention and Graduation Rates (1998-2005) School of Agriculture and Environmental Sciences

##### AGRICULTURE, (School Total)

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1998	69	76.8	60.9	56.5	23.2	4.3	4.3	1.4					30.4	40.6	42.0	44.9	44.9	
1999	67	73.1	56.7	46.3	20.9	6.0	6.0	1.5					23.9	29.9	31.3	32.8		
2000	72	77.8	63.9	61.1	33.3	8.3	1.4						23.6	38.9	43.1			
2001	74	70.3	59.5	55.4	20.3	5.4							24.3	33.8				
2002	122	77.9	65.6	59.8	32.0							1.6	22.1					
2003	120	75.8	65.0	60.8														
2004	96	76.0	58.3															
2005	137	70.8																

### Appendix A4

#### Retention and Graduation Rates (1998-2005) University Total

##### University Total

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1998	1,365	75.5	61.8	57.9	28.4	10.0	4.0	2.1	1.5				0.3	23.6	38.8	42.5	43.7	43.9
1999	1,530	72.3	61.6	56.1	27.4	8.3	4.2	1.9					0.2	22.7	36.4	39.5	40.8	
2000	1,661	76.6	63.8	58.0	31.5	10.2	4.5						19.3	34.7	38.0			
2001	1,760	76.0	67.0	58.8	33.5	11.3							0.1	20.1	34.7			
2002	2,025	73.0	60.6	55.4	30.8								0.2	14.8				
2003	2,219	73.1	61.3	53.0									0.3					
2004	2,211	72.5	58.8															
2005	2,240	68.9																

## Appendix A5

### Retention and Graduation Rates (1998-2005) Department of Agribusiness, Applied Economics and Agriscience Education

#### 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
1998	4	50.0	50.0	25.0										25.0	25.0	25.0	25.0	25.0
1999	10	70.0	60.0	40.0	20.0	10.0	10.0							20.0	30.0	30.0	40.0	
2000	7	85.7	85.7	85.7	42.9									28.6	71.4	71.4		
2001	7	85.7	85.7	85.7	14.3	14.3								57.1	57.1			
2002	13	84.6	61.5	61.5	38.5									7.7	30.8			
2003	14	71.4	64.3	64.3														
2004	7	100.0	85.7															
2005	6	100.0																

## Appendix A6

### Retention and Graduation Rates (1998-2005) Department of Animal Sciences

#### AGRICULTURE, ANIMAL SCIENCES

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1998	25	80.0	64.0	64.0	12.0	4.0	8.0							48.0	52.0	52.0	60.0	60.0
1999	29	75.9	69.0	55.2	17.2	3.4	3.4							34.5	41.4	41.4	41.4	
2000	28	64.3	42.9	53.6	28.6	14.3	3.6							25.0	32.1	39.3		
2001	25	84.0	68.0	64.0	20.0	4.0								40.0	44.0			
2002	46	78.3	65.2	56.5	21.7									17.4				
2003	41	78.0	65.9	63.4														
2004	35	74.3	60.0															
2005	51	78.4																

## Appendix A7

### Retention and Graduation Rates (1998-2005) Department of Family and Consumer Sciences

#### AGRICULTURE, FAMILY & CONSUMER SCIENCES

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1998	26	92.3	65.4	65.4	34.6	3.8	3.8	3.8						30.8	46.2	50.0	50.0	50.0
1999	20	75.0	50.0	45.0	25.0	5.0	10.0	5.0						20.0	25.0	25.0	25.0	
2000	29	86.2	75.9	58.6	34.5	3.4								27.6	37.9	37.9		
2001	34	58.8	47.1	41.2	20.6	5.9								8.8	20.6			
2002	43	79.1	65.1	62.8	44.2									16.3				
2003	46	73.9	60.9	56.5														
2004	39	76.9	56.4															
2005	66	68.2																

## Appendix A8

### Retention and Graduation Rates (1998-2005) Department of Natural Resources and Environmental Design

#### 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
1998	14	50.0	50.0	35.7	28.6	7.1									14.3	14.3	14.3	14.3
1999	8	62.5	25.0	25.0	25.0	12.5										12.5	12.5	
2000	8	87.5	75.0	75.0	37.5	12.5								37.5	50.0			
2001	8	62.5	62.5	62.5	25.0									12.5	37.5			
2002	20	70.0	70.0	60.0	25.0								5.0	40.0				
2003	19	78.9	73.7	63.2														
2004	15	66.7	46.7															
2005	14	42.9																

## Appendix A9

### Student Credit Hours Generated by Program

Department	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Agribusiness	679	662	654	808	838	790
Animal Sciences	1157	1006	1187	1080	1150	1289
Family & Consumer Sciences	2300	2503	2776	2932	3054	2532
Natural Resources	1896	1786	2242	2042	2177	2097
<b>Total</b>	<b>6032</b>	<b>5957</b>	<b>6859</b>	<b>6862</b>	<b>7219</b>	<b>6708</b>



**APPENDIX B**  
**Student Activity Data**

## Appendix B1

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

<b>Item</b>	<b>Agribusiness/Ag Education</b>	<b>Animal Sciences</b>	<b>Family &amp; Consumer Sciences</b>	<b>Natural Resources &amp; Environmental Design</b>	<b>SAES</b>
<b>Awards</b>	17	24	7	3	51
<b>Scholarships</b>	17	28	9	70	124
<b>Certificates</b>	7	21	6	7	41
<b>Honors</b>	22	9	41	10	82
<b>Honor Students</b>	34	71	69	21	195
<b>Honor Graduates</b>	6	5	11	3	25
<b>Total</b>	103	158	143	114	518

**Appendix B2**  
**Placement of Graduates by Departments**  
**School of Agriculture and Environmental Sciences**

<b>Name</b>	<b>Company / Graduate School</b>
<b><u>Agribusiness</u></b>	
<b><u>Undergraduate Students</u></b>	
Lennie Breeze	NC A&T State University
Sarah Johnson	NC A&T State University
Beke Lindsay	NC A&T State University
Joshua Williams	NC A&T State University
Mike Demilita	UPS
Bradley Lael	Davidson County Schools
Cherise Lilly	NC A&T State University
Deborah Hall	NC A&T State University
Morgan Hall	NC A&T State University
Phillip Turner	Lowe's Home Improvement
Richard Barnett	Cargill Home Improvement
Stephen Emerson	Carteret County Schools
Travis Bunn	Virginia Cooperative Extension
Vincent Nicholson	United States Army
Erin Anderson	USDA
Sherrie Godette	NC A&T State University
Robert Monroe	NC A&T State University
Harry Sutton	NC A&T State University
Matthew Dugan	NC A&T State University
Daniel Cooper	NC A&T University Farm
Jessica Tyson	Bank of America
<b><u>Graduate Students:</u></b>	
Chester Neal	Lenoir County Schools
Cody Allen	Yadkin County Schools
Crystal Smith	NC Cooperative Extension Service
Jessica Jones	Pamlico County Schools
Joshua Davenport	Washington County Schools
Michael Thomas	Richmond County Schools
Robert Davis	Union County Schools
Shannon Wiley	NC Cooperative Extension Service
Shekeitha Burnette	NC A&T State University
Moussa Ousmane	Cargill
Makesi Ormond	Undecided
Edward Fosu	Undecided
Henry Lutterodt	Undecided
Kelli Ennis	Undecided
Shameka Freeman	Undecided

## Appendix B2 (cont.)

### Placement of Graduates by Departments School of Agriculture and Environmental Sciences

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Name	Company / Graduate School
<b><u>Animal Sciences</u></b>	
<b>Undergraduates</b>	
Crystal Artis	Duke University
Amber L. Jarman	Duke University
Leah M. Boyd	Private Sector
Erin L. Pohlman	Private Sector
Leah E. Akins	NCSU, College of Veterinary Medicine
Shapera M. Knight	Private Sector
Heather Morgan	Private Sector
Brandynn L. Alston	Private Sector
Tiffany Mann	Veterinarian Practice, Greensboro, NC
John Allen	Private Sector
Robin D. Beam	Novartis
Brandi Belton	Private Sector
Ericka A. Brown	Private Sector
Kelli M. Carter	Tuskegee University (Applying Vet School)
Morgan Cornelius	Private Sector
Shandra Richardson	Private Sector
Yvette L. Robbins	Tuskegee University (Applying Vet School)
Marcus R. Roberts	Washington State University
Dominic D. Steele	NCSU, College of Veterinary Medicine
Amber L. Wilkins	Gold Kist, Inc.
Monique N. Bryant	Private Sector
Melody Thomas	Private Sector
Christopher Clarke	Private Sector
Lisa M. Colvin	Duke University
La'toya D. Lane	NCA&TSU or Virginia Tech (Applied Grad School)
Stephanie J. McFadden	Private Sector
Katima S. Underwood	Private Sector
<b>Graduate Students:</b>	
Crystal M. Bowers	Undecided
Tarraca J. Jackson	Undecided
Sheea L. White	Undecided

## Appendix B2 (cont.)

### Placement of Graduates by Departments School of Agriculture and Environmental Sciences

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#### Family and Consumer Sciences

##### **Undergraduates**

James Howze, Jr.	NC Mecklenburg County School System
Cigi Howard	NC Mecklenburg County School System
D. L. Underwood	NC Mecklenburg County School System

##### **Graduate Students**

Atitay Alfadli	Undecided
Geraldine Rich-Charles	Graduate School, Virginia State University
Robin Goins	NC A&T

#### Natural Resources and Environmental Design

##### **Undergraduate Students:**

William C. Harrison	Land Design, Charlotte, NC
Lisa Means	NC A&T
Alan Gillespie	Has a job offer (undecided)
Monica Haddix	NC A&T
Allen Hunter	Applied to graduate school

##### **Graduate Students:**

Steve Cannon	Rowan County Environmental Health Department
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**Appendix B3**  
**Student Internships and Coops**  
**Agribusiness, Applied Economics and Agriscience Education**

<b>Student</b>	<b>Company/Agency</b>	<b>Location</b>	<b>Duties</b>
Cedric Jones	Kraft Foods	Philadelphia, PA	Production Supervisor
Crystal Hilton	Kentucky Coop Ext	Lexington, KY	4-H Agent
Kevin Chestnut	US Forest Service	Mississippi	Forest Fighter
Joshua Williams	US Forest Service	Mississippi	Forest Fighter
Jason Spruell	Cargill Inc.	Reserve, LA	Production Supervisor
Ibrahim Salifou	Cargill Inc.	Wichita, KS	Supply Chain Manager
Tevita Stephens	Syngenta	Greensboro, NC	Research Assistant

**Animal Sciences**

<b>Student</b>	<b>Company</b>	<b>Location</b>	<b>Duties</b>
Patrick Barnes	Michigan State University College of Veterinary Medicine-Vetward Bound	East Lansing, MI	Student Internship
Tierra Kershaw	Virginia Tech University MAOP	Blacksburg, VA	Research Internship
Treasure White	Virginia Tech MAOP, VT	Blacksburg, VA	Student Internship
Lemnique Wafer	International Study Abroad Scholarship	Belize, Central America	Student Internship
Cheri Grigg	USDA	Maryland	Internship
Lauren Brawley	NC State University (Food Scholars Program)	Raleigh, NC	Student Internship
Quincy Hawley	USDA, Vet Services	Raleigh, NC	Student Internship
Carla Thomas	Kraft, Inc.	Madison, Wisconsin	Student Internship
Justin Hayes	Durham Animal Hospital	Durham, NC	Student Internship
Brittany Luster	Falls Rd. Animal Hospital	Baltimore, MD	Student Internship
Jessica Gowins	USDA APHIS	Riverdale, MD	Student Internship
Shante Mathes	Natural Resources Museum	Raleigh, NC	Student Internship
Cherie Torrence	LASC/Tuskegee Summer Enrichment	Tuskegee, AL	Student Internship
Carresse Gerald	LASC/Tuskegee Summer Enrichment	Tuskegee, AL	Student Internship
Erica Brown	International Study Abroad Scholarship	Mexico	Student Internship
Amber Wilkins	Gold Kist Poultry	Athens, GA	Student Internship
Elios Hamilton	NCA&TSU, LARU	Greensboro, NC	Student Internship
Larrina Williams	NCA&TSU, LARU	Greensboro, NC	Student Internship
Treasure A. White	NCA&TSU, LARU	Greensboro, NC	Student Internship
Marquita Blount	NCA&TSU, LARU	Greensboro, NC	Student Internship
Bryce Burton	NCA&TSU, LARU	Greensboro, NC	Student Internship

**Appendix B3 (cont.)  
Student Internships and Coops  
Family and Consumer Sciences**

**Fashion Merchandising and Design Internship Placements  
Summer 2006**

<b>Students</b>	<b>Company/Agency</b>	<b>Location</b>	<b>Duties</b>
Channel Brown	LeVals Boutique	Greensboro, NC	Merchandising
Jamelia Coleman	East to West Outfitters	Greensboro, NC	Merchandising
Tomanuel Daniels	Zara	Orlando, FL	Merchandising
Jocelyn Fashaw	Parisian	Atlanta, GA	Merchandising
Amber Gunning	David's Bridal	Greensboro, NC	Merchandising
Tashyka Ledbetter	Express	Greensboro, NC	Merchandising
Cindi Lee	Garden Ridge	Greensboro, NC	Merchandising
Holly Madrey	African American Art	Greensboro, NC	Merchandising
Tyeshia Pittman	Off Broadway Shoes	Charlotte, NC	Merchandising
Jeffrey Sawyer	Street Stuff	Greensboro, NC	Merchandising
Andrea Thorpe	Wet Seal	Greensboro, NC	Merchandising
Casey Townsend	Barr's Retail	Concord, NC	Merchandising
Erikka Walker	Mchunu	Fort Washington, MD	Merchandising
Sheryl Williams	Tao Freedom	New York, NY	Design
Tara Wilson	Rainbow Apparel	High Point, NC	Merchandising
Vicmus Zigbu	Costco	Greensboro, NC	Merchandising

**FCS 642: FALL 2006 INTERNSHIP PLACEMENT LIST**

Lonnita Allen Johnson Pond Learning Center Fuquay-Varina, NC 27526	Maushauna Carter Vandalia Elementary School Greensboro, NC 27406
Akiaha Fuller Regional Child Care Resources & Referral Guilford Child Development Greensboro, NC 27506	Alisha Fuller Regional Child Care Resources & Referral Guilford Child Development Greensboro, NC 27506
Shannon Grier Work Family Resource Center Winston-Salem, NC 27101	Anthony Harrison Child Development Laboratory NC A&T
Erica Hunt Early Childhood Center Greensboro, NC 27401	Telissa Jacobs Eastlawn Elementary School Burlington, NC 27210
Tanya Johnson Archer Elementary School Greensboro, NC 27404	Shannon Massey Department of Social Services Greensboro, NC 27402
Erica Mayo YWCA- Teen Program Greensboro, NC 27401	Christy McKoy Triangle Lake Montessori Magnet Elementary School High Point, NC 27260
Ashley Moore Alamance Partnership for Children Burlington, NC 27215	Brittney Ross Brooks Global Elementary School Greensboro, NC 27405
Shameca Staples Dudley High School Greensboro, NC 27401	Dana Taylor Guilford County Partnership for Children Greensboro, NC 27405
Juliet Thompson	Deele Underdue

Regional Child Care Resources & Referral Guilford Child Development Greensboro, NC 27506	Regional Child Care Resources & Referral Guilford Child Development Greensboro, NC 27506
Santana Whisnant Department of Social Services Greensboro, NC 27402	Kyshia Wynn Guilford Child Development Greensboro, NC 27506

**FCS 642  
Community Practicum Internship  
Spring 2007**

Nina Allen NC A&T SU #4593 Greensboro, NC 27411	Yasmine Crump Hayes Taylor YMCA Greensboro, NC 27401
Kellie Miles 6400 Old Oak Ridge Road Apt. F22 (910) 578-2396 kcmiles@ncat.edu	Greg Wierda Department of Social Services Greensboro, NC 27402
Andrea Peters 1124 Edgemont Rd. (336) 370-4908	John Ansbro The Arc of Greensboro, Inc Greensboro, NC 27407
Ginger Rodgers 2009 Pepperstone Place Apt. L Greensboro, NC 27406 (919) 749-8377	Chelsea Praylor Regional Child Care Resources & Referral Guilford Child Development Greensboro, NC 27506
Leslie M. Rucker 2009 Pepperstone Place Apt. L Greensboro, NC 27406 728 boulder place Statesville, NC 28625	Candi Scott Guilford County Partnership for Children 122 N. Elm Street, Suite 1010 Greensboro, NC 27401
LaToya Tayborn 1010 Dewey St. Apt. H Greensboro, NC 27401	Melissa Miller North Carolina Rated License Assessment Project. Greensboro, NC 27402
Lawrence Naylor 3306 Rehobeth Church Rd. Apt D. (336)382-7378	Lisa Salo Department of Social Services Greensboro, NC 27402
Minnie Bethune 610 S. Moore St. Sanford, NC 27330	Wanda Smith, PK-Teacher Archer Elementary School Greensboro, NC 27404
Shannon Massey 2624 Randleman Road apt A Greensboro, NC 27406	Nicole Spivey, Intern Coordinator Guilford Child Development Greensboro, NC 27506
Priscilla Mayela 814 Homeland Ave. Greensboro, NC 27411	Kelley Jennings Johnson St. Global Studies High Point, North Carolina 27262
Aisha Hampton 3008 Quail Oak dr Greensboro, NC 27405	Harriet Scott, PK-Teacher Early Childhood Center Greensboro, NC 27401
Lakeisha Dillahunt 3209 Eden wood drive Greensboro, NC 27406	Angela Wilson Ark of Safety Preschool High Point, NC 27265

**NAME**

**MAJ**

**COURSE**

**ASSIGNMENT**



Allen, Nina L	65	FCS63901	Alderman Elementary
Lance, Nekesha N	65	FCS63901	Alderman Elementary
Dillahunt, Lakeisha B	65	FCS63901	Archer Elementary
Rodgers, Ginger N	65	FCS63901	Archer Elementary
Bethune, Minnie M	179	FCS63901	Brooks Elementary
Bethune, Minnie M	179	FCS62901	Chesterbook Acad (Market)
Ingram, Charlotte E	139	FCS31101	Chesterbook Acad (Market)
Lance, Nekesha N	65	FCS62901	Chesterbrook Acad (Vandalia)
Mccullough, Monetta Y	65	FCS31101	Chesterbrook Acad (Vandalia)
Clark, Tomeeka	179	FCS31101	Childcare Network # 56
Newell, Missey Lawane	65	FCS31101	Childcare Network # 56
Rodgers, Ginger N	65	FCS62901	Christlike Daycare Ctr
Rucker, Leslie M	179	FCS62901	Christlike Daycare Ctr
Atkinson, Marquetta J	65	FCS62901	COGIC Cathedral DC Ctr
Howze, James L, Jr	80	FCS62901	COGIC Cathedral DC Ctr
Smith, Chelsea S	139	FCS31101	COGIC Cathedral DC Ctr
Collins, Ashley M	65	FCS31101	College Hil Childcare Co-op
Harris, Michelle A	179	FCS43001	College Hil Childcare Co-op
Harris, Michelle A	179	FCS62901	College Hill Childcare Co-op
Pass, Nekeem L	65	FCS62901	College Hill Childcare Co-op
Ware, Gabrielle N	65	FCS31101	College Hill Childcare Co-op
Culbreth, Tashawna	179	FCS31101	Creative World of Greensboro
White, Lanise D	65	FCS31101	Creative World of Greensboro
Naylor, Lawrence A	65	FCS43001	D D's Kids Childcare Ctr
Naylor, Lawrence A	65	FCS62901	D D's Kids Childcare Ctr
Biggs, Kimberly A	65	FCS31101	Dypaul Academy
Allen, Lonnita	65	FCS31101	Employment
Ingram, Ashley May	65	FCS62901	Employment
Redfear, Jasmine M	179	FCS43001	Employment
Randolph, Jacqueline K	179	FCS31101	Exempt
Hampton, Aisha M	65	FCS63901	Frazier Elementary
Taybron, Latoya S	179	FCS63901	Frazier Elementary
Brown, Lillie	179	FCS62901	Guilford Child Dev
Creech, Latara K	307	FCS62901	Guilford Child Dev
Hussain, Farkhanda	179	FCS31101	Guilford Child Dev
Atkinson, Marquetta J	65	FCS63901	Guilford Primary
Jones, Lori D	179	FCS43001	Hayes-Taylor YMCA
Mayela, Priscilla	65	FCS63901	Johnson Street Elem
Allen, Nina L	65	FCS62901	K.I.D.S.
Hairston, Brenda R	65	FCS31101	K.I.D.S.
Pinnix, Shauna L	65	FCS62901	K.I.D.S.
Spaulding Ragins, Cand	179	FCS31101	K.I.D.S.
Caldwell, Kamesha K.	65	FCS62901	Konnect Kids Childcare
Hodges, Chamika	179	FCS43001	Konnect Kids Childcare
Hodges, Chamika		FCS62901	Konnect Kids Childcare
Thomas, Latoya S	179	FCS31101	Konnect Kids Childcare
Avery, Felicia Shareel	65	FCS62901	Love-a-lot Daycare
Campbell, Sharina	307	FCS43001	NCAT Child Dev Lab
Coleman, Joy S	65	FCS43001	NCAT Child Dev Lab
Colson, D'toya S	179	FCS43001	NCAT Child Dev Lab

Freeman, Patina L	65	FCS43001	NCAT Child Dev Lab
Graham, Stephanie M	179	FCS43001	NCAT Child Dev Lab
Gray, Anika H	179	FCS43001	NCAT Child Dev Lab
Harrison, Anthony S	236	FCS43001	NCAT Child Dev Lab
Jones, Charla M	65	FCS43001	NCAT Child Dev Lab
Kizer, Charity Renee	80	FCS43001	NCAT Child Dev Lab
Little, Tameka D	179	FCS43001	NCAT Child Dev Lab
Mccraw, Serita M	179	FCS43001	NCAT Child Dev Lab
Motley, Charisse Tazra	65	FCS43001	NCAT Child Dev Lab
Rhodes, Andrea J	179	FCS43001	NCAT Child Dev Lab
Ross, Lagentry	179	FCS43001	NCAT Child Dev Lab
Shaw, Melody S	179	FCS43001	NCAT Child Dev Lab
Spruill, Tori L	65	FCS43001	NCAT Child Dev Lab
Surati, Mona P	65	FCS43001	NCAT Child Dev Lab
Tann, Shalaina B	179	FCS43001	NCAT Child Dev Lab
Taylor, Lashonda O	65	FCS43001	NCAT Child Dev Lab
Williams, Donita Treva	65	FCS43001	NCAT Child Dev Lab
Henderson-Edward, Jennifer	65	FCS31101	Next Step Academy
Beard, Kecia L Davis	145	FCS43001	Per Dr. Thurman Guy
Howze, James L, Jr	80	FCS63901	Per Dr. Thurman Guy
Mckoy, Katrina S	65	FCS63901	Pilot Elementary
Peters, Andrea S	66	FCS63901	Pilot Elementary
Mckoy, Katrina S	65	FCS62901	Pleasant Garden United Meth
Graves, Priscilla		FCS43001	Randolph County
Mcguire, Terrace Yolán	299	FCS62901	River of Life Christian Acad
Sanders, Crystal D	65	FCS43001	River of Life Christian Acad
Sanders, Crystal D	65	FCS62901	River of Life Christian Acad
Miles, Kellie C	65	FCS63901	Southern Elementary
Miles, Kellie C	65	FCS62901	The Children's Corner
Chunn, Lanette	65	FCS31101	Triad Child Dev Ctr
Chunn, Lanette	65	FCS62901	Triad Child Dev Ctr
Merga, Abeba	299	FCS62901	Village Kids, Inc
Naylor, Lawrence A	65	FCS63901	Wiley Elementary

<b>Name</b>	<b>MAJ</b>	<b>Course</b>	<b>Assignment</b>
Alston, Shantora D	139	FCS 31101	In The Beginning Childcare #2
Brothers, Jessica Ashl	65	FCS 31101	Konnect Kids Childcare
Christopher, Emilee Re	65	FCS 31101	Chesterbrook Academy (Market)
Faison, Laporscha T	73	FCS 31101	Chesterbrook Academy (Market)
Franklin-Bey, Allen A M	139	FCS 31101	Chesterbrook Academy (Vandalia)
Fuller, Brooke A	179	FCS 31101	Next Step Academy
Fulton, Joyce A	179	FCS 31101	Employment
Funderburk, Kristen S	65	FCS 31101	Konnect Kids Childcare
Funderburk, Tarvia N	65	FCS 31101	Konnect Kids Childcare
Gerald, Orlando T	139	FCS 31101	Childcare Network, Inc #56
Gorham, Laquanda A	139	FCS 31101	College Hill Childcare Co-op
Graham, Darjene D	179	FCS 31101	Guilford Child Development Services
Hill, Dacia M	65	FCS 31101	Childcare Network, Inc #56
Hodges, Chamika	179	FCS 31101	Childcare Network, Inc #56

Holman, Shanteia	139	FCS 31101	KID's Inc
Jones, Sharneise T	179	FCS 31101	Christlike Childcare Guilford Child Development Services
Lee, Toni E	139	FCS 31101	Childcare Network, Inc #56
Lowery, Brittney L	139	FCS 31101	Christlike Childcare
Mcclain, Shanese M	179	FCS 31101	College Hill Childcare Co-op
Mckoy, Kalyn	139	FCS 31101	Chesterbrook Academy (Vandalia)
Merritt, Toni L	139	FCS 31101	KID's Inc
Miller, Latoya D	65	FCS 31101	College Hill Childcare Co-op
Partee, Nicole	179	FCS 31101	Childcare Network, Inc #56
Pinnix, Shauna L	65	FCS 31101	KID's Inc
Shepherd, Tiffany Rene	139	FCS 31101	Guilford Child Development Services
Smith, Briana S	139	FCS 31101	In The Beginning Childcare #2
Spencer, Toia D	179	FCS 31101	KID's Inc
Squire, Tiffany L	179	FCS 31101	Childcare Network, Inc #56
Taylor, Miranda Y	139	FCS 31101	Chesterbrook Academy (Market)
Thomas, Jocelyn M	179	FCS 31101	Guilford Child Development Services
Tyler, Tameaka B	139	FCS 31101	KID's Inc
Valentine, Portia D	139	FCS 31101	In The Beginning Childcare #2
Wardsworth, Shanel N	65	FCS 31101	KID's Inc
Whitmire, Kendra	139	FCS 31101	Pleasant Garden United Methodist
Wiggins, Adrian	139	FCS 31101	Next Step Academy
Williams, Jaquetta J	65	FCS 31101	Family Assignment
Brown, Erica M	Insurance	FCS 40101	Family Assignment
Brown, Tracey	139	FCS 40101	Family Assignment
Carr, Tanesha D	Insurance	FCS 40101	Family Assignment
Christopher, Emilee Re	Insurance	FCS 40101	Family Assignment
Clark, Tomeeka	Insurance	FCS 40101	Family Assignment
Culbreth, Tashawna	Insurance	FCS 40101	Family Assignment
Fuller, Brooke A	Insurance	FCS 40101	Family Assignment
Funderburk, Kristen S	Insurance	FCS 40101	Family Assignment
Funderburk, Tarvia N	Insurance	FCS 40101	Family Assignment
Hill, Dacia M	Insurance	FCS 40101	Family Assignment
Hussain, Farkhanda	Insurance	FCS 40101	Family Assignment
Johnson, Meneka C	Insurance	FCS 40101	Family Assignment
Jones, Sharneise T	Insurance	FCS 40101	Family Assignment
Mccraw, Serita M	Insurance	FCS 40101	Family Assignment
Polk, Deshera P	Insurance	FCS 40101	Family Assignment
Rhodes, Andrea J	Insurance	FCS 40101	Family Assignment
Ross, , Lagentry	Insurance	FCS 40101	Family Assignment
Spaulding Ragins, Cand	Insurance	FCS 40101	Family Assignment
Steadman, Leah B	Insurance	FCS 40101	Family Assignment
Surati, Mona P	Insurance	FCS 40101	Family Assignment
Thomas, Jocelyn M	Insurance	FCS 40101	Family Assignment
Thomas, Latoya S	Insurance	FCS 40101	Family Assignment
Thomasson, Sandra	Insurance	FCS 40101	Family Assignment
Tinsley, Tiffany C	Insurance	FCS 40101	Family Assignment
Tobin, Angela J	Insurance	FCS 40101	Family Assignment
Wardsworth, Shanel	Insurance	FCS 40101	Family Assignment

Ware, Gabrielle N	Insurance	FCS 40101	Family Assignment
Clark, Tomeeka	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Coleman, Joy S	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Freeman, Patina L	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Funderburk, Tarvia N	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Giles, Asha N	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Hussain, Farkhanda	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Kizer, Charity Renee	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Mcduffie, Tamica	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Morton, Donna	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Motley, Charisse Tazra	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Parker, Cokeema	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Randolph, Jacqueline K	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Rhodes, Andrea J	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Shaw, Melody S	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Spaulding Ragins, Cand	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Surati, Mona P	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Tann, Shalaina B	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Townsend, Shannan	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Ware, Gabrielle N	Insurance	FCS 41901	Per Dr. Meshay Wheeler
White, Lanise D	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Wiggins, Leontyne M	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Williams, Donita Treva	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Williams, Tracee	Insurance	FCS 41901	Per Dr. Meshay Wheeler
Coleman, Joy S	179	FCS 55901	Fraizer Elementary
Freeman, Patina L	179	FCS 55901	Per Dr. Thurman Guy
Giles, Asha		FCS 55901	Archer Elementary
Hussain, Farkhanda	179	FCS 55901	Per Dr. Thurman Guy
Motley, Charisse Tazra	179	FCS 55901	Per Dr. Thurman Guy
Ross, Lagentry	179	FCS 55901	Per Dr. Thurman Guy
Brown, Lillie Donetta	299	FCS 63901	Triangle Lake Montessori
Busch, Jade	179	FCS 63901	Per Dr. Thurman Guy
Caldwell, Kamesha K	65	FCS 63901	Pilot Elementary
Freeman, Patina L	179	FCS 63901	Per Dr. Thurman Guy
Saulter, Victoria Hope	65	FCS 63901	Gillespie Park Elem
Womack, Lelia M	179	FCS 63901	Hayes Taylor YMCA

**Food and Nutritional Sciences Internship Placements  
Summer 2006**

<b>Students</b>	<b>Company/Agency</b>	<b>Location</b>	<b>Duties</b>
Aaron Vannetta	Kraft	New Jersey	Conducting Research
Keyonica Lassiter	USDA	Washington, DC	Conducting Research
Porter Myrick	USDA/ARS/ERRC	Wyndmoor, PA	Food Science Research
Atilola Olabiyi	Procter & Gamble	Connecticut	Food Science Research

**Food and Nutritional Sciences Internship Placements  
Spring 2007**

Students	Company/Agency	Location	Duties
Porter Myrick	USDA/ARS/ERRC	Wyndmoor, PA	Food Science Research

**Appendix B3 (cont.)  
Student Internships and Coops  
Natural Resources and Environmental Resources**

Student	Company/Agency	Location	Duties
Monica Haddix	NCAT	Greensboro, NC	Lab Technician
Tria Yang	USDA/NRCS	Statesville, NC	Soil Mapping
Jaron Jones	USDA/NRCS	Greensboro, NC	Soil Mapping
William Harrison	EDSA	Washington, DC	
Erica Belton	NRCS	Florida	Assist NRCS Field Staff
Alan Gillespie	NRCS	Florida	Assist NRCS Field Staff
Crystal Biddle	NRCS	Arkansas	Assist NRCS Field Staff
Keijo Hardin	NCA&T	Greensboro, NC	Assist Dr. Niedziela at A&T Farm
Maurice Washington		Greensboro, NC	GIS project –Dr. Gayle
Katherine Suda	NCA&T	Greensboro, NC	GIS project – Dr. Gayle

**Appendix B4**

**Number of Graduates by Department, 2006-2007**

Department	Undergraduate	Graduate	Total
Agribusiness, Applied Econ. & Agrisci. Educ	23	17	40
Animal Sciences	29	4	33
Family & Consumer Sciences	54	3	57
Natural Resources & Envir. Des.	13	2	15
<b>Total</b>	<b>119</b>	<b>26</b>	<b>145</b>

**Appendix B5**

**Number of Honor Graduates by Department**

Department	Number
Agribusiness, Applied Econ. & Agrisci Ed	13
Animal Sciences	9
Family & Consumer Sciences	17
Natural Resources & Env. Design	5
<b>Total</b>	<b>44</b>

## Appendix B6

### Student Opinion of Faculty: Ranking of Courses (Average)

Department	Spring '03	Fall '03	Spring '04	Fall '04	Spring '05	Spring '06	Fall '06
Agribusiness	4.7	4.6	4.5	4.5	4.6	4.7	4.4
Animal Science	4.3	4.3	4.4	4.3	4.4	4.4	4.3
Family & Consumer Sci	4.3	4.3	4.4	4.3	4.3	4.3	4.3
Natural Resources	4.2	4.3	4.3	3.9	4.2	4.2	4.1
SAES	4.3	4.3	4.4	4.2	4.3	4.4	4.2
University	4.3	4.3	4.3	4.3	4.3	4.3	4.1

Note: Fall Semester 2005 Student Opinion Surveys were not available

## **APPENDIX C**

### **Faculty Data by Department**

## Appendix C1

### Faculty Density by Rank, Program Area Gender and Ethnicity

Department	Rank			Gender		Racial/Ethnic Background		
	Assistant Professor	Assoc. Professor	Professor	Male	Female	Black	White	Other
Agribusiness	4	4	3	10	1	10	1	0
Animal Sciences	1	3	1	3	2	4	0	1
Family & Consumer Sci	6	9	1	4	12	7	4	5
Natural Resources	1	1	8	9	1	4	2	4
<b>TOTAL</b>	<b>12</b>	<b>17</b>	<b>13</b>	<b>26</b>	<b>16</b>	<b>25</b>	<b>7</b>	<b>10</b>



## Appendix C2

### Selected Awards and Professional Recognition

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Faculty (3)	Inducted in Phi Kappa Phi Honor Society (Benjamin Gray, Arona Diouf, and Claudette Smith)
Faculty (1)	Inducted into the Gamma Sigma Delta Honor Society of Agriculture (Osei-Agyeman Yeboah)
Mohamed Ahmedna	University Outstanding Senior Researcher Award, 2007
John Allen	University First Spin off Company, “Provagen”
Godfrey Ejimakor	Received Tenure and Promoted to Professor
Ipeke Goktepe	Received Tenure and Promoted to Associate Professor
Perry Howard	Elected, President American Society of Landscape Architects
Omoanghe Isikhuemhen	Humanitarian Award, Opportunities Industrialization Center International
Yebo Li	University Young Investigator Award, Divisional Chair in American Society of Agricultural and Biological Engineers (ASABE)
Donald McDowell	Selected as 1890 Representative, Academic Committee on Policy (NASULGC) and the Food Agriculture Enrollment Information System
Ray McKinnie	Chairperson, 1890 Association of Extension Administrators
Valerie McMillan	SAES, Advisor of the Year; Center for Student Success, Academic Advising Excellence Award
Ralph Noble	Granted Tenure at the Associate Professor level
Rosa Purcell	Vice President, Coalition for Black Development in Family & Consumer Sciences
Manuel Reyes	Promoted to Professor
Chung Seo	Granted Professor Emeritus Status
Alton Thompson	Chairperson, Association of Research Directors; Chairperson, Council of 1890 Deans of Agriculture; Agromedicine Institute Board of Directors; Governor Appointed, NC Agricultural Advancement Consortium; Board on Agricultural Assembly (NASULGC)
Carolyn Turner	Selected, External Board of Advisor for the National Center for Food Protection and Defense (NCFPD)
Robert Williamson	Gamma Sigma Delta Award of Excellence in Extension
Mulumbet Worku	SAES Teacher of the Year Award, 2007 and Gamma Sigma Delta Award of Excellence in Teaching and Award of Excellence in Research. Her student (Caresse Gerald) research poster was awarded second place in the university-wide student competition that was part of A&T’s Division of Research annual celebration.
Osei Yeboah	Elected, Secretary/Treasurer NC-1016 Food & Agriculture Marketing and Policy Group. Best selected paper at SERA meeting

SAEA Faculty are members or numerous Local, State, National and International Boards (See Departmental Annual Report)

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### Appendix C3

#### SAES: Awards Received by Sponsor

(Comparison of 2005-06 with 2006-07)

Sponsor	May 05 – April 06		May 06 – April 07	
	Number of Grants	Amount Awarded \$	Number of Grants	Amount Awarded \$
US Dept of Agriculture	23	3,209,410	10	2,392,262
University of Georgia	4	246,403	2	68,749
National Renewable Energy Laboratory	3	47,684	2	44,200
Opportunities Internationals Center for Industrialization	2	13,392	1	10,000
UNC-NCSU-NC State University	2	44,950	2	66,000
Virginia Tech	2	259,605	2	352,056
West Virginia State University	2	31,200	1	100,000
East Carolina University	1	153,724	1	161,894
NC Department of Agriculture and Consumer Services	1	4,234	1	10,689
NC Tobacco Trust Fund Commission	1	112,000		
Tennessee State University		22,000		
Texas A&M	1	12,833	2	52,833
U.S. Department of Health & Human Services for Children and Families	1	150,000	1	150,000
Virginia State	1	8,581		
UNC- General Administration			1	431,220
University of Maryland- Eastern Shore			1	57,666
Alfred P. Sloan			1	45,000
NC Rural Economic Development Center Inc.			1	37,396
University of Florida			1	30,000
C&C Carriage Mushroom Co.			1	5,576
<b>Total</b>	<b>46</b>	<b>\$4,356,017</b>	<b>31</b>	<b>\$4,015,541</b>

**Appendix C4**  
**SAES: Awards Received by Category**  
**(Comparison of 2005-06 with 2006-07)**

Sponsor	May 05 – April 06		May 06 – April 07	
	Number of Grants	Amount Awarded \$	Number of Grants	Amount Awarded \$
Instruction	8	1,276,793	10	833,396
Research	18	1,041,699	13	1,333,981
Public Service	13	715,307	4	315,689
Other	7	132,217	4	1,487,475
<b>Total</b>	<b>46</b>	<b>\$4,356,017</b>	<b>31</b>	<b>\$4,015,541</b>

**Appendix C4.1**  
**SAES: Proposals Submitted**  
**(Comparison of 2005-06 with 2006-07)**

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<u>Report Year</u>			
<u>May 05 - Apr 06</u>		<u>May 06 - Apr 07</u>	
Number of Grant Applications	Amount Requested (dollars)	Number of Grant Applications	Amount Requested (dollars)
72	\$ 14,186,963	63	\$14,474,263

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**Appendix C5**  
**Proposals Prepared and Funded, by Department/Program AY 06**

Department	Submitted	Funded	Award Amount
Dean's Office	4	4	\$1,646,973
Agribusiness, Applied Economic & Agrisci. Ed.	10	4	778,020
Animal Sciences	5	0	0
Family & Consumer Sciences	16	7	492,676
Natural Resources & Environmental Designs	16	11	899,285
Cooperative Extension	13	5	198,587
<b>Total</b>	<b>64</b>	<b>31</b>	<b>\$4,015,541</b>

**Appendix C6**  
**Faculty Productivity, 2006-2007**

<b>Faculty</b>	<b>Books</b>	<b>Chapters Book</b>	<b>Journal Articles</b>	<b>Other Articles</b>	<b>Public Service Performance</b>	<b>Public Exhibits</b>	<b>Others</b>
Agribusiness	0	0	6	7	52	7	1
Animal Sciences	0	0	12	25	107	132	0
Family & Consumer Sci.	0	3	10	16	20	8	0
Natural Resources	1	1	17	11	43	4	0
Cooperative Extension	0	0	1	0	37	12	0
<b>Total</b>	<b>1</b>	<b>4</b>	<b>46</b>	<b>59</b>	<b>259</b>	<b>163</b>	<b>1</b>

**Appendix C7**  
**Faculty Development, 2006-2007**

<b>Faculty</b>	<b>Short Courses</b>	<b>Professional Meetings</b>	<b>Workshop &amp; Conferences</b>	<b>Paper &amp; Poster Presentations</b>	<b>Other</b>
Agribusiness	1	29	63	29	10
Animal Sciences	5	49	81	33	32
Family & Consumer Sci.	0	40	32	47	1
Natural Resources	2	44	47	38	35
Cooperative Extension	4	40	70	2	69
<b>Total</b>	<b>12</b>	<b>202</b>	<b>293</b>	<b>149</b>	<b>152</b>

## **Appendix D**

### **Listing of Public Service Activities**

- Cabarrus County Safety Committee
- Logan Community Daycare Advisory Board
- Madison County Arts Council and Chamber of Commerce
- Madison County Chamber of Commerce
- Small Farmer of the Year Selection Committee
- Special Olympic Volunteer
- NC Non-Profit Connection, Raleigh, NC
- Red Cross Volunteer
- United Way Campaign
- Teacher Education Council
- NC Geology Advisory Board
- Council of Garden Clubs
- Cove Creek Garden Committee
- NC Mushroom Growers
- NC Bio-Energy, Biofuel Advisory Board
- NC Biomass Council
- Greensboro Beautiful Board
- Greensboro Industry Council
- Boy Scouts of America
- NC Carbon Trading Panel
- Board of Collaborators for the NC Agro-Medicine Institute
- USDA Competitive Grant Review Panel for Marketing and Trade
- Coordinator, Agromedicine, Nutrition and Food Safety Initiative
- Reviewer, USDA-NRI Food Safety Program & Human Nutrition Program
- Institutional Biosafety Committee
- Animal Waste Treatment Review Committee
- Board of Director Guilford County Humane Society
- Diplomat American College of Animal Nutrition
- Advisory Board, Animal Programs at Alamance Community College
- Guilford County Science Fair Judge
- Reviewer, NRI-USDA Animal Genomics Grants
- Liaison, NC State Bioinformatics Center
- Guilford County Animal Response Team
- Editorial Board, Bulletin of Environmental Contamination and Toxicology
- Judge, State Annual Science Fair
- Reviewer of Technical Journals
- Associate Editor, Journal of Science of Food and Agriculture
- Board, International Probiotics Association
- NC Birth-Kindergarten Higher Education Consortium
- President Coalition for Black Development
- Secretary for W.O.M.E.N., Inc.
- Treasure-elect, Board of Human Sciences, NASULGC
- Vice-Chair, Higher Education Unit of AAFCS

**Appendix D (Con't)**  
**Listing of Public Service Activities**

- USDA Capacity Grant Evaluation Committee
- Board of Directors for the Peanut CRSP Program, UGA
- Board of Directors for the IPM/CRSP
- Board of Directors NCSU, College of Veterinary Medicine Foundation
- NASULGC Committee on International Agriculture
- South African Society of Animal Production
- North Carolina Poultry Federation
- North Carolina Agromedicine Society
- North Carolina Genomics and Bioinformatics Consortium
- American Peanut Research and Education Society
- Advisory Board, The Minority Health Council for the State of NC
- American Dietetic Association
- American Dairy Science Association
- American Society for Microbiology
- University/School/Department Committees
- University Search Committees
- University Task Forces
- University/School Grade Appeal
- University Promotion and Tenure Committee
- North Carolina Partnership for Children Board, NC
- Executive Committee, NC Interagency Coordinating Council
- Preschool Standard Task Force, NC Department of Public Instruction
- NC Birth-Kindergarten Higher Education Consortium
- Policy Council, Regional Child Care Resources and Referral
- NC Council of Career and Technical Teacher Educators
- Christian Education Director
- Diversity Committee, The International Textile and Apparel Association
- Secretary, The Fashion Group International
- Guilford County Association of Family and Consumer Sciences
- Coalition of Black Development in Home Economics
- 1890 Representative, Board of Directors, CAFCS
- Vice President for the Board of Human Sciences
- Institute of Food Technologies
- Coalition for Drug Abuse Prevention for Youth Advisory Council
- Alamance Community College Biotech Program Advisory Board
- Faculty Senator
- USDA Capacity Building Grant Evaluation Committee
- Demonstration of Ag-Biotech Crops at University Farm
- Treasurer, Daniel D. Godfrey Jr. Memorial Fund

- Small Farms Field Day
- High School Student Tours
- Board of Director, NCSU, College of Veterinary Medicine Foundation
- Waste Management Institute Advisory Board
- PURSUE Advisory Committee

**Appendix D (Con't)**  
**Listing of Public Service Activities**

- Board of Scientific Directors M.C. Institute of Nutrition
- Board of Director Sustainable Agriculture, Central Carolina Community College
- Veterinary Technology Advisory Committee
- University Faculty Marshall
- American College of Sport Medicine
- Policy Council, Regional Child Care Resources and Referral
- Aggie Club, Alumni Association
- Secretary, W.O.M.E.N., Inc
- Council of Administrators for Family and Consumer Sciences
- American Association of University Women
- L.E.E.D. (Early Childhood Certification) Advisory Committee
- Guildford County School Readiness Collaborative
- North Carolina Association of Minority Veterinarians
- Equine Science Society
- National Future Farmer of America (FFA)
- Veterinary Technology Advisory Committee
- Elementary Schools Career Fairs
- Session Reviewer, Professional Conferences
- United Way Leadership and Safe Neighborhood Council
- USDA CSREES Panel Member
- Center for Disease Control Review Panel
- Reviewer, Journal of Food Science, Journal of Dairy Science, Journal of Ag and Food Chemistry, Journal of Food and Agriculture Transaction of the ASAE
- American Dairy Science Association
- Appointed, Minority Health Advisory Council, State of NC
- Appointed, Smart State Board of Directors, State of NC
- United Child Development Board
- Accreditation Review Board
- Facilitators/Moderators, National Conferences
- Reviewer of Professional/Scientific Journals
- High School and Community Colleges Visitations
- External Thesis/Dissertation Examiner
- Community Voices Leadership Development State Team Member
- North Carolina Interagency Coordinating Council

- Family Life Scholarship Advisory Council
- Guilford County Walking the Walk Community Action Team
- Organized 4-H Clubs
- Community Organization to Resolve Community Problems
- Committee member, Children's Coalition and the Adolescent Parenting Board
- National U.S. Poultry College Youth Education Council
- American Association of Veterinary Immunologies
- Women in STEM Disciplines
- Center for Entrepreneurship