

# 2013-2014 ANNUAL REPORT

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## ANNUAL REPORT

(2013—2014 Academic Year)

### PART I

(FOR ALL ACADEMIC AND ADMINISTRATIVE UNITS)

## SCHOOL OF EDUCATION ADMINISTRATIVE TEAM

**Dr. William B. Harvey, Dean**

**Dr. Loury Floyd, Associate Dean for Undergraduate Programs**

**Dr. Larry Powers, Associate Dean for Graduate Programs**

**Dr. Karen Guy, Assistant Dean for Student Services**

Department of Curriculum and Instruction, Dr. Anthony Graham, Chair

1. BS in Elementary Education (K-6)
2. MAT in Elementary Education (K-6)
3. MAT in Special Education (K-12)
4. MAEd in Reading Education (K-12)
5. MAEd in Elementary Education (K-5)
6. MS in Instructional Technology

Department of Human Development & Services, Dr. Miriam Wagner, Chair

1. MAS in Adult Education
2. MAS in Rehabilitation Counseling
3. MAS in Clinical Mental Health Counseling
4. MAS in School Administration
5. MAS in School Counseling
6. PhD in Philosophy
7. Center for Behavioral Health and Wellness

Department of Human Performance and Leisure Studies, Dr. Daniel Webb, Chair

1. BS in Sport Science and Fitness Management  
Degree Options: Business Administration, Leisure Studies, Pre-Physical Therapy
2. MAT in Physical Education and Health
3. MS in Physical Education and Health - Adapted Physical Education
4. MS in Physical Education and Health-Sport Administration

Department of Leadership Studies, Dr. Comfort Okpala, Interim Chairperson,

1. PhD in Leadership Studies

### Unit Accomplishments

(Your response should be no more than five bullets for each item under each goal, **not to exceed 2 pages for each goal**. Please focus on the most significant accomplishments; do not simply list all your activities.)

Goals/Strategies		Unit Accomplishments
<b>Goal 1: Create an intellectual climate that encourages the creative exchange of ideas and increases the quality of the professional.</b>		
1	Instill passion for academic excellence and integrity.	The Department of Curriculum and Instruction (CUIN) Administration engaged faculty in conversation regarding academic excellence, professionalism, research, and engagement at the beginning of the year Advancement Session in August 2013. The Department of Human Performance and Leisure Studies (HPLS) continuously held the Sport Science and Fitness Management (SSFM) Retention Workshop during this academic year. The Department of Leadership Studies (LEST) provided support for faculty in their respective academic scholarship areas. Utilized graduate assistants to support faculty research and publications.
2	Recruit and develop talented faculty.	CUIN supported faculty professional development workshops in CAEP/NCATE Accreditation in fall 2013 and spring 2104 semesters and Implemented four (4) Junior Faculty Reappointment, Promotion, and Tenure workshops during the 2013-14 academic year. The Department of Human Development and Services (HDSV) hired Dr. Michael Brooks in the PhD in Rehabilitation Counseling. Dr. Brooks is president of the Association for Multicultural Counseling, a division of the American Counseling Association. HPLS recruited and hired a highly qualified and talented part-time HPLS faculty member and provided departmental support for faculty to attend conference and workshops. LEST added three highly known quality adjuncts, they were Dr. Donald Cameron taught Emerging Issue in Community College, Dr. Phillip Mutisya taught Global Leadership and Dr. Louie Ross taught Quantitative Research and Statistic courses.
3	Develop distinctive co-curricular activities and effective learning technologies.	HDSV two faculty members traveled with graduate students from ADED, School Counseling, Mental Health Counseling and School Administration to Belize. LEST sponsored several Speaker Series which include a number of Community Engagement speaker series, the Leading Eminent Speaker,

Goals/Strategies		Unit Accomplishments
		by Dr. Jim Johnson was sponsored as well as the Higher Education Speaker, Dr. John Roueche.
4	Provide financial support for graduate students.	<p>CUIN collaborated with Financial Aid Office to provide TEACH grants for qualified graduate students in MAEd Reading, MAT Elementary Education, MAT Special Education programs</p> <p>HDSV provided financial support for 26 students: 11 master's level and 15 doctoral level students received aid from the department. Sixty three (63) graduate students received support to attend a state conference and 33 received support to present at a conference.</p> <p>HPLS facilitated the financial support of five graduate assistants for the department, as well as financially supported the professional development of HPLS graduate students via their attendance and participation at the state conference.</p> <p>LEST supported three graduate assistants and sponsored two students to attend state conference where they presented research papers.</p>
5	Maintain an ethical environment.	<p>HDSV adhered to the standards of CACREP and CORE as they related to adhering to ethical standards.</p> <p>HPLS demonstrated ethical practices among faculty, as well as met with HPLS faculty members and students regarding ethical issues of concern.</p> <p>LEST supports a collegial and highly ethical environment where people are free to discuss issues and matters that affect the department.</p>
6	Recruit and retain gifted students.	<p>CUIN recruited new freshmen pursuing teacher education academic majors to participate in the <i>DreamKeepers Living and Learning Community (LLC)</i>. Implemented the iLEAD Peer Mentoring program with upper class teacher education majors who served as mentors to the new freshmen participating in the <i>DreamKeepers LLC</i>. Launched an aggressive radio advertising campaign to recruit K-12 classroom teachers in the Piedmont Triad region to enroll in a graduate degree program within the Department.</p> <p>HDSV maintains a stellar retention rate, although they transitioned 18 students from counseling to ADD or MSA after they failed to make sufficient progress.</p> <p>HPLS participated and presented at Aggie Open House visits, served as invited speaker at Campus Connections B.C.T. INC in Charlotte, participated in University Day and participated in New Student Orientation (NSOs).</p> <p>LEST committed to recruit and retain quality students and some 88 applications were received last year from applicants from diverse fields and backgrounds.</p>
7	Enhance the intellectual environment through creative use of physical and virtual space.	<p>CUIN partnered with Amplify to launch new Read 3D software support for personalized learning and partnered with PLATO software to offer virtual supplemental support services in reading, writing and mathematics.</p> <p>HDSV developed and launched new website for students that allowed students greater access to information about the department and allowed communication with each other effortlessly.</p> <p>HPLS-facilitated the installation of TV monitors in the building for digital display of programmatic information.</p> <p>LEST is in the process of offering courses to high ranking military officers at Camp Lejeune through video teleconference.</p>

Goals/Strategies		Unit Accomplishments
<b>Goal 2: Commit to excellence in teaching, research, public service and engagement.</b>		
1	Create a culture that supports teaching excellence.	<p>CUIN sponsored faculty professional development sessions during the academic year focused on enhancing instructional delivery (e.g., Pearson Workshop, SoftChalk workshop, Taskstream).</p> <p>HDSV faculty members were given an opportunity to develop intervention plans based upon their fall student evaluations. Each faculty member had a peer with whom he/she can work without fear of reprisals from the chair.</p> <p>HPLS met with faculty to discuss teaching goals and/or expectations, ensured all technological equipment repaired and functional in all classrooms. Endorsed with a letter of support for School of Education Teacher of the Year Award. Provided graduate teaching assistants to assist faculty members with their teaching responsibilities.</p> <p>LEST recognized that their faculty members are excellent teachers and were encouraged to apply for the University's teaching excellence award.</p>
2	Increase recognition and distinction among research universities.	<p>CUIN supported travel for faculty members to present a total of 24 international, national, regional and state presentations at professional conferences and meetings.</p> <p>HDSV's Dr. Miriam Wagner was asked to chair at a sister institution to help develop an evaluation strategy for faculty.</p> <p>HPLS encouraged and facilitated faculty members' publications, as well as their attendance and presentation at professional conferences and served as an abstract reviewer for the national conference. Also presented at local, state and national conferences and published articles in peer-reviewed journals.</p> <p>LEST faculty members were recognized for their scholarship such as Dr. Comfort Okpala received the NCARE Research Spotlight Award by NC Association for Research in Education for her significant research contributions as well as receiving a Book Publication Award, with the book being published in the fall of 2013. Dr. Daniel Miller was awarded Editor of a special issue of Management Decisions. Dr. Forrest Toms received a Book Publication Award and his book was published in the fall of 2013. Dr. Edward Fort received a Book Publication Award and his book was published in the fall of 2013.</p>
3	Increase faculty development support.	<p>CUIN allocated approximately \$9,000.00 to faculty members during the academic year to support travel to national meetings, conferences, workshops and seminars.</p> <p>HDSV's chair, Dr. Miriam Wagner attended a grant session that focuses on providing research support for faculty in Atlanta. She will submit a proposal for three faculty members to receive \$25,000.00 a year for four years (\$100,000.00) to support their personal research interests in counseling.</p> <p>HPLS shared with faculty information pertinent to professional development, as well as supported (financially, letters of recommendations) faculty member's professional development.</p> <p>LEST awarded travel grants from ATL Professional Development Grant, departmental funding was also available for travel to present scholarly papers at conferences.</p>
4	Promote achievement in teaching,	CUIN encouraged faculty to pursue institutional awards, resulting in

Goals/Strategies		Unit Accomplishments
	research and service.	<p>one faculty member receiving an individual award, Dr. Ereka Williams received the School of Education Outstanding Teacher of the Year Award) and two junior faculty members competed for University awards. Dr. Kim Erwin pursued the Junior Faculty Teacher of the Year Award and Dr. Nichole Smith pursued the Rookie Researcher of the Year Award.</p> <p>HDSV had five faculty members that served on state boards, two who served on national boards; and maintains a community clinic.</p> <p>HPLS required faculty (at the beginning of the year) to submit their annual goals for teaching, research and service and met with faculty at the end of the year to review and discuss their annual goals accomplished for teaching, research and service.</p> <p>LEST was able to provide three graduate students available to support faculty in their teaching and research.</p>
5	Enhance systems to monitor student progress and facilitate early intervention.	<p>CUIN faculty collaborated with the School of Education Retention Coordinator to send “retention alerts” to students underperforming academically; “placing holds” on student accounts until one on one session take place. Faculty utilized PLATO and CRITERION software to monitor student preparation for the new Praxis Core examination.</p> <p>HDSV continues to benchmark every student in every department each semester. Intervention plans are developed as needed and this process includes the full faculty of each program.</p> <p>HPLS continuously facilitated the SSFM Student Retention Workshop, reviewed and discussed with faculty the D-F-W report, conducted internship enrollment degree audits to ensure that students are in good academic standings for enrollment. Facilitated faculty members’ use of Starfish Alert as a means to monitor students’ academic progress.</p> <p>LEST hired Dr. Sylvia Burgess as an adjunct to monitor students’ progress and coordinate intervention procedures for students. Dr. Burgess provided documentation on how to monitor the progression of students in the program.</p>
6	Strengthen the impact of international opportunities for students, faculty and staff.	<p>CUIN’s Dr. Ioney James, Associate Professor of Curriculum and Instruction, continued her implementation of the SMART Literacy Program in Jamaica with several students from the Department of Curriculum and Instruction. Dr. Tyrette Carter launched new collaborative study abroad partnerships with College Study Tours for students to travel to England to study its educational system in relationship to the education system in the United States.</p> <p>HDSV began an effort to expand their international efforts to bring a cohort of Belizean students to the US and vice versa, but the effort was quashed due to funding.</p> <p>HPLS facilitated the implementation the undergraduate students’ Study Abroad program</p> <p>LEST supported Dr. Elizabeth Barber in her work with the Malawi project, which resulted in three dissertations this May. This global leadership opportunity for students will continue under the leadership of another professor that will be starting in the fall.</p>
<b>Goal 3: Position the university to be a national, premier research-intensive, doctoral, science and technology-focused learning institution.</b>		
1	Develop and strengthen relationships to	CUIN faculty worked collaboratively with Alamance Community

Goals/Strategies		Unit Accomplishments
	enhance University's research portfolio and increase related funding.	<p>College, Guilford Technical Community College, Rockingham Community College and Davidson Community College to submit a National Science Foundation grant proposal totaling \$1.5 million to support STEM Education 2+2 Transfer program. Department faculty worked collaboratively with Guilford County Schools to submit a National Science Foundation grant proposal totaling \$7 million to support professional development for STEM teachers and pre-service teacher candidates.</p> <p>HDSV continues to write and receive extensive grant funding and RANSES outlines the breadth and scope of these endeavors. This year alone the department received more than 2 million in new funding. HPLS submitted abstracts to peer-reviewed conferences; served as an abstract reviewer for the national conference and supported faculty's submission of abstracts, articles and grants.</p> <p>LEST's Dr. Ceola Ross-Baber received a sub-contract grant award from UNC-Chapel Hill on health equity.</p>
2	Expand faculty and student involvement in funded research.	<p>CUIN supported the Master of Arts in Education (MAEd) Elementary Education and the Master of Arts in Education (MAEd) Reading programs immersed their students in conducting presentations at state conferences in Raleigh, NC and Greensboro, NC.</p> <p>HDVS stated that at least 8 of 15 counseling faculty members have funded grants. Several have more than one (Whittaker, Graves and Wagner).</p> <p>HPLS endorsed faculty members hiring and involvement of SSFM students on their funded grants and research projects.</p> <p>LEST had one doctoral student who worked on the health equity grant during 2013-2014 academic year.</p>
3	Expand and leverage engagement of faculty technology transfer and translational research.	N/A
4	Promote a vigorous STEM-oriented academic environment and increase the number of students in STEM programs.	CUIN faculty authored and submitted the National Science Foundation Robert Noyce proposal to increase the number of students in STEM programs.
5	Strengthen the capacity and quality of STEM-oriented graduate/professional degree programs and the number of overall graduate student enrollment.	N/A
<b>Goal 4: Embrace an entrepreneurial spirit that intentionally engages university and community partners to expand economic development and civic engagement.</b>		
1	Become a driver of regional revitalization in economic development, health, education, culture, and civic quality.	<p>HDSV's Center for Behavioral Health and Wellness (clinic) along with the REMBA conference work to improve addictions, trauma and mental health disparities in the region. The new Be SAFE grant is working on nullifying HIV/AIDS among college students.</p> <p>HPLS planned, implemented and hosted the department's second annual HPLS Symposium, which involved stakeholders from across the state of NC, as well as the southern region to discuss issues pertinent to exercise science, sports, physical activity, programming and culture.</p> <p>LEST hosted and co-sponsored the North Carolina Elected Black School Board Meeting. Hosted and co-sponsored the conference for North</p>

Goals/Strategies		Unit Accomplishments
		Carolina Elected Black Officials, sponsored the higher education speaker series in partnership with twelve community colleges and sponsored the Eminent Speaker Series.
2	Leverage the University's talents to build the local community and to grow [the university].	HPLS facilitated the visibility of the department of HPLS, its faculty and its students via partnering with local educational agencies, sporting industries and community centers. LEST's new curriculum on transformative Leadership for Civic and Community Engagement and was approved by the Graduate School and the Senate. This course will help to build local community's educational experiences.
3	Support biological, life and environmental sciences, and be a leader in the region.	N/A
4	Offer programs to credential adult workers.	HDSV states that several adult workers enroll in the certificate program in Adult Education; however, they must have at least an undergraduate degree.
5	Strengthen K-12 programs through research, teaching, and outreach.	CUIN sustained the implementation of the Lunch with the Kings Program for 4 <sup>th</sup> -grade African American male students in Guilford County Schools with the intent of encouraging literacy achievement. The Department partnered with Guilford Education Alliance to write the curriculum for its grant-funded STEM Fellows Program for middle grades and high school STEM teachers. The department partnered with Alpha Phi Alpha Fraternity, Incorporated to host a five day residential leadership development institute for approximately 150 high school males and females from seven southeastern U.S. states. HDSV supports The Teen Pregnancy Effort, the Center for Behavioral Health and Wellness K-12 outreach and the Police Ride Along are all intended to help this group through outreach and research. HPLS presented, volunteered and organized various outreach K-12 programs within Guilford County and surrounding schools. LEST states that students' dissertation on culturally responsive leadership at K-12 charter school is directed to improve the leadership of all public schools. Faculty provided leadership training and outreach to area public schools.
6	Strengthen community college and other educational partnerships.	CUIN sustained the 2+2 NC A&T Transfer Program and engaged in a partnership with four community colleges to submit a National Science Foundation Noyce grant proposal as a means to increase the number of community college transfers into the elementary education undergraduate degree program. HPLS coordinated efforts with the School of Education community college representative to identify equivalent courses at community colleges that are relevant to the HPLS SSFM curricular. LEST hosted the higher education speaker series in partnership with 12 area community colleges. The proposed Higher Education and Community College track was approved by the Graduate School and Senate. Hired an adjunct with expertise in community college leadership to teach the courses in the track. Developed new courses in community college to develop new leaders.
7	Support high-quality interdisciplinary	LEST collaborated with the College of Arts and Sciences on their STEM

Goals/Strategies		Unit Accomplishments
	entrepreneurial endeavors.	Leadership Initiative that result in the employment of our doctoral student.
<b>Goal 5: Foster a more diverse and inclusive campus community by promoting cultural awareness and collegiality, and by cultivating respect for diverse people and cultures.</b>		
1	Develop programs that demonstrate the value of global perspectives and support international collaborations, research alliances and partnerships.	CUIN implemented a new study abroad program in England. HDSV sent a group of students to Belize with 2 faculty members for several weeks. HPLS recently implemented an approved Master of Science in Sport Administration degree program concentration, which will lend itself to international collaborations, research alliances and partnerships. A faculty member became the recipient of the inaugural university's Community Engagement Award. LEST through their course work, students were exposed to leadership and research on leadership in other countries. Students that were previously exposed to Malawi are graduating this May with dissertations on global leadership.
2	Provide students with global credentials through experiences abroad, international studies, and domestic and international internships.	CUIN sustained a relationship with Western Carolina University to support the Rural Urban Exchange program where approximately 8 elementary education students resided in Cullowhee for 5 days. HPLS facilitated its students credentialing via their participation in study abroad to Germany, as well as via domestic internships. LEST continues to support the study of leadership abroad that was supervised by Dr. Barber. Three dissertations plus numerous articles resulted from those global experiences.
3	Develop curricula that impart global relevance that increases knowledge of people, cultures and nations.	CUIN helped the Jamaica International Experience for undergraduate and graduate students within the department as well as implemented a new study abroad program in England. HDSV require multicultural classes to have an engagement component. In addition, the department hosted a LGBTQ workshop to help students better understand this population. HPLS developed a HPLS SSFM seminar course, which placed emphasis on global diversity. LEST has 2 new tracks on African American Leadership and Leadership for Diversity and Educational Justice was approved by the Graduate School and faculty senate.
4	Exhibit and enhance educational and workplace practices that exemplify acceptance of differences in the heritage of beliefs of others, and supports opportunities to achieve professional and personal goals.	HPLS facilitated the reappointment of two HPLS Assistant Professors from diverse underrepresented minority groups as a means to exemplify acceptance of differences in heritage of beliefs of others. The department financially supported, as well as encouraged faculty, graduate students and undergraduate students to attend professional conferences as a means to meet their professional and personal goals and hired graduate assistants from diverse ethnic backgrounds. LEST adheres to culturally relevant teaching and learning, courses, training and professional development workshops on diversity issues.
<b>Goal 6: Achieve excellence in academic and operational effectiveness and efficiency.</b>		
1	Enhance institutional research to facilitate effective data-driven decisions, with dashboard measurements for tracking performance.	HPLS utilized university and department level data to determine course offerings, curriculum revisions, HPLS faculty course assignment, student retention and teacher effectiveness. LEST encouraged faculty to use Digital Measures to facilitate effective



Goals/Strategies		Unit Accomplishments
		data driven measures.
2	Enhance and expand the performance-based management system for faculty, staff, and students.	CUIN transitioned to Digital Measures and to online academic advising through the use of BlackBoard organizations. HDSV's faculty members developed their own goals which provide the foundation for their evaluations at the end of the year and develop intervention plans based upon student and peer feedback. HPLS systemically will monitor, track and record HPLS faculty members' performance via Teaching, Research and Service. The utilization of performance based management systems to assess and improve the performance of HPLS administrative assistants, GAs and students. LEST's faculty and staff were trained in the use of Blackboard and Digital Measures and students used Blackboard as well.
3	Use best practices and technological enhancements to improve program effectiveness.	CUIN utilized webinars to disseminate information related to TaskStream and Electronic Evidences. HDSV implemented a new website for students and faculty based upon information garnered from the same. HPLS implemented the department's blackboard org account to facilitate the sharing of departmental-related documents. LEST uses Blackboard, Digital Measures and Video Teleconferencing to enhance programs.
4	Enhance recruitment, retention, and graduation rates.	CUIN implemented the iLEAD Peer Monitoring program with upper class teacher education majors who served as mentors to the new freshmen participating in the DreamKeepers, LLC. HDSV cannot afford to recruit any more students and the faculty cannot support more. HPLS is actively involved in Aggie Nite recruitment, hosted a SSFM retention workshops, mail recruitment/welcome letters to prospective and new students; conducted internships audits and conducting Confirmation of Graduation (COG) audits. LEST streamlined the dissertation process and increased the hours to allow students to seriously engage in producing quality products. Conducted dissertation and writing workshops to improve graduation rates.
5	Improve frontline capabilities and customer service.	CUIN required office support staff to attend one professional development session in the fall and one professional development session in the spring focused on customer service, technological integration, BANNER finance (budget) or travel purchase. HPLS met with students, parents and other stakeholders face to face to discuss matters of importance; developed and disseminated university approved departmental literature. LEST uses graduate students to improve frontline capabilities.
6	Create an accessible and welcoming campus environment.	CUIN hosted a fall new student orientation session for all new students (e.g., freshmen and transfers). HPLS has visible availability of all departmental forms, program requirement and faculty members' publications. LEST posted departmental welcoming fliers in the building.

Other accomplishments that don't quite fit into the table above (please provide a bulleted list)

- CUIIN-faculty within the department conducted 24 research presentations at various state, regional, national and international conferences.
- Department generated 6752 SCHs during the 2013-2014 academic year. The breakdown of SCHs by semester are as follows:
  - a) Fall 2013 Undergraduate SCHs Generated: 1962
  - b) Fall 2013 Graduate SCHs Generated: 1506
  - c) Spring 2014 Undergraduate SCHs Generated: 1645
  - d) Spring 2014 Graduate SCHs Generated: 1639
- Of the 6801 SCHs generated during the 2013-2014 academic year, 3301 SCHs were generated through distance education delivery. The breakdown by academic level is as follows:
  - e) Fall 2013 Undergraduate Distance SCHs Generated: 643
  - f) Spring 2014 Undergraduate Distance SCHs Generated: 488
  - g) Fall 2014 Graduate Distance SCHs Generated: 1086
  - h) Spring 2014 Graduate Distance SCHs Generated: 1084
- Number of students graduated
  - i) Fall 2013 - BS Elementary Education: 2
  - j) Fall 2013 – MAEd Elementary Education: 9
  - k) Spring 2014 – BS Elementary Education: 20
  - l) Spring 2014 – MAT Elementary Education: 3
  - m) Spring 2014--MAEd Elementary Education: 14
  - n) Spring 2014--MAEd Reading Education: 14
  - o) Spring 2014—MS Instructional Technology: 3
- Number of course sections taught
  - p) Fall 2013: 95 sections
  - q) Spring 2014: 79 sections
- HDSV- Graduates for the year--- 114
- (54 in the fall and 60 in the spring) based upon applications submitted  
Student in each major--- **402 students**
  - a) Rehab Counseling - 98
  - b) Mental Health Counseling -110
  - c) School Counseling -72
  - d) PhD - 15
  - e) MSA -21
  - f) ADED - 83
  - g) Counseling certificates **only** – 3
- Retention rate is - 94% in MSA
  - h) 90% in Counseling (master's)
  - i) 86% in PHD
  - j) 91% in ADED
- Number of course sections taught--- 151 sections ( 73 in spring and 78 in fall)
- HPLS-Implemented and hosted the Second Annual HPLS Symposium, which generated the production of over 5,400 student credit hours (SCHs) during the 2013-2014 academic year
- LEST-Doctor of Philosophy (Ph.D.), Leadership Studies

- Spring 2014 Student Enrollment: 195
- Spring 2014 Student Credit Hours Generated: 417
- Number of Course Sections Taught in Spring 2014: 18
- Spring 2014 Student Graduation in number: 10
- Fall 2013 Student Enrollment: 208
- Fall 2013 Student Credit Hours generated: 562
- Number of Course Sections Taught in fall 2013: 15
- Fall 2013 Student Graduation in number: 4
- Retention Rate: 100% (All admitted doctoral students are retained)

**c. Indicate new strategic faculty and staff hires.**

Name	Position/Department	Date of Hire	Relationship to Preeminence 2020
Dr. Michael Brooks	Associate Professor/HDSV	August 2014	
Trina Pratt	Part-time instructor/HPLS	Spring 2014	
Dr. Donald Cameron	Leadership Studies Adjunct	Spring 2014	Community College Leadership
Dr. Louie Ross	Leadership Studies Adjunct	Fall 2013	Statistics/Quantitative Research
Dr. Phillip Mustisya	Leadership Studies Adjunct	Fall 2013	Global Leadership
Dr. Sylvia Burgess	Leadership Studies Part-Time	Fall 2013	Student Advising

**d. List national/international awards, fellowships, and recognitions bestowed on faculty or staff.**

Name	Accolade/Award	Faculty/Staff/Student	Brief Description
Dr. Anthony Graham	Business Journal's Piedmont "40 Leaders over 40 Award"	Faculty	Award for individuals under the age of 40 in the Piedmont Triad region who are considered emerging leaders.
Dr. Tyra Whittaker	CACREP Board	Faculty	Only representative from CORE on the CACREP Board in the US
	Langston University RRTC Advisory Board	Faculty	RRTC receives \$4 million to address research needs at HBCU
Dr. Michael Brooks	Association of Multicultural Counseling and Development	Faculty	President of the Association
Dr. Shirlene Augustine	Recognition by Belizean Mental Health Agency	Faculty	Brought students and faculty to Belize to address the shortage of mental health and school counselors

Dr. Jerono Rotich		Faculty	2014 NCA&TSU Community Engagement Award Recipient
Dr. Ceola Ross Baber	Communities in Schools (CIS) Champion's Cup	Faculty	Highest CIS award for commitment and service
Dr. Comfort Okpala	NCARE Research Spotlight Award	Faculty	Award is given to educational researchers with significant research contribution to the academy and society based on the impact of their research
Dr. Comfort Okpala	Book Series Award	Faculty	Award is editorship for a new book series: The Africana experience and critical leadership studies.
Dr. Edward Fort	Lifetime Achievement Award	Faculty	Award is given by the United Way of Greensboro
Dr. Forest Toms	Image Award	Faculty	Awarded by Cleveland County NAACP
Dr. Daniel Miller	Journal Editorship Award	Faculty	Awarded editorship for a special issue of Management Decision Journal

e. **List endowed professorships and dates of appointment.** (E.g., Dr. Joan Wales, Tylenol Professor of Snoring, Fall 2010 to present) None

f. **List renowned scholarships or national fellowships earned by students (e.g., Marshall, Fulbright, Rhodes, etc.)**

Student's Name	Department	Fellowship/Scholarship	Brief Description (Just a few words)
Jemima Agyei	HPLS	Scholarship Award	2014 Recipient of Phi Epsilon Kappa Honor Society Eta Delta Scholarship Award for undergraduates in Exercise Science

g. **Indicate total number and value of graduate assistantships awarded during the academic year** (e.g. 7 assistantships valued at \$40,000).

CUIN – 2 assistantships valued at \$9,000.00 for the fall 2013 semester  
HDSV-37 graduate internships valued at \$222,000.00  
HPLS-5 graduate assistantships value at \$50,000.00  
LEST-3 graduate assistants valued at \$15,300.00

h. **List highly cited faculty/staff** (basic data can be obtained from scholar.google.com, then enter the faculty/staff name for the search).

LEST-Dr. Comfort Okpala (first author), cited more than 364 times  
Dr. Forest Toms (second, fourth author) cited

i. **List any new degrees and/or certifications earned by faculty.**

NONE

Use the table below to list faculty community engagement activities.

Faculty	Project	Community Partner	Accomplishments
Dr. Cathy Kea	Editorial Board of Multiple Voices for Diverse Exceptional Leaders	Council for Exceptional Children	N/A
Drs. Cathy Kea and Nichole Smith	Hampton Elementary School Parental Literacy-Rich Home Learning Activity	Hampton Elementary School (Guilford County Schools)	Worked with approximately 20 parents in this low income environment to assist them with reading strategies for the home.
Drs. Sharon Hunter and Ioney James	8 <sup>th</sup> Grade Read Aloud at the International Civil Rights Museum	International Civil Rights Museum	Engaged approximately 15 pre-service teachers in reading to over 30 middle school students.
Dr. Sharon Hunter	Retired Teachers Association mentoring program	Retired Teachers Association	Engaged 7 retired teachers to mentor approximately 10 pre-service teacher education students
Dr. Ioney James	Jamaica Diaspora	Jamaican Educators Education Summit	Engaged faculty members from institutions of higher education in Jamaica about study abroad exchange opportunities for faculty and students
Dr. Dawn Waegerle	International Leadership Academy in South Africa	N/A	N/A
Dr. Cathy Kea	PBIS Leadership Team	NC Department of Public Instruction	N/A
Dr. Anthony Graham	Leadership Development and Citizenship Education Institute	Southern Region of Alpha Phi Alpha Fraternity, Inc.	Engaged 146 high school male and female students from 7 southern states in leadership development workshops
Dr. Anthony Graham	Future Talent Council, Degrees Matter!	Collaboration of 4 year and 2 year institutions in Guilford County	Worked with institutions of higher education to construct a proposal that will assist people who left college prematurely
Dr. Angel Dowden	Teen Pregnancy	Guilford County Schools	Ongoing intervention and submission of a grant to expand the effort
Drs. Augustine,	African American	Winston Salem	18 girls received intervention

Dowden and Wagner	Teen Girls Self Concept	Boston Community	and a personal copy of a book
Dr. F.D. Toms	NC Annual Conference	NC Alliance of Black Elected Officials	Provided technical assistance, planning and program development for Executive Leadership Team. BEO spoke in several LEST classes
Dr. F.D. Toms	Annual Fall Retreat	NC Caucus of Black School Board Members	Coordinated statewide program for over 100 Black School Board members across NC
Drs. F.D. Toms and S.W. Burgess	NC Community Transformation Program	NC Department of Public Health, 10 Regions across State	Provided training and technical assistance for statewide community transformation in areas of community engagement and cultural competency for state level staff and all 10 regions of state program, more than 500 people trained in 2013-2014.
Dr. Ceola Ross Baber	Fall Retreat	NC Caucus of Black School Board Members	Speaker and Session Facilitator
Dr. Ceola Ross Baber	Board of Directors	Servant Leaders Activated for Mission (SLAM) Wesley Foundation Campus Ministry at NC A&T	Contributed to Strategic Plan
Dr. Ceola Ross Baber	Advisory Board	Greater Greensboro Communities in Schools	Provided expertise in secondary education
Dr. Daniel Miller	Cottage Grove Initiative	East Market St. Development Corp, City of Greensboro, Mustard Seed Health, Builders of Hope, Guilford County Schools	Manage and lead the efforts for holistic community revitalization
Dr. Daniel Miller	Greensboro Police Foundation, Board Member	Community based organization	Raised over \$150,000.00 for body cameras for the Greensboro Police Department
Dr. Daniel Miller	Love, Youth, Faith and Empowerment, Vice Chair	Community based organization	Incorporated as a non-profit in the State of North Carolina
Dr. Daniel Miller	Degrees Matter	UNC-G	
Dr. Daniel Miller	Greensboro Works	Community	Identified future opportunities

	Task Force	Foundation and United Way	to increase jobs in Greensboro
Dr. Daniel Miller	Mentoring Matters	United Way	Co-developed a hub for regional mentoring programs
Dr. Daniel Miller	NCA&TSU Regional Collaboration on Excellence in STEM education	6 Eastern Counties in North Carolina, 4-H, Golden Leaf Foundation	Teacher professional development, middle school robotics clubs, 4-H startup clubs
Dr. Daniel Miller	Community Leadership Task Force	Community Foundation	Identified Community Leadership Opportunities in the Triad region
Dr. Daniel Miller	Greensboro Performing Arts Center Task Force	Community Foundation and City of Greensboro	Raised \$35 million in Private Funds
Dr. Daniel Miller	Future Talent Council	UNCG Community Foundation, 6 colleges and universities in GSO	Planning for initiatives to identify and increase degree completion
Dr. Daniel Miller	Hampton A&T Partnership, Advisory Committee	Hampton Elementary School	Teacher Professional Development, Academic Support Community Engagement
Dr. Comfort Okpala	Higher Education Speaker Series	12 area Community Colleges	Sponsored Dr. John Roueche as the Higher Education Speaker
Dr. Comfort Okpala	Hugh Shelton Leadership Forum	NC State University	Four doctoral students and two faculty from the department of Leadership Studies will organize and review papers for the 2014 Hugh Shelton Leadership Institute
Dr. Gloria Elliott		Durham, NC	Artist in School/American Education Week-held on November 19, 2013. Students involved 520 4 <sup>th</sup> -6 <sup>th</sup> graders. All day event including dance performance African American Dance Ensemble
Dr. Phoebe Ajabade	U.S. Tennis Association	Greensboro, N C	Quick start tennis for youth
Dr. Minyong Lee	Korean Badminton Open	Greensboro, NC	Developed and implemented community wide Korean Badminton tournament.
Dr. Trent Larson	Boy Scouts of America	Greensboro, NC	Organized and participated in Campout experience at Hagan-Stone Park with Troop

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Dr. Paul Ankomah	Greensboro Parks and Recreation	Greensboro, NC	Mainstream Camp Counseling Training
Dr. Dwedor Ford	Reading Connections NC African Services Coalition Human Race	Greensboro, NC	Volunteered as tutor and facilitator
Dr. Teresa Dail	Triad Health Project	Greensboro, NC	Organized dinning for friends (fundraiser for HIV/AIDS)
Dr. Daniel Webb	Hampton Academy  Campus Connection B.C.T.  Minority Male Initiative Conference  Maxx Caleb Second Annual Scholarship Banquet	Greensboro, NC  Charlotte, NC  NC A&T State University  Troutman, NC	Served as teacher assistant to 35-40 elementary school children  Served as invited panelist to over 300 first generation ethnic minority college-bound students regarding NCA&TSU HPLS SSFM degree program  Served as panelist to over 400 African American male high school students to discuss overcoming barriers to higher education  Served as invited keynote speaker to address first generation college students and changing their socio-economic plight.

**CHALLENGES/OPPORTUNITIES**

**List the major challenges encountered in the past academic year and the actions taken to overcome them. Also, indicate which of these challenges are ongoing for the coming year. Describe the opportunities that may arise from the challenges you have presented. (I provided for listing four challenges; please add more rows if you need them.)**



Challenges (2013-2014)		
1	<b>Challenge encountered:</b>	CUIN-recruitment of undergraduate and graduate students HDSV- too few faculty HPLS- Shortage of HPLS faculty members to meet the academic and advising needs of the rapidly growing HPLS SSFM undergraduate students LEST- operational effectiveness
	<b>Action taken to overcome it:</b>	CUIN-partially implemented a departmental strategic recruitment plan for graduate students and desired activities for undergraduate students HDSV-requested positions and provided justification HPLS-increasing HPLS faculty members' responsibilities and hiring of adjunct instructors. LEST-hired four adjunct faculty to facilitate courses and serve on dissertation committees.
	<b>Is the challenge resolved or ongoing?</b>	CUIN-ongoing challenge. The department relies heavily on the Office of Admission to address undergraduate recruitment; however, the department's administration has articulated an aggressive plan with a calendar of activities to initiate contact and follow up communication with prospective undergraduate candidates. At the graduate level, the department's leadership team created a similar recruitment strategy to advertise and market degree programs to K-12 teachers in the Piedmont Triad region and surrounding regions. HDSV- ongoing HPLS- ongoing LEST-ongoing since we were unable to hire full time faculty
2	<b>Challenge encountered:</b>	CUIN-retention of vacated faculty positions HDSV- discrepancies in pay HPLS- the need for office space (which is currently occupied by two athletic coaches) to accommodate the HPLS student/faculty private/confidential meetings. LEST- limited resources dues to budget cuts. Need money to support faculty and student research and travel to conferences.
	<b>Action taken to overcome it:</b>	CUIN- composed several justification to retain faculty position "white papers" HDSV- provided written documentation to support assertion HPLS- had a template drafted for the construction and implementation of cubicle office space; however, funding is needed to complete the construction. LEST-do more with little and use personal money for travel.
	<b>Is the challenge resolved or ongoing?</b>	CUIN-ongoing challenge. The department has encountered a number of retirements from full-time tenure-track faculty positions, which has led to vacancies. There has been no guarantee that the department will automatically retain any faculty positions, so departmental administration has constructed a number of justification documents arguing to retain these positions. HDSV-ongoing HPLS-ongoing LEST-ongoing as more cuts will be faced.
3	<b>Challenge encountered:</b>	HDSV-too many advisees HPLS-the need for the continued enhancement of technological infrastructure within the classrooms, lobby, conference room, and offices.

		LEST-need fund for student scholarship and assistantships
	<b>Action taken to overcome it:</b>	CUIN-lack of scholarship or grant funding to support undergraduate or graduate teacher education candidates. HDSV- limited acceptance of candidates HPLS-Continued communication with IT and other university stakeholders LEST-utilized a combination of SOE funds and Graduate School funds for three graduate assistants.
	<b>Is the challenge resolved or ongoing?</b>	HDSV-ongoing HPLS-ongoing LEST-ongoing as challenges will never be resolved until more funds are allocated for graduate students' assistantships.
4	<b>Challenge encountered:</b>	HDSV-insufficient space to support initiatives HPLS-the need for an increased departmental budget to meet the needs of the HPLS faculty to effectively meet the needs of the robust number of undergraduate and graduate students. LEST-utilization of technology by faculty
	<b>Action taken to overcome it:</b>	HDSV-requested additional space HPLS- established a departmental discretionary account, along with the solicitation of funds from HPLS alumni. LEST-provided training on the use of technology
	<b>Is the challenge resolved or ongoing?</b>	HDSV-ongoing HPLS- ongoing LEST-ongoing training on the use of technology is necessary
<b>Opportunities</b>		
1	CUIN-extramural funding support for underrepresented groups in P-12 public schools HDSV-potential to grow program and increase revenues HPLS- increasing the enrollment of the HPLS graduate programs LEST-expanding our course offerings and degrees to high ranking military officers with the use of technology	
2	CUIN-extramural funding to support the 2+2 NC A&T Transfer program (i.e., community college transfers HDSV- potential to be the university identified with trauma-informed mental health interventions HPLS- the need for updated technology for HPLS faculty members and classrooms LEST-based on the demand for leadership certificate, we will propose to offer certificates in leadership training and development	
3	CUIN-extramural funding to support STEM education initiatives to prepare more P-12 classroom teachers HPLS- opportunity to grow the new MS Sport Administration concentration and Accreditation of the HPLS SSFM BS program LEST-offer certificate in civic and community engagement and start a Summer Leadership Institute	
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## PART 2

### (FOR ACADEMIC AND ADMINISTRATIVE UNITS ENGAGED IN TEACHING, RESEARCH, AND ENGAGEMENT/SERVICE)

**a. List grants awarded related to teaching (earned by the department or its faculty).**

LEST- Baber, C. R. (2013). Consultant, N.C. A&T State University Project Director, HECEPP in collaboration with UNC-Chapel Hill Center for Health Promotion and Disease Prevention (Lead Institution). \$90,385 continuation grant funded by N.C. Department of Health and Human Services/Division of Public Health Community Transformation Grant (CTG). N.C. A&T subcontract is \$6,455 Oct 1 2013 -September 30, 2014.

- b. List all off-campus programs or classes taught (different address, e.g. Gateway campus or Yanceyville, a public school location, etc.—title of degree and location of the program).**

HPLS-Dance in Action-Washington Elementary School, Greensboro, NC

- c. List all online programs—title of degree and when started.**

CUIN-Master of Science (MS), Instructional Technology (initiated 2001)

- d. List major curricula changes, e.g., new programs/certificate programs**

CUIN-Master of Science (MS) Instructional Technology program reduced from 39 credit hours to 36 credit hours with the removal of one 3 credit hour course.

HDSV- New course prefixes were approved for MSA (MSAL) and HDSV (COUN). Course approval for a Certificate in Trauma Informed Care was approved by the Senate and Graduate Council

HPLS- Revised the HPLS SSFM BS degree program curricular to align with the university's renumbering policy, as well as to align with professional standards that are associated with the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Revised the Master of Art (M.A.T.) Physical Education and Health program to align with all of the university's M.A.T. programs. Revised the M.S in Physical Education and Health program to include a M.S. in Sport administration concentration to meet current market trend and need. Implemented the new Master of Science (M.S.) in Sport Administration concentration in Fall, 2013.

LEST- Added and approved five tracks: Higher Education and Community College Leadership, Transformative Leadership for Civic and Community Engagement, Leadership for K-20 Diversity and Educational Justice, African American Leadership Studies, and Interdisciplinary Leadership Studies.

- e. List technology changes in classrooms, e.g., new labs.**

HDSV-revised the counseling lab to be more user friendly. Added two TVs to the clinic (Center for Behavior Health and Wellness)

HPLS-had repairs on existing LCD projectors in academic classrooms and the HPLS conference room, which are located in Corbett Center-Had flat screen TV monitors mounted in HPER Center.

- f. List teaching and program collaborations with other units on campus or off campus.**

HDSV-Collaborated with School of Engineering on two grants sand Counseling Center on two others.

HPLS- Collaborated with the SOE and the Center for Academic Excellence (CAES) to improve the retention and graduation rates of HPLS SSF students. HPLS SSFM Pre-PT program students' participation in Duke University's Doctoral of Physical Therapy (DPT) Open House and Hosted Duke University's DPT representatives via an "Open Forum"

LEST- Dr. Steele from the Department of Political Studies, College of Arts and Science is teaching our class on Leadership and Politics. Faculty from the School of Business, College of Arts &

Science, College of Engineering, and the School of Technology serve on LEST's Advisory Committee.

**g. List major faculty development activities, and total \$ spent in 2013-2014.**

HDSV-Spent approximately \$4,000.00 in faculty development activities for faculty to attend and/or participate in conferences

HPLS- Financially supported HPLS faculty members to attend and present at professional conferences (approximate total spent of \$3,000) and hosted the Annual HPLS Faculty Retreat to reflect, revision, and plan for the future.

LEST-Had 2 faculty retreats for the year for faculty development for a total cost of \$600.00.

**h. List non-degree program(s) offered to train/retrain workers (e.g., stand-alone certificates or continuing education).**

N/A

**i. List student engagement initiatives, e.g., service-learning, community service, etc. (new and continuing)**

HDSV-Food for the Hungry Efforts

HPLS- SSFM students' assistance with field day in local public school HPLS student recipient of national scholarship award, SSFM students volunteering in after-school Math and Science tutoring program, SSFM undergraduate and graduate students volunteering as presiders at the inaugural HPLS Symposium and SSFM students serving as presiders at the Duke University representatives Open Forum

**j. List programs/initiatives to serve special populations, e.g., student athletes.**

CUIN-DreamKeepers Living and Learning Community for incoming new freshmen

CUIN-ILEAD Peer Mentoring program for freshman students

HPLS- SSFM Student-Athletes advisory team, SSFM Retention Workshops, Phi Epsilon Kappa Honor Society, SSFM Majors Club and Facilitating Interpersonal Transitioning (F.I.T.) Living Learning Community LEST-None

**k. Student engagement initiatives (2013-2014), such as community service and volunteerism**

CUIN-Undergraduate students participated in literacy engagement activities for parents at Hampton Elementary School.

CUIN-Undergraduate students participated in literacy community service at the International Civil Rights Center and Museum

HDSV-Chi Sigma Iota (Counseling Honor Society) conducted a food drive for hungry students and members of the community

HPLS-SSFM students' assistance with field day in local public school, student recipient of national scholarship award, SSFM students volunteering in after-school Math and Science tutoring program, undergraduate and graduate students volunteering as presiders at the inaugural HPLS Symposium and SSFM students serving as presiders at the Duke University representatives Open Forum

LEST-a number of our students served as Judges in a state Health an Occupation event in Greensboro

**I. Study abroad, international studies and/or domestic and international internships involving your students. How many students were involved during the 2013—2014 academic year?**

CUIN-5 students will travel to Jamaica for the Jamaican Study Abroad opportunity during summer 2014

HDSV-Students participated in international studies in Belize in June 2013

HPLS-One undergraduate student, along with one HPLS faculty member scheduled to participate in a study abroad opportunity in France during the 2013-2014 academic year

LEST-None

**RESEARCH AND SCHOLARLY ACTIVITIES** (Please submit "a." as a separate file)

**a. List (numbered) scholarly activities, including refereed journal articles, other published articles, proceedings, books, book chapters, etc., published in the 2013-2014 academic year.**

*Refereed Journal Articles*

*Other Published Articles*

*Conference Proceedings*

*Book Chapters*

*Books*

*Other Scholarly/Creative Activities*

**b. List new patents/licenses.**

**c. Summary table for a. and b. above** (totals for 2013-2014 academic year). (Include additional rows and labels as is needed to accurately present your discipline.)

Scholarly Activities	Totals
Refereed Journal Articles (CUIN)	CUIN-3 HDSV- HPLS-7 LEST-4
Other Published Articles	HDSV-1

Conference Proceedings	CUIN-2 LEST4
Book Chapters	CUIN-1 HPLS-4 LEST14
Books	LEST-6
Other Scholarly/Creative Activities	CUIN-24 presentations LEST-14
Patents	
Licenses	

**PART 3**  
(STUDENT PLACEMENTS)

Complete the following table, based on your records.

Placements, etc.	Total	List as many examples as possible (organizations)
Permanent job placements	13	CUIN-to date, 24 undergraduate students have received full-time job offers at various public school districts around the nation, including the following: Guilford County Schools, Wake County Public Schools, Charlotte-Mecklenburg Public Schools, Prince Georges County Public Schools, Houston Independent Schools District
Internship placements	0	HDSV-136 HPLS-40-Physical Therapy Centers, Hospitals, Fitness Facilities, Public Schools, Colleges and Universities, Senior Resident Homes, Gateway-Special Populations LEST-10-Town of Morrisville Police, Science Math Innovation, Wake County Public School, IBM, Quintile, Guilford County Schools, Center for Creative Leadership, UNCG and North Carolina A&T State University

Coop Placements	0	
Admitted to graduate programs	5	CUIN-New York University, UNC at Greensboro, UNC at Charlotte, North Carolina State University and UNC at Wilmington HDSV- 111-15 PhD; 66 Masters in Counseling; 23 in ADED and 7 in MSA

Questions: [mcewenb@ncat.edu](mailto:mcewenb@ncat.edu)