



**AGRICULTURAL
EXTENSION
SERVICE**

Agricultural Extension Service
Office of the Director
Box 7602
Raleigh, N. C. 27695-7602



*North Carolina State University
School of Agriculture and Life Sciences*

VACANCY LISTING # 12-15-87

DEADLINE FOR APPLICATION: JANUARY 15, 1988 or until a suitable
candidate applies, whichever is later.

| POSITION | AREA(S) OF RESPONSIBILITY | COUNTY LOCATION | DATE AVAILABLE |
|----------------------|--|--------------------|-------------------|
| Ext. Agent, Home Ec. | 4-H & Youth | Craven | 01-15-88 |
| Co. Ext. Director | Administration & Appropriate Subject Matter | Orange | 03-01-88 |
| Ext. Agent, 4-H | 4-H & Youth | Pamlico | 01-15-88 |

The following positions are being readvertised for applications until filled

| | | | |
|--|----------------------------|-------|-------------|
| Ext. Agent, Agr. (will also serve Yadkin Co.) | Beef Cattle & Forage Crops | Davie | Immediately |
| Ext. Agent, Agr. | 4-H & Agriculture | Hyde | Immediately |

See reverse for position description and requirements.
If you wish to apply for any positions, please follow one of these procedures:

NEW CANDIDATES: Contact Susan Y. Lyday, Extension Personnel Development
Specialist, Box 7602, Raleigh, N.C. 27695-7602.

APPLICANTS IN 6-MONTH ACTIVE STATUS: Indicate your interest in particular
positions in writing to the above address.

APPLICANTS IN POST SIX-MONTHS STATUS: Call Extension TELETIP 1-800-662-7301
(N.C.) or 1-919-737-3737 (out-of-state) to receive
information about currently available positions. Request
tape #P-85. New position vacancies will be placed on
TELETIP by the 20th of each month. Then, indicate your
interest in particular positions in writing to the above
address.

CURRENT EMPLOYEES: Contact your county or district chairman prior to
writing Dr. Paul Dew, Assistant Director, County
Operations.

Sincerely,

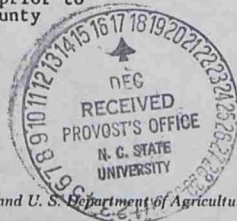
Susan Y. Lyday

Susan Y. Lyday

Extension Personnel Development Specialist

Cooperative Extension Work in Agriculture and Home Economics A&T and N.C. State Universities, 100 Counties and U. S. Department of Agriculture

(OVER)



AGRICULTURAL EXTENSION SERVICE

POSITION DESCRIPTION

Requirements for the available positions are listed below. Please do not apply for positions for which you are not academically or otherwise qualified.

| POSITION CATEGORIES | BASIC REQUIREMENTS ^{1/} | GENERAL DUTIES |
|--|---|---|
| County Extension Director | Bachelor's degree in relevant field; minimum 6 years* of service with the Agricultural Extension Service, or equivalent experience; two years of experience with the N.C. Agricultural Extension Service; M.S. highly preferred. *A Master's degree may substitute for 1 year of experience and a Ph.D. for 2 years. | Provides administrative and supervisory leadership for the development, organization and implementation of an effective total Extension program in agriculture, home economics, 4-H, and community and rural development to meet the needs of the people in the county. Has program responsibility in assigned areas. |
| County Extension Agent, Home Economics | Bachelor's degree in Home-Economics-related concentration or Home Economics Education; M.S. preferred. Significant course work in the area of responsibility listed. | Provides leadership for the development and implementation of an effective educational program within assigned areas of home economics and related areas to meet the needs of the people in the county. |
| County Extension Agent, Agriculture | Bachelor's degree in Agricultural-related concentration or Agricultural Education; M.S. preferred. Significant course work in the area of responsibility listed. | Provides leadership for the development and implementation of an effective educational program within assigned areas of agricultural responsibility and related areas to meet the needs of the people in the county. |
| County Extension Agent, 4-H | Bachelor's degree in Agriculture or Home Economics, related Behavioral Sciences, or Education; M.S. degree preferred. | Provides leadership for the development, organization and implementation of effective 4-H programs that will meet the needs of the people in the county. |

^{1/} All positions require: a minimum cumulative grade point average of 2.5 on a 4-point scale, or a 3.0 in the major field of study, or completion of a Master's degree; personal automobile; valid driver's license; skill in oral and written communications; interest in and ability to work effectively with people.

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VACANCY LISTING # 02-15-88

DEADLINE FOR APPLICATION: MARCH 15, 1988 or until a suitable
candidate applies, whichever is later.

| POSITION | AREA(S) OF RESPONSIBILITY | COUNTY LOCATION | DATE AVAILABLE |
|---------------------------------|--|----------------------------|---------------------------|
| Ext. Agent, Agr. | Beef, Swine, Forage Crops, Horses | Franklin | 03-15-88 |
| Ext. Agent, Agr. | Ornamentals, Small Fruits, Forestry | Henderson | 03-15-88 |
| Area Specialized Asst. Agent | Farm Management | *Lenoir | 03-15-88 |
| Co. Ext. Director | Administration & Appropriate Subject Matter | Onslow | 07-01-88 |
| Co. Ext. Director | Administration & Appropriate Subject Matter | Wayne | 07-01-88 |

*Will also serve Greene and Wayne Counties

--OVER--

See reverse for position description and requirements.

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| County Extension Agent, Home Economics | Bachelor's degree in Home Economics-related concentration or Home Economics Education; M.S. preferred. Significant course work in the area of responsibility listed. | Provides leadership for the development and implementation of an effective educational program within assigned areas of home economics and related areas to meet the needs of the people in the county. |
| County Extension Agent, Agriculture | Bachelor's degree in Agricultural-related concentration or Agricultural Education; M.S. preferred. Significant course work in the area of responsibility listed. | Provides leadership for the development and implementation of an effective educational program within assigned areas of agricultural responsibility and related areas to meet the needs of the people in the county. |
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| Ext. Agent, 4-H | 4-H & Youth | Craven | Immediately |
| Ext. Agent, Home Ec. | All Home Economics & Ext. Homemakers | Pamlico | Immediately |
| Ext. Agent, 4-H | 4-H & Youth | Pamlico | Immediately |
| Area Specialized Agent, Poultry | Poultry | *Duplin | Immediately |

*Will also serve Sampson and Wayne Counties

See reverse for position description and requirements.

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THE NORTH CAROLINA AGRICULTURE EXTENSION SERVICE
PROVIDES EQUAL OPPORTUNITIES IN PROGRAMS AND EMPLOYMENT

SUPPORTING DATA

for

CAPITAL IMPROVEMENT PROJECT REQUEST

for the

1989-91 BIENNIUM

Date of Preparation: November 16, 1987

School or Division: Agriculture and Life Sciences

Priority: 1

Signed: _____

PROJECT NAME

Life Sciences/Biotechnology Laboratory and Classroom Renovation
Gardner Hall, 1952 Construction (0100, 0200, 0300 and 0400 wing)

1989-91 Project Requests

Campus Planning and Construction Division

PROJECT DESCRIPTION

The Gardner Hall Renovation, 1952 construction, consists of the 4 wing sections of the building totalling 101,000 sq. ft. gross and 64,300 sq. ft. net (plans attached). Activities include teaching undergraduate and graduate students, research and extension. The bulding contains offices, classrooms and laboratories for the Departments of Botany, Entomology, Plant Pathology and Zoology. No major renovation has been made since the building was constructed in 1952.

PROJECT JUSTIFICATION

Instruction at both the undergraduate and graduate levels is a major activity in this building with over 900 undergraduate majors in the four departments. In addition to serving these undergraduate majors and approximately 140 graduate students, another 4,000 students from across the entire campus enter Gardner Hall each week to take at least one course. Agriculture and Life Sciences has continuing and increasing needs for classroom and laboratory instruction in the theory and practice of molecular biology and biotechnology. These needs are particularly acute at the graduate level but not limited to post-baccalaureate programs. Demand for such training and education has steadily built in the advanced undergraduate ranks as well and we would benefit ourselves and our graduates considerably if appropriate facilities were available.

Modern and efficient facilities are essential in offering quality programs for instruction as well as research. Diversified programs in research that utilize the most recent developments in molecular biology and biotechnology require renovation, rearrangement of facilities and installation of contemporary and sophisticated equipment to meet the demands of these areas of expertise.

In addition to serving the needs of the campus in teaching and research, an increasing number of professionals from the Research Triangle, State Government and the secondary school systems are seeking courses and faculty consultation in these scientific areas. To respond to this growth and to contribute toward further economic development in North Carolina related to these sciences, renovation of the entire building is a requirement. Improved facilities promote quality instructional and productive research programs. Facilities that were constructed in 1952 do not provide the basic arrangement nor the equipment for effective operation in the 90's.

A complete modernization is needed for the 1952 portion of Gardner Hall. Lighting is poor in many sections, wiring is not adequate for present needs in many of the teaching and research laboratories, air control and temperature regulation are defective in most of the laboratories. Also, the majority of the laboratories need safe and effective hoods. Rearrangement is needed to accommodate present research functions and for greater efficiency in departmental functions. An example of the need for combining, consolidating and rearranging offices according to function is in the Department of Zoology. The Department has administrative staff in three different parts of the building. To remedy this situation, funding is required for renovating space suitable for rearranging these functions in Zoology.

As our graduates enter the highly competitive world represented in these disciplines we must ensure their competitiveness through adequate exposure in their disciplines. Outdated facilities do not foster the development of educated professionals.

The continued discovery and dissemination of new knowledge in the biological science disciplines demand that institutions modernize their teaching and research facilities for today and for the future. Updating the entire 1952 vintage facility will provide modern space to the basic units--Botany, Entomology, Plant Pathology and Zoology--to instruct students and conduct research.

The renovation will require costs that reflect that of scientific laboratories. Classroom and research laboratories utilize about one-half of the total net space. Plans are to continue faculty and staff occupancy as the building is renovated. The number of people occupying this phase of Gardner Hall and the utilization of the space are listed in Tables I and II.

TABLE I
Occupants of Gardner Hall
(1952)

| | <u>No. Individuals</u> |
|-------------------|------------------------|
| Faculty | 79 |
| Research Assoc. | 10 |
| Graduate Students | 132 |
| Technicians | 54 |
| Secretarial Staff | 27 |
| | <u>302</u> |

TABLE II
Space Utilization in Gardner Hall
(1952)

| <u>Use</u> | <u>No. Rooms</u> | <u>No. People</u> | <u>Net Sq. Ft.</u> |
|--------------------------|------------------|-------------------|--------------------|
| Classrooms | 4 | 235 | 3336 |
| Classroom Labs | 12 | 286 | 9051 |
| Faculty Offices | 76 | 79 | 11514 |
| SPA Offices | 35 | 49 | 4734 |
| Service Areas | 51 | 17 | 7350 |
| Postdoc. Offices | 7 | 11 | 982 |
| Graduate Student Offices | 28 | 132 | 5798 |
| Research Labs | 73 | 306 | 21106 |
| Confr./Library | 3 | 21 | 431 |

AREA DATA

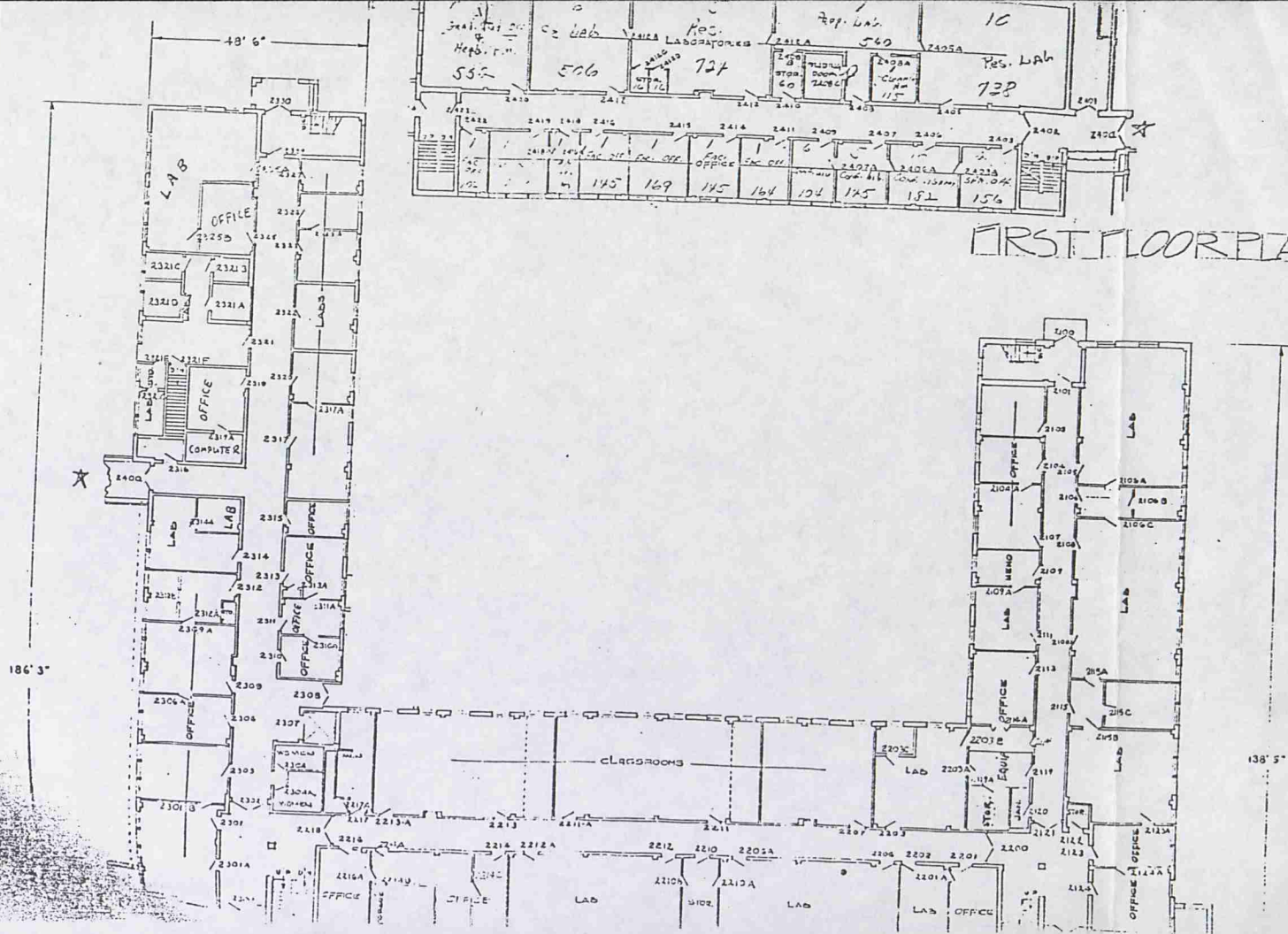
Renovation

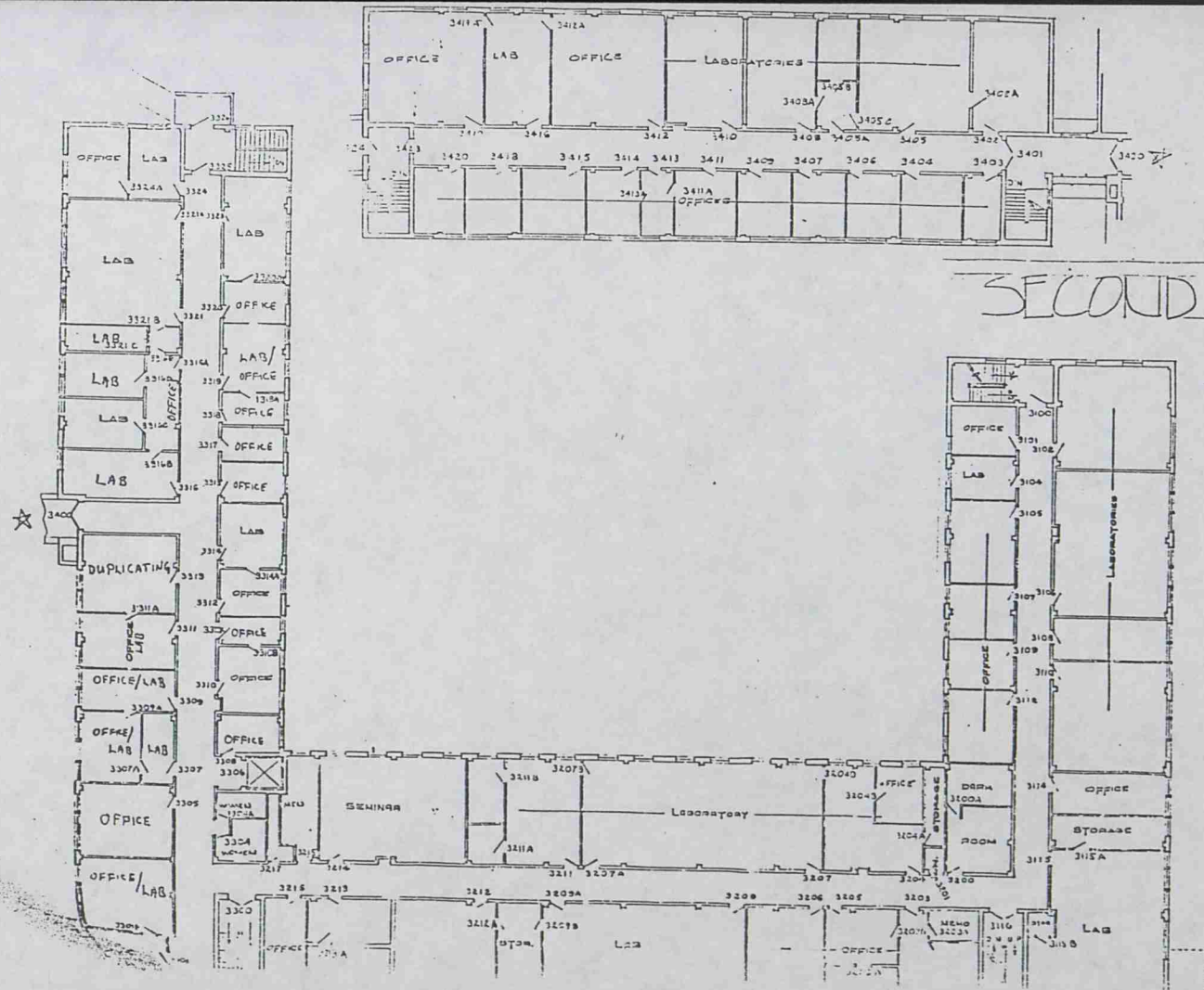
Gross 101,000 sq. ft.
Net 64,300 sq. ft.

PROJECT COST DATA

Equipment

Fixed Equipment \$2,100,000
Movable Equipment \$1,200,000

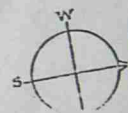


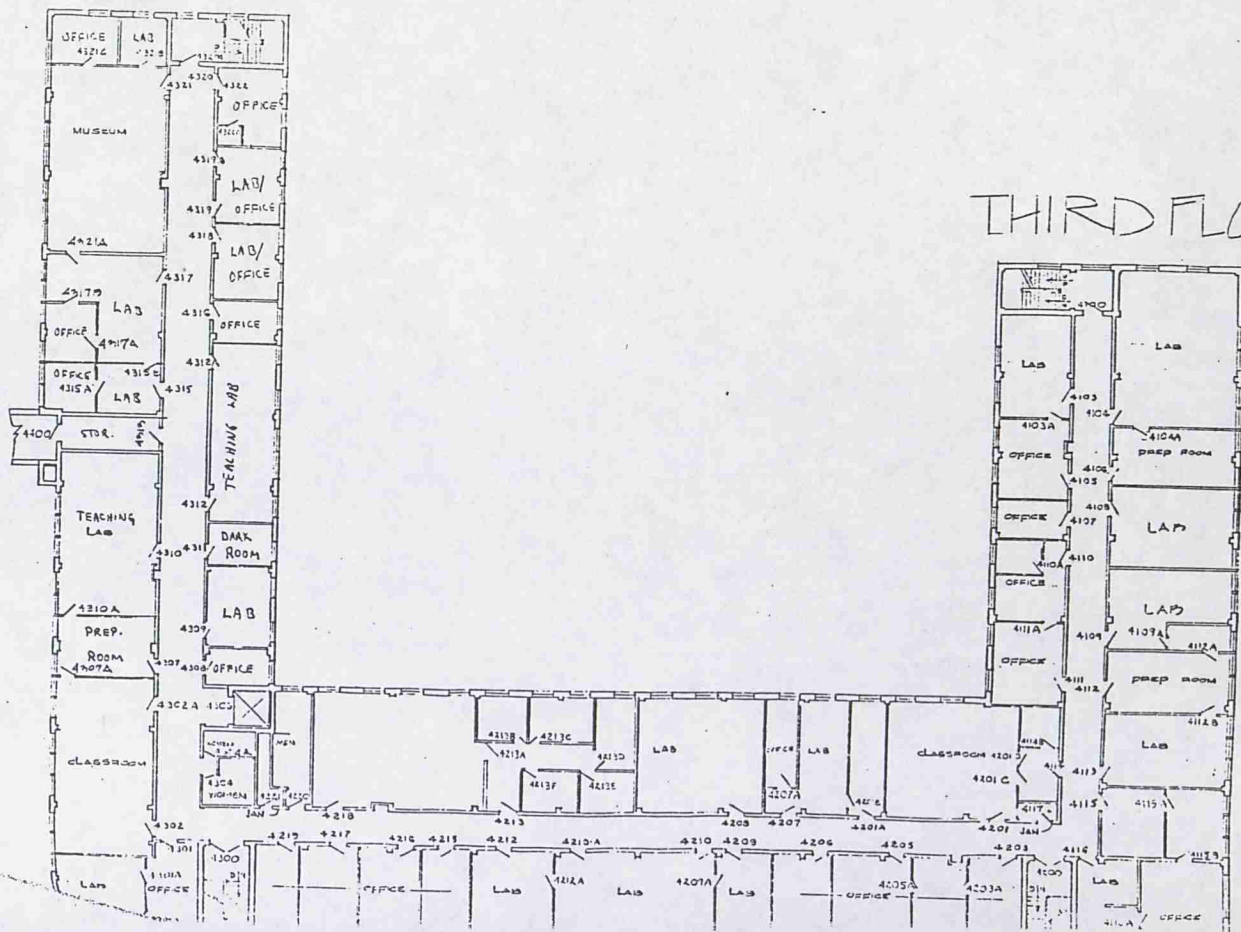


SECOND FLOOR

| FLOOR | STANDARD FLOOR | BUILDING TOTALS | GENERAL BUILDING INFORMATION | DRAWING REVISIONS |
|-------|----------------|-----------------|------------------------------|-------------------|
| 1 | 1000 | 1000 | 1000 | 1000 |
| 2 | 2000 | 2000 | 2000 | 2000 |
| 3 | 3000 | 3000 | 3000 | 3000 |
| 4 | 4000 | 4000 | 4000 | 4000 |
| 5 | 5000 | 5000 | 5000 | 5000 |
| 6 | 6000 | 6000 | 6000 | 6000 |
| 7 | 7000 | 7000 | 7000 | 7000 |
| 8 | 8000 | 8000 | 8000 | 8000 |
| 9 | 9000 | 9000 | 9000 | 9000 |
| 10 | 10000 | 10000 | 10000 | 10000 |

GARDNER HALL
 OFFICE OF CHAIRMAN, UNIVERSITY
 NORTH CAROLINA STATE UNIVERSITY AT RALEIGH, N.C.
 DRAWING NO. 100-11-10-100
 SHEET 3 OF 14





THIRD FLOOR PLAN

172-16 4 7 14 16 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 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SUPPORTING DATA
for
CAPITAL IMPROVEMENT PROJECT REQUEST
for the
1989-91 BIENNIUM

Date of Preparation: November 16, 1987
School or Division: Agriculture and Life Sciences
Priority: 2
Signed: _____

PROJECT NAME

Modernization of several classrooms and other teaching facilities in
Gardner Hall, Horticultural Greenhouses, Patterson Hall, Polk Hall and Weaver
Laboratories.

1989-91 Project Requests
Campus Planning and Construction Division

PROJECT DESCRIPTION

This renovation project is for several classrooms/teaching facilities located in Gardner Hall, Horticultural Greenhouses, Patterson Hall, Polk Hall and Weaver Laboratories. These facilities are utilized for classroom and laboratory instruction for students in the School of Agriculture and Life Sciences as well as other schools. Following is a description of the renovation of each room by building location. The key below is used to designate the different aspect of the improvements.

R = Renovation
F = Fixed Equipment
M = Movable Equipment

1. Gardner Hall

a. Room 1418 - 576 square feet

R - Complete renovation to include update of lighting, ceiling panels, laboratory benches, electric outlets/wiring.

| | |
|------------|-----------------|
| | \$30,000 |
| Room Total | <u>\$30,000</u> |

Contact Person: Dr. W. L. Klarman, Phone 2730

2. Horticultural Greenhouse (see drawing)

a. Room 102 (Headhouse) - 994 square feet

F - Modernize air-conditioning/heating system

| | |
|------------|-----------------|
| | \$20,000 |
| Room Total | <u>\$20,000</u> |

Contact Person: Dr. A. A. De Hertogh, Phone 3131

3. Patterson Hall

a. Construct a men's rest room on the third floor of Patterson Hall. Provide two stalls, two urinals.

| | |
|------------|-----------------|
| | \$ 8,000 |
| Room Total | <u>\$ 8,000</u> |

b. Room 7 - 719 square feet

Room 9 - 408 square feet

F - Install package air-conditioning unit for the two classrooms.

| | |
|------------|-----------------|
| | \$30,000 |
| Room Total | <u>\$30,000</u> |

Contact Person: Dr. Dale M. Hoover, Phone 3273

4. Polk Hall (see drawing)

- a. Room 5 \
- b. Room 5A - 4250 total square feet
- c. Room 5B /

F - Furnish and install package air-conditioning system for the above three classrooms.

\$70,000
Room Total \$70,000

Contact Person: Dr. Charles A. Lassiter, Phone 2755

5. Weaver Laboratories (see drawings)

- a. Room 104 - 350 square feet

R - Provide and install carpet. \$ 700
M - Provide video monitor, VCR and cart. 1,200
Room Total \$ 1,900

- b. Room 142 - 650 square feet

M - Provide video-monitor, VCR and cart. \$ 1,200
Room Total \$ 1,200

- c. Room 143 - 400 square feet

M - Provide video monitor, VCR and cart. \$ 1,200
Room Total \$ 1,200

- d. Room 144 - 626 square feet

M - Provide video monitor, VCR and cart. \$ 1,200
M - Provide 18 drawing tables @ \$300 each. 5,400
R - Provide and install carpet. 1,200
Room Total' \$ 7,800

- e. Room 156 - 3000 square feet

R - Furnish and install partitions for group work areas. \$ 4,000
M - Provide video monitor, VCR and cart. 1,200
R - Painting walls. 1,000
Room Total \$ 6,200

- f. Room 158 - 1040 square feet

F - Furnish and install auditorium seats with writing arms - 95 @ \$250 each \$23,750
R - Reconstruct west wall -- remove glass panels. Soundproof wall. 8,000
R - Update room lighting system. 3,000
R - Paint entire room. 1,500
R - Furnish and install carpet. 2,000
M - Furnish and install wireless microphone sound system. 4,000
Room Total \$42,250

g. Room 194A

| | |
|---|-----------------|
| R - Paint entire room | \$ 1,450 |
| M - Furnish 2 sofas and 4 upholstered chairs. | 3,000 |
| Room Total | <u>\$ 4,450</u> |

Contact Person: Professor George B. Blum, Jr., Phone 2694

PROJECT TOTAL \$223,000

PROJECT JUSTIFICATION

1. Gardner Hall

a. Room 1418 - The facility was first occupied in 1952 and has not been renovated since. The room is very poorly lighted, ceiling panels fall out on a regular basis, laboratory benches have been twice repainted, electrical outlets are poorly located and wire leads from laboratory benches have been repeatedly repaired. The room offers a very poor environment for effective teaching and learning, an issue forcefully pointed out each semester by student evaluations.

2. Horticultural Greenhouse

a. Room 102 - Headhouse - This room is used as a versatile laboratory for many classes in horticultural science. Laboratories are conducted in this room during both semesters and about 14 different course sections are accommodated in the room. Approximately 140 students per week receive instruction in this room. The air-conditioning system needs to be improved by providing grills in the doors of room 102 as well as other rooms served by the system. Presently, the doors to the rooms are left open to provide air return and this results in outside noise distracting class activity.

3. Patterson Hall

a. Men's Room - When the third floor of Patterson Hall was renovated a year ago, the plans for a rest room were eliminated as a cost savings move. Approximately twenty women occupants of the floor must walk down one flight of stairs to find a rest room, while more than 75 men must walk down two flights. The men's rest rooms on the ground and first floor of the building are currently overtaxed.

b. Rooms 7 and 9 - The air-conditioning unit that currently serves Rooms 7 and 9 also serves ground floor offices between Rooms 1 and 18. One thermostat controls the temperature in the entire area. The system is inadequate for the maintenance of a temperature needed for the long-term operation of microcomputers and has had to be supplemented by setting a fan in an open window in one room and using a window air conditioner in another. Room 7 currently houses 20 computer work stations and the two rooms together could house 35 or more if the facilities were adequately cooled. To provide a temperature that will minimize chip deterioration and breakdowns, it is imperative that the two rooms be cooled uniformly below the level that is feasible for the 18-20 occupants of the offices currently served by the same air conditioner.

4. Polk Hall

a. Rooms 5, 5A, 5B - These are classrooms located on the ground floor on the south side of Polk Hall. Room 5B also serves as a teaching laboratory. They are extensively used for courses in animal science as well as other courses. Large numbers of students are in these rooms each week. Some renovation has been done to the rooms but all are still cooled by window air-conditioning units which are inefficient, noisy and inadequate. The learning environment can be much improved by installing a package air-conditioning system to handle all three rooms.

5. D. S. Weaver Labs

a. Rooms 104, 142, 143 - These classrooms need to be equipped with TV monitors, video tape recorders and a cart for these items. TV is an essential teaching medium in biological and agricultural engineering. Also, Room 104 needs carpet as the desired floor covering.

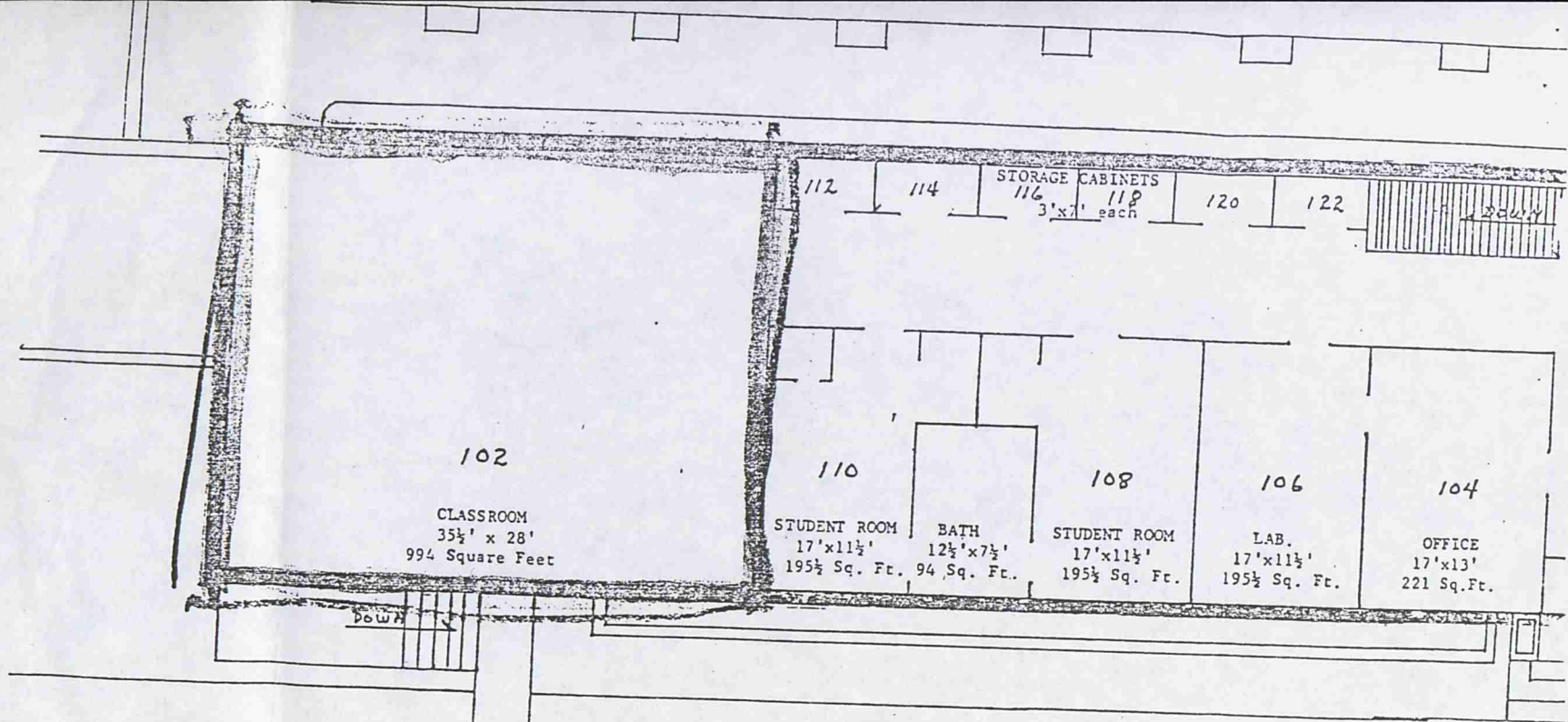
b. Room 144 - A TV system is needed here as well as carpet for the floor covering. Updated drawing tables are necessary to replace those that are no longer functional.

c. Room 156 - This room is a machinery laboratory and currently is one large open space. Partitions are necessary to enclose areas for small work groups of students. Also, TV systems would greatly enhance the use of this room.

The east wall, to be renovated, will need to be painted.

d. Room 158 - This room is the major classroom in Weaver Laboratories containing space for 95 students. It is in need of complete renovation. The room is heavily utilized by students from several areas. A major problem is the west wall which borders the machinery laboratory (Room 156). This wall has glass panels and is not soundproof. There is a noise problem from Room 156. The wall needs to be removed and replaced with a soundproof structure.

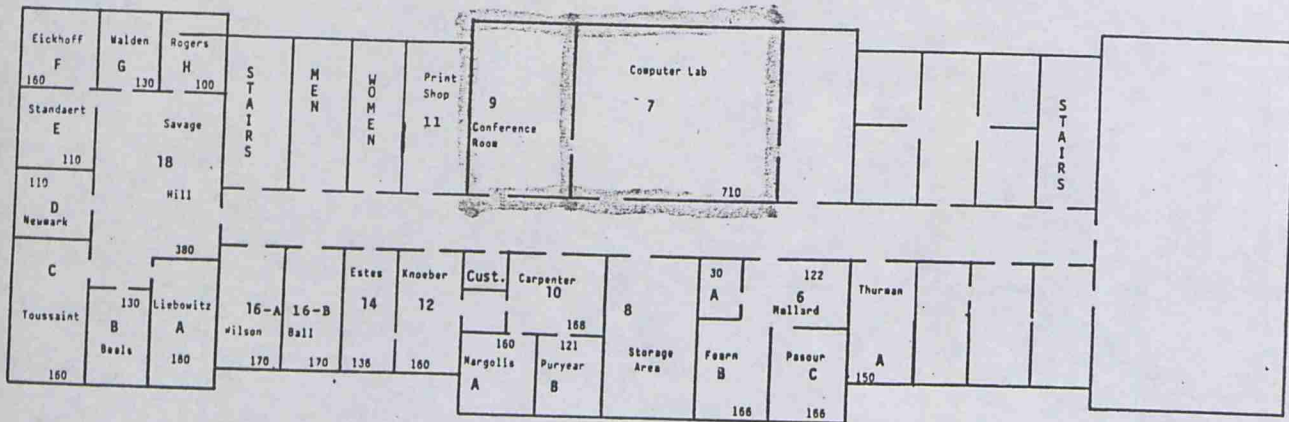
e. Room 194A - This is a lounge area and needs painting. Also, the furniture is not suitable and should be replaced.



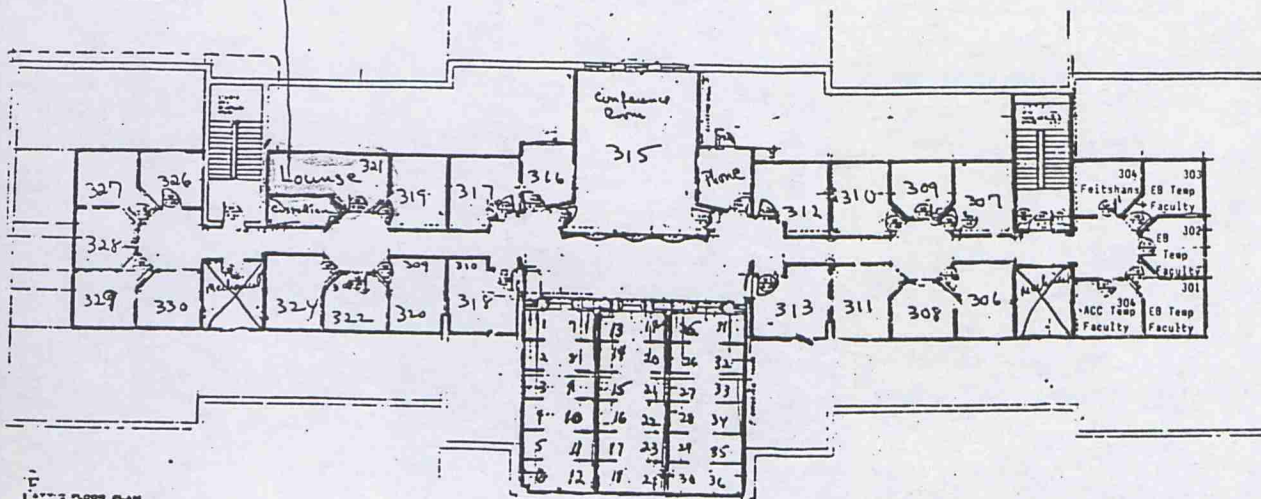
HORTICULTURAL
SCIENCE
HEAD HOUSE

HORTICULTURAL SCIE
HEAD

Patterson Hall
Ground Floor

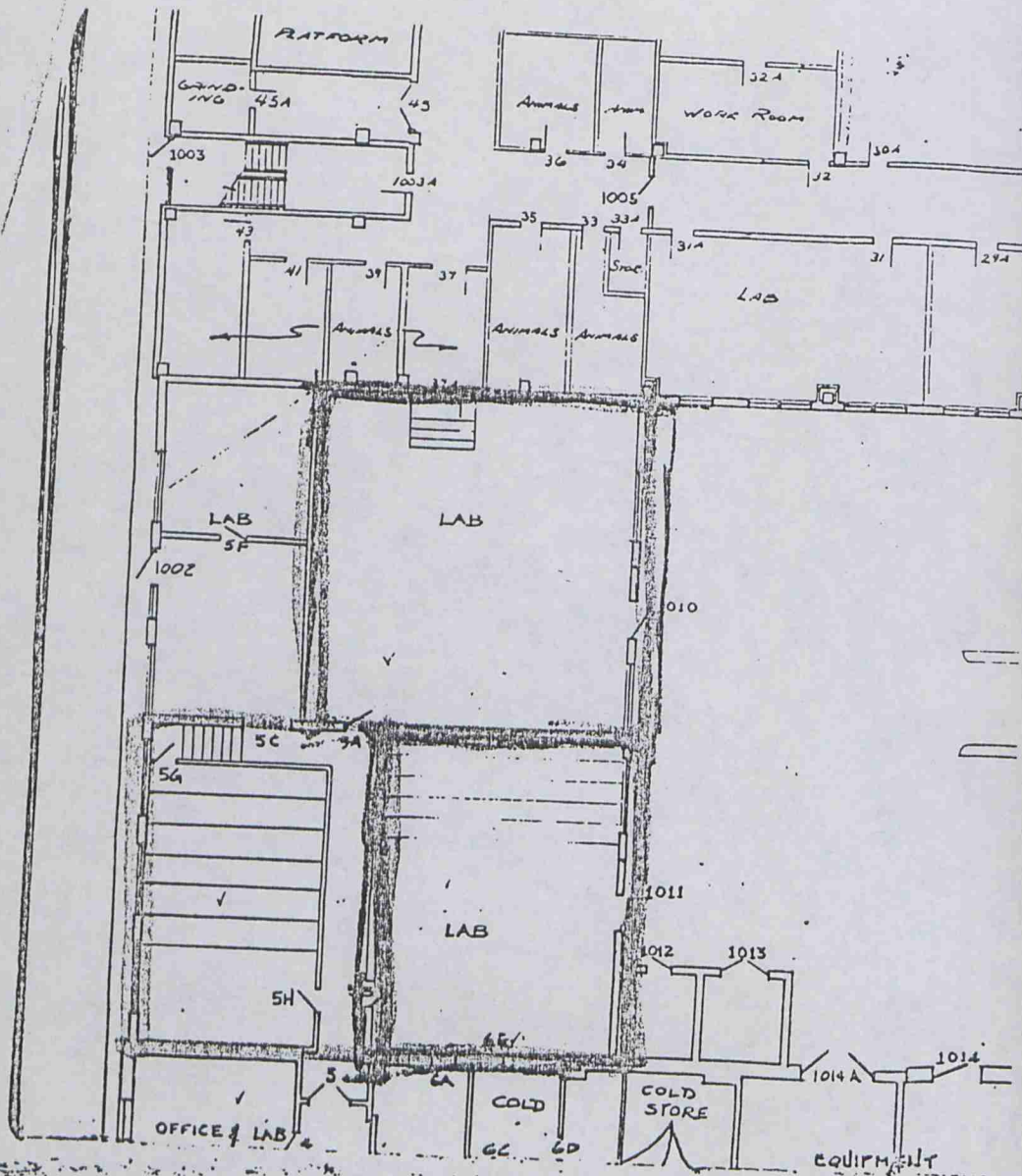


9-17-86



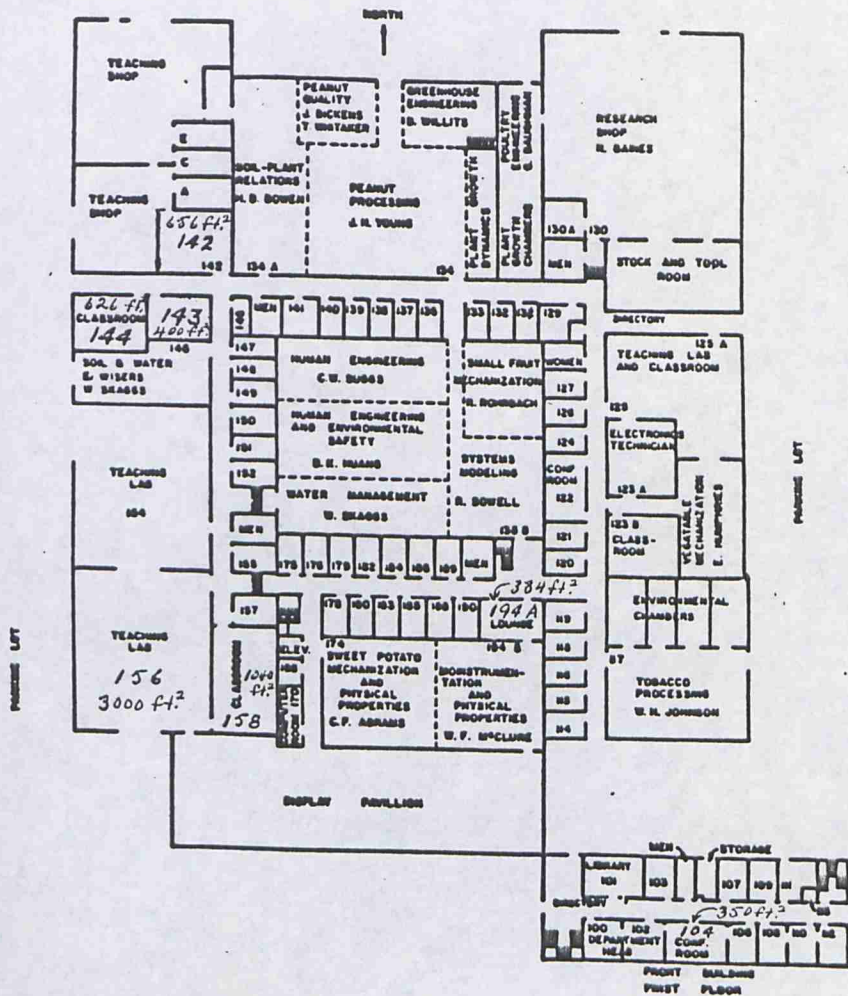
Patterson Attic

YORK Hall



WEAVER LABORATORIES

DEPARTMENT OF BIOLOGICAL & AGRICULTURAL ENGINEERING



SUPPORTING DATA
for
CAPITAL IMPROVEMENT PROJECT REQUEST
for the
1989-91 BIENNIUM

Date of Preparation: November 16, 1987
School or Division: Agriculture and Life Sciences
Priority: 3
Signed: _____

PROJECT NAME

Animal and Poultry Science Teaching Center

1989-91 Project Requests
Campus Planning and Construction Division

PROJECT DESCRIPTION

This request is for an Animal and Poultry Science Teaching Center to be constructed at University Research Unit #1. The animal science portion of the Center will be 260 x 200 feet for a total of 52,000 square feet. Some of this area will be commonly used by the Animal and Poultry Science Departments. In addition, the poultry science portion of the Center will consist of two separate buildings - 32 x 180 feet for a total of 11,520 square feet.

The project is designed to provide classroom and laboratory space for students in animal and poultry science. They will have hands-on experience with flocks and herds, incubator/hatchery facilities, comparative breeding and rearing facilities, feed mixing and processing facilities (poultry). The Center will have an arena for livestock/poultry evaluation and judging, animal fitting and holding pens, bleachers, classrooms and laboratories.

Currently, a total of 14 undergraduate courses with 29 laboratory periods use beef cattle, dairy cattle, swine, horses and sheep in the teaching programs during a typical academic year. Approximately 830 students are enrolled in these courses. Similarly, students in poultry science courses are involved in many laboratories. It is estimated that, in addition to animal and poultry science faculty, two new employees would be involved.

Following is an estimate of the amount of space needed and the number of rooms involved:

Animal Science (see drawings)

| | |
|------------------------------------|--------------------|
| Arena | 36,000 square feet |
| Wet Laboratory | 2,500 square feet |
| Lounge | 800 square feet |
| Wash Rack and Area | 440 square feet |
| Animal Holding Area | 2,200 square feet |
| Permanent Bleachers for 500 People | 3,000 square feet |
| Two Classrooms | 5,500 square feet |
| Hallways, Bathrooms, Office, etc. | 1,560 square feet |

Poultry Science (see drawings)

| | |
|---|-------------------|
| Live Poultry Rooms - 8 @ 400 sq. feet = | 3,200 square feet |
| Biosecurity Areas - 2 @ 2160 sq. feet = | 4,320 square feet |
| Teaching Rooms - 5 @ 720 sq. feet = | 3,600 square feet |
| Feed and Equipment Storage - 1 @ 400 sq. feet = | 400 square feet |

No additional on-campus parking spaces will be required as a result of this project.

PROJECT JUSTIFICATION

Many students in animal and poultry science are from urban backgrounds (over 50 percent) and have little or no experience with livestock. At the same time, the majority of employment opportunities for undergraduates are in technical areas. Loss of the teaching pavilion at the old College Dairy (due to construction of the School of Veterinary Medicine) left the Animal Science Department without suitable indoor facilities which can be used for classes or teaching laboratories. It is no longer possible or appropriate to bring animals and large numbers of poultry to the main campus.

In 1979, a departmental review (Animal Science) conducted by the Cooperative State Research Service emphasized the lack of a suitable teaching center as a major weakness in the undergraduate teaching program.

The Poultry Science Department at N. C. State is the largest department in the United States. Approximately 30 percent of all poultry science graduates come from N. C. State and are in great demand in North Carolina and the Southeast. Eleven faculty presently teach 17 courses in poultry science and, in addition, a number of special problems during the academic year. The Department has one classroom and one laboratory and no adequate facilities to teach incubation/hatchery management, brooding/grow-out management or processing techniques which our students are required to know.

PROJECT COST DATA

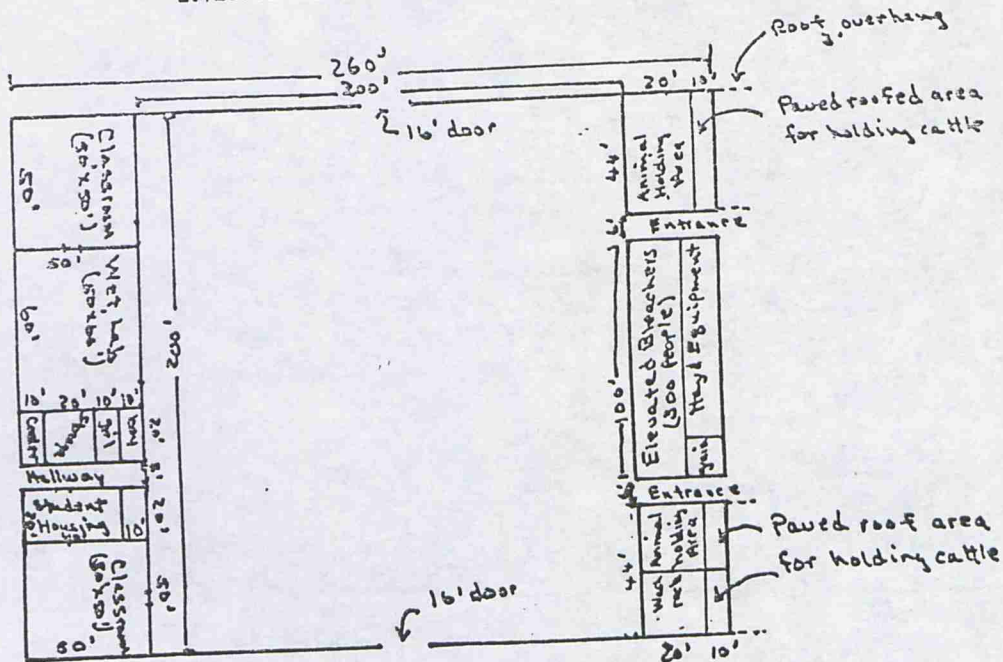
Construction: 62,000 square feet

Equipment:

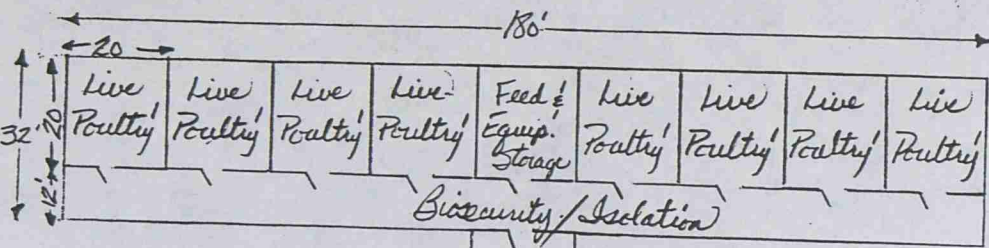
Fixed Equipment \$450,000

Moveable Equipment \$300,000

LIVESTOCK TEACHING CENTER



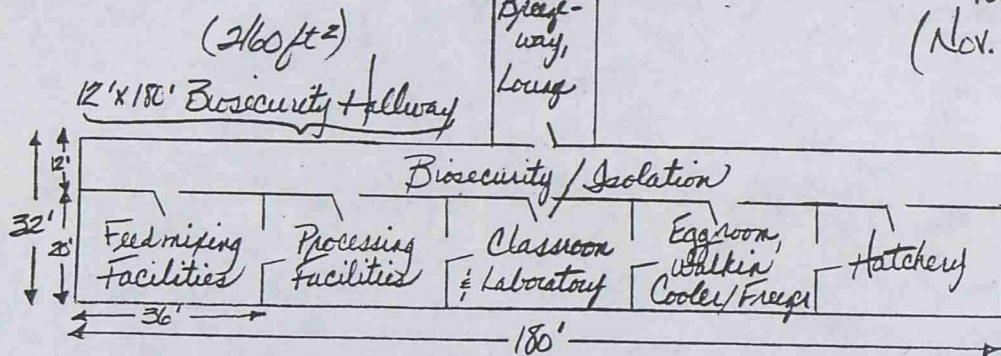
3200 ft² of Live Poultry Rooms -
 8 Live Poultry Rooms,
 @ 20' x 20' → 400 ft²/room
 12' x 180' Biosecurity (2160 ft²)
 Hallway →



'Live Poultry rooms will have
 outside access for cleanout.

Dept. of Poultry Science
 N. C. State University
 "Teaching / Live Animal
 Facilities"
 (Nov. - 1987)

5 Separate Teaching Rooms,
 @ 20' x 36' → 720 ft²/room
 (3600 ft² of Teaching
 Rooms)



SUPPORTING DATA
for
CAPITAL IMPROVEMENT PROJECT REQUEST

for the
1989-91 BIENNIUM

Date of Preparation: November 16, 1987
School or Division: Agriculture and Life Sciences
Priority: 4
Signed: _____

PROJECT NAME

Polk Hall Addition

1989-91 Project Requests
Campus Planning and Construction Division

PROJECT DESCRIPTION

It is proposed to demolish the south, single-story wing of Polk Hall and replace it with four floors (new construction). The new addition would provide 20,000 square feet of space--approximately 5,000 per floor--to be used for classrooms, teaching laboratories, research laboratories and faculty offices.

The classrooms and laboratories will be used for instruction for students in animal science and biochemistry as well as other departments on campus. The research facilities will be occupied by faculty and staff in the Departments of Animal Science and Biochemistry.

Following are estimates of the amount of space needed for each activity and the number of rooms involved:

Ground Floor

Classrooms - 4000 square feet - 3 rooms
Teaching Laboratory - 1000 square feet - 1 room

First Floor

Classrooms - 3000 square feet - 2 rooms
Teaching Laboratory - 2000 square feet - 2 rooms

Second and Third Floors

Research Laboratories - 6000 square feet - 5 rooms
Faculty, Staff and Graduate Student Offices - 4000 square feet - 22 rooms

PROJECT JUSTIFICATION

Enrollment at North Carolina State University has greatly expanded during the past few years and has reached a point where there is a severe shortage of classrooms, particularly those large enough to seat more than 100 students. Enrollment in the Bachelor of Science degree program in biochemistry has tripled in the last three years and, considering the emphasis on biotechnology both nationally and in North Carolina, may be expected to increase further. Similar growth has occurred in the animal science degree program, although over a longer time span and additionally, there has been a similar increase in pre-veterinary medicine students taking animal science courses. Recently, because of the growth of computer science, a teaching laboratory formerly used for biochemistry was designated to be used for analytical chemistry. There is a need to introduce a laboratory course in biotechnology and we would hope to be able to offer this course in the near future. Even without the proposed new course, we face a crisis in space available for teaching the laboratory courses so vital to animal biotechnology and biochemistry.

It is clear that trends in modern agriculture are toward increased emphasis on the basic biological sciences. The biochemistry teaching program is central to its development and will unquestionably play a pivotal role in training students to assume leadership positions in the agriculture of the future. If we do not provide a suitable learning environment for students, then we are not exercising our role as a major land-grant university.

PROJECT COST DATA

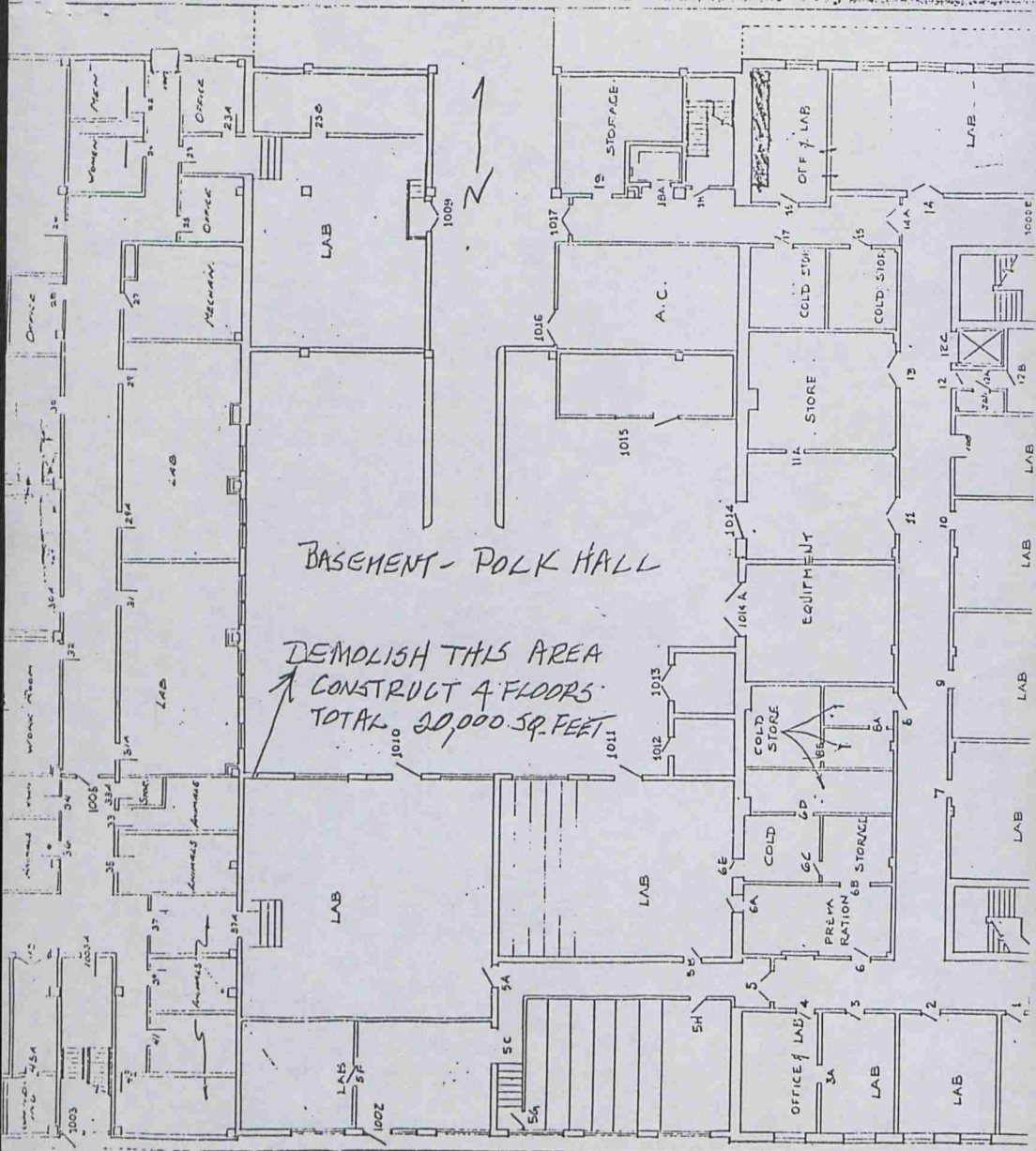
Demolish existing south wing of Polk Hall - 5000 square feet

Construction: 20,000 square feet

Equipment:

Fixed Equipment \$700,000

Moveable Equipment \$300,000





**AGRICULTURAL
EXTENSION
SERVICE**

*North Carolina State University
School of Agriculture and Life Sciences*

Agricultural Extension Service
Office of the Director
Box 7602
Raleigh, N. C. 27695-7602

November 15, 1987

VACANCY LISTING # 11-17-87

DEADLINE FOR APPLICATION: DECEMBER 17, 1987 or until a suitable
candidate applies, whichever is later.

| POSITION | AREA(S) OF RESPONSIBILITY | COUNTY LOCATION | DATE AVAILABLE |
|----------------------|---|--------------------|-------------------|
| Ext. Agent, Home Ec. | 4-H & Clothing | Chowan | 12-17-87 |
| Ext. Agent, 4-H | 4-H & Youth | McDowell | 12-17-87 |
| Ext. Agent, 4-H | 4-H & Youth | Sampson | 12-17-87 |
| Ext. Agent, Agr. | Corn, Soybeans, Small Grains, Horticulture, Pesticide Coordinator | Stanly | 12-17-87 |

See reverse for position description and requirements.

If you wish to apply for any positions, please follow one of these procedures:

NEW CANDIDATES: Contact Susan Y. Lyday, Extension Personnel Development
Specialist, Box 7602, Raleigh, N.C. 27695-7602.

APPLICANTS IN 6-MONTH ACTIVE STATUS: Indicate your interest in particular
positions in writing to the above address.

APPLICANTS IN POST SIX-MONTHS STATUS: Call Extension TELETIP 1-800-662-7301
(N.C.) or 1-919-737-3737 (out-of-state) to receive
information about currently available positions. Request
tape #P-85. New position vacancies will be placed on
TELETIP by the 20th of each month. Then, indicate your
interest in particular positions in writing to the above
address.

CURRENT EMPLOYEES: Contact your county or district chairman prior to
writing Dr. Paul Dew, Assistant Director, County
Operations.

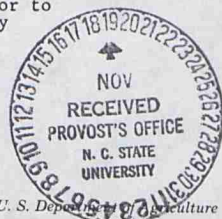
Sincerely,

Susan Y. Lyday

Susan Y. Lyday
Extension Personnel Development Specialist

Cooperative Extension Work in Agriculture and Home Economics A&T and N.C. State Universities, 100 Counties and U. S. Department of Agriculture

(over)



AGRICULTURAL EXTENSION SERVICE

POSITION DESCRIPTION

Requirements for the available positions are listed below. Please do not apply for positions for which you are not academically or otherwise qualified.

| POSITION CATEGORIES | BASIC REQUIREMENTS ^{1/} | GENERAL DUTIES |
|--|---|---|
| County Extension Director | Bachelor's degree in relevant field; minimum 6 years* of service with the Agricultural Extension Service, or equivalent experience; two years of experience with the N.C. Agricultural Extension Service; M.S. highly preferred. *A Master's degree may substitute for 1 year of experience and a Ph.D. for 2 years. | Provides administrative and supervisory leadership for the development, organization and implementation of an effective total Extension program in agriculture, home economics, 4-H, and community and rural development to meet the needs of the people in the county. Has program responsibility in assigned areas. |
| County Extension Agent, Home Economics | Bachelor's degree in Home-Economics-related concentration or Home Economics Education; M.S. preferred. Significant course work in the area of responsibility listed. | Provides leadership for the development and implementation of an effective educational program within assigned areas of home economics and related areas to meet the needs of the people in the county. |
| County Extension Agent, Agriculture | Bachelor's degree in Agricultural-related concentration or Agricultural Education; M.S. preferred. Significant course work in the area of responsibility listed. | Provides leadership for the development and implementation of an effective educational program within assigned areas of agricultural responsibility and related areas to meet the needs of the people in the county. |
| County Extension Agent, 4-H | Bachelor's degree in Agriculture or Home Economics, related Behavioral Sciences, or Education; M.S. degree preferred. | Provides leadership for the development, organization and implementation of effective 4-H programs that will meet the needs of the people in the county. |

^{1/} All positions require: a minimum cumulative grade point average of 2.5 on a 4-point scale, or a 3.0 in the major field of study, or completion of a Master's degree; personal automobile; valid driver's license; skill in oral and written communications; interest in and ability to work effectively with people.

01-06-704

NCSU/SALS/Crop Science

Assistant Professor, Aquatic and Non-Cropland Weed Management

1. Position Description (cont)

An effective and efficient Extension program to create educational materials and to transfer information from the research program to county extension agents and agribusiness for dissemination to urban and rural clients will be developed. The Specialist will interact with other disciplines. On-farm tests would receive major emphasis as a teaching tool to help bridge the gap between the researcher and clientele and be an aid in agent training.



Office of the Dean
Box 7601
Raleigh, NC 27695-7601
919-737-2068

North Carolina State University

School of Agriculture and Life Science
Academic Affairs, Extension & Research

September 3, 1987

MEMORANDUM

TO: Lawrence Apple
Chester Black
Larry Clark
Ronald Kuhr
James Oblinger
Nash Winstead

FROM: D. F. Bateman, Dean

SUBJECT: Meeting between NC A&T and NCSU Agricultural Administrations

Enclosed is a brief summary of the above meeting held here on our campus on August 28th. This effort was informative and useful. A number of areas were identified where increased exchange and interaction would be desirable. One of the most salient relates to the recruitment of A&T graduates into our graduate programs.

If you have comments or changes for the minutes let me or Bob Cook know.

DFB/bf

Enclosure

cc: George Kriz
Robert Wells
Robert Cook



MINUTES OF ANNUAL MEETING OF
NORTH CAROLINA A&T STATE UNIVERSITY AND NORTH CAROLINA STATE UNIVERSITY
SCHOOLS OF AGRICULTURE
August 28, 1987

The 1987 joint administrative meeting of the School of Agriculture and Life Sciences at North Carolina State University and the School of Agriculture at N. C. A&T State University was held in Raleigh on Friday, August 28, 1987. Those in attendance from NCSU were D. F. Bateman, L. Apple, R. Wells, G. Kriz, J. Oblinger, R. Cook, L. Clark and N. Winstead. Those attending from N. C. A&T were Dean Webb, Nathan Simms, Sidney Evans, Dalton MacAfee and Richard Robbins.

Academic Affairs

New developments in the teaching program at each of the two institutions was discussed by Dr. Nathan Simms, Vice Chancellor of Academics for N. C. A&T State University, and Dr. Jim Oblinger, Associate Dean and Director of Academic Affairs at NCSU. Developments at each of the institutions can be summarized as follows.

N. C. A&T State University. Emphasis is being placed on building enrollment in the agricultural program. Fifty-one percent of the agricultural students come from the Piedmont counties of North Carolina, 31% come from Eastern North Carolina and 14% from out of state. Dean Webb indicated that they had previously concentrated their recruiting program in Eastern North Carolina, but, with this trend in enrollment, they are now placing their major emphasis on the Piedmont counties. A new recruiting

program has been initiated by the Animal Science Division with emphasis on developing a community network of sponsors. In each major community former graduates or supporters of N. C. A&T are encouraged to adopt a student(s) and serve as their mentor to guide them toward an agricultural program at N. C. A&T. It was also reported that fewer of the students came from high schools where their first contact with agriculture was through the Vocational Agriculture program. The Vocational Agriculture teacher is apparently having less influence on the student's choice of a career and the guidance counselor is playing a more major role.

N. C. State University. It was reported that the freshmen numbers at NCSU were approximately the same as 1986. Agriculture & Life Sciences has approximately 600 freshmen. The Agricultural Institute has 90+ freshmen and a total enrollment of about 235.

Considerable discussion was held regarding the need for NCSU to visit North Carolina A&T and acquaint undergraduate students in agriculture with opportunities for graduate programs at NCSU. It was reported that institutions such as Ohio State, Cornell and other midwestern universities actively recruit students from N. C. A&T. It was mutually agreed that NCSU offers strong graduate programs in agriculture and that we needed to organize a strong recruiting effort to develop an identity for NCSU on the N. C. A&T campus and encourage more of the students at that institution to consider graduate programs at NCSU. It was the opinion of Dean Webb that more of the N. C. A&T students should consider graduate programs and careers in academia or industry at the higher degree levels.

It was also agreed that both institutions need to communicate with science teachers and high school counselors in order to acquaint them with the excellent career opportunities that are available in the agriculture and life sciences field.

Extension

N. C. A&T State University. Excellent cooperation has existed for a number of years between the Extension faculties of NCSU and N. C. A&T. A number of cooperative programs have been conducted and coordination between the two programs is handled on a daily basis.

It was reported by N. C. A&T that the budget constraints on the Extension program has forced them to reduce their number of full-time equivalents in Extension by 21 during the past few months. This reduction was made primarily at the county level involving para-professional staff. The federal budget has a major impact on the Extension program conducted by N. C. A&T as 85.5% of the funds for the Extension program come from federal sources, 12.1% from county, and the remainder from either private or state support. Comparative figures for NCSU are approximately 33% of the total funds coming from federal sources, and the remainder primarily from state and county sources.

The N. C. A&T personnel reported that a number of new program areas had been initiated and conducted during the past year. One of these program areas dealt with a program to work with pregnant teenagers in a number of Piedmont counties. This project was sponsored with some support from the March of Dimes. It was also reported that the effort was continued with the Extension program at N. C. A&T to work with low-income and small farmers. They were particularly interested in identifying methods of transferring information on technology to small farmers. A farm family appreciation week was held on the N. C. A&T campus during July of 1987. This conference was an effective method of reaching the small farmer.

N. C. State University. Major emphasis in the N. C. Agricultural Extension Service was placed on restoring competitiveness and profitability to agriculture. Emphasis is also being placed on rural services such as

health care, fire protection, etc. A new rural development center has been developed in North Carolina to focus on development in the rural areas. It was reported that the center will emphasize three main thrusts during the coming year. These are: 1) rural community development, 2) how do we train rural leaders, and 3) a rural health conference will be held during the spring of 1988. It is anticipated that this health conference will involve NCSU, N. C. A&T, UNC and ECU.

Research

N. C. A&T State University. Dr. Evans reported that the research program at N. C. A&T had historically been slanted toward problem solving agricultural research relating to the small farmer. He indicated that the research effort was being shifted to use approximately 20-22% of the research budget in the area of original or basic research. North Carolina A&T scientists continue to be very active in participating in a number of Southern Regional research projects. There has been excellent cooperation in a project to explore agricultural structure and policy between faculty members Ron Wimberley at NCSU and Alton Thomas at N. C. A&T. In addition, two faculty members at N. C. A&T now hold adjunct appointments in the Animal Science Department at NCSU. The Animal Science Department at N. C. A&T is continuing to place some emphasis upon rabbit production to support this emerging new industry in North Carolina. It was also reported that N. C. A&T is very interested in becoming more competitive in the grants area. A strong attempt is being made to secure some USDA competitive grant support for the institution.

N. C. State University. Dr. Kriz summarized new developments in the research program at NCSU and indicated a number of new thrusts, such as the program in biotechnology, modeling in the plant production area, conservation tillage, reproduction in animals, and new research approaches in the food

science area. Considerable interaction has occurred through the years with a number of faculty members, particularly in the animal science areas at the two institutions.

International Programs

N. C. A&T State University. Dr. Richard Robbins summarized the activities of N. C. A&T in the international program area. He indicated that they were continuing their memorandum of understanding with Michigan State University and had cooperated on a number of projects. One of these projects involved an extension effort with personnel from North Carolina, Michigan State, and the Dominican Republic. They also had a seminar exchange program and cooperative programs in a number of African countries.

It was reported that they have experienced approximately a 30% cut in funds for international programs during the past few months.

N. C. State University. It was reported by Dr. Lawrence Apple that the international program at NCSU involved a total expenditure during the past year of approximately \$4.2 M dollars. A number of programs were conducted, particularly in South America (listed on attached sheet).

Summary

At the conclusion of the meeting it was decided that a program would be organized between the two institutions to acquaint N. C. A&T students with graduate opportunities at NCSU. Dr. Jim Oblinger will contact Drs. Simms and Dear Webb to initiate this effort.



North Carolina State University

School of Agriculture and Life Sciences
Academic Affairs, Extension & Research

Office of the Dean
Box 7601
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August 6, 1987

Dr. Lawrence M. Clark
Assistant Provost
201 Holladay Hall
NCSU Campus

Dear Larry:

It is a pleasure to extend to you an invitation to a luncheon honoring Dr. John W. Van Duyn on the announcement of his appointment as Philip Morris Professor. The luncheon will be held at the Velvet Cloak, 1505 Hillsborough Street, on Wednesday, September 9 at 12:00 noon.

This professorship is supported by an endowment made available by Philip Morris, U.S.A. in support of excellence in our Extension program.

We hope you will be able to join us for this important occasion. To help us with our luncheon reservations, please return the enclosed card by Tuesday, September 1.

Sincerely yours,

D. F. Bateman
Dean

DFB:rs

Enclosure





North Carolina State University

School of Education

School of Agriculture and Life Sciences

Department of Adult and Community College Education
Box 7801, Raleigh, NC 27695-7801

August 27, 1987

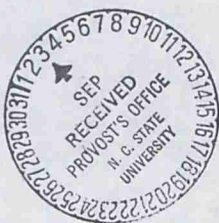
Attached is the June 1987 FORESIGHT, a publication of the Southern Growth Policies Board. This issue focuses on workplace literacy programs. The NCSU Physical Plant ABE Program was chosen as one of the programs to be examined in addition to my being asked to help assist on this issue. As a supporter of the program, I thought you would be interested in reading about the program specifically and about workplace literacy issues in general.

I would appreciate your responses and suggestions.

Sincerely,

Robert Shreefter

Robert Shreefter,
Coordinator, Physical Plant
ABE Program.



Learning While Earning: Worksite Literacy Programs

Summary

New jobs in the South require higher levels of proficiency in basic skills than ever before. A growing number of employers are providing adult basic education to their employees on site, both as a civic responsibility and as an economic imperative — so that the employee is able to adjust to changes in the workplace, be more productive, and have more opportunities for advancement. As a convenient and familiar setting, the worksite is an effective place to reach adults in need of basic education.

This issue describes innovative and effective adult literacy programs in four employer-based sites: a university in North Carolina, a naval base in Tennessee, a large company in Virginia, and a coordinated community program in Alabama. An added section reviews recent state initiatives aimed at meeting one objective of the 1986 Commission on the Future of the South to "mobilize resources to eliminate adult functional illiteracy by 1992."

Literacy, Employment, and Productivity

"It was an awful shock when we assessed the work force in one of our plants and found that 87 percent of our employees were incapable of doing work beyond the fifth grade."

General Motors official¹

This paper was prepared by Stuart A. Rosenfeld, Director of Research and Programs and Acting Director of the Southern Technology Council, with the assistance of Susan Levy, Staff Associate for Research and Programs, and Robert Shreeffter of N.C. State University.

Businesses and employees alike are faced with the unsettling knowledge that the literacy requirements of the workplace are rising faster than the literacy levels of the adult work force. Fewer and fewer jobs, both in manufacturing and services, are available to people who lack basic skills. For example, the airport skycap interviewed by Studs Turkel in *Working* described his job as including reading schedules, selling tickets and arranging for hotel reservations. "They think of us as a strong back and weak mind. They don't realize that what we're doing is the same thing they get when they walk to a counter."

The most rapid change is occurring in manufacturing. According to the U.S. Bureau of Labor Statistics, jobs in the occupational category "operators, fabricators, and laborers," which most workers with minimal education have been able to learn at the workplace, are projected to grow only 7 percent between 1984 and 1995 — less than every category except farmers and private household workers. In addition, many of those employed as operators, fabricators, or laborers in the future will work on computerized and automated lines and will need greater ability to reason and understand and manipulate symbols. The cost of automated equipment is too high and the impact of mistakes too great to leave the work to unskilled employees. An automated Mazda plant that started up recently gave applicants a two-hour written test in reading, writing, and math to find out who was qualified for further consideration.

The uneducated worker is more likely to be displaced from his or her job and remain out of work longer.² According

*Creating strategies for
economic development*

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Route To

to U.S. Department of Labor data, three-fourths of those unemployed cannot be retrained for new jobs because they lack basic skills, including reading and writing. The ability to read and understand basic instructions, place a decimal point, or fill out report forms is becoming essential for even entry-level work. The adult without a high-school education is four times as likely to be unemployed as the adult with a high-school education.

A recent survey of employers³ reveals both the scale of the problem and the fact that it is not restricted to low-skilled occupations or entry-level employees. More than half of the companies that responded identified significant writing and math deficiencies among secretaries and laborers and supervisors and management. The low productivity associated with lack of basic skills and the high costs of re-education led to the heavy involvement of the private sector in recent education reforms. Many of the corporations are taking matters into their own hands and teaching basic

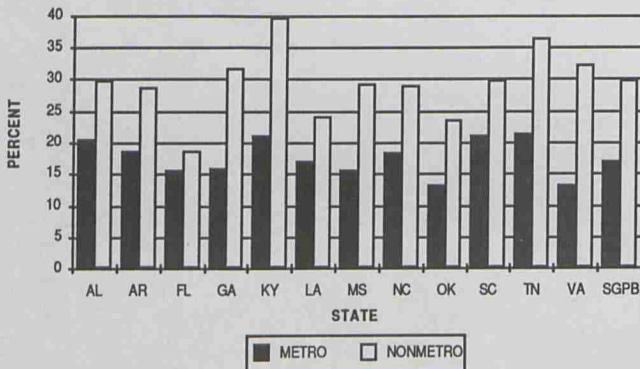
skills in-house. Seventy-five percent of the businesses responded that they conduct basic education for their employees for skills that should have been learned by the 10th grade. According to research conducted by the Conference Board, an association of business leaders, one out of every five banks and insurance companies provide basic education programs.

Functional Illiteracy in the South

Illiteracy in the South's work force is clearly a barrier to improved economic opportunities for its people and a threat to the future economic competitiveness of the region. In the South in 1980, the median income of adults with less than eight years of school was only 49 percent of the median income of those who had completed high school but had not attended college. Two out of every 10 adults (age 25 and over) living in metropolitan counties, three out of every 10 adults living in non-metropolitan counties, and more than four out of every 10 black adults living in rural areas had not gone beyond the eighth

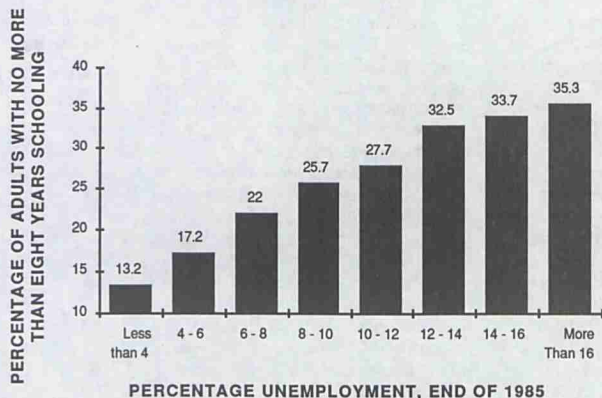
"Three-fourths of those unemployed cannot be retrained for new jobs because they lack basic skills, including reading and writing."

Figure 1. Percentage of Adults Who Had Not Completed 8th Grade, 1980



Source: U.S. Bureau of the Census, 1980

Figure 2. Unemployment and Illiteracy, SGPB South



Source: Southern Growth Policies Board, 1987

grade. Although educational attainment is a weak proxy for functional illiteracy, it is safe to assume that most people who dropped out of school before high school do not possess a fifth-grade reading ability, which is a commonly accepted working definition of functional illiteracy. Further, rates of functional illiteracy are much higher in non-metro counties than in metro counties (see Figure 1, opposite page), which suggests that illiteracy may be in part responsible for the lower rate of economic growth in the rural South than in the urban South.

An analysis of rates of functional illiteracy in relation to end-of-1985 unemployment rates in SGPB counties (see Figure 2, above) shows that, on average, those counties with the lowest rates of eighth-grade completion had the highest rates of unemployment and the slowest growth. In counties with less than 4 percent unemployment, only an average of 13.2 percent of adults had not gone beyond eighth

grade. In contrast, in counties with more than 16 percent unemployment, the average proportion of adults with no more than eight years of schooling was nearly three times as high — 35.3 percent.

The diminishing number of jobs open to the functionally illiterate and the rising costs of illiteracy to the region inspired the 1986 Commission on the Future of the South to place adult literacy high on its list of priorities. The report of the Commission, *Halfway Home and a Long Way to Go*, states bluntly that "the level of adult illiteracy in America is a disgrace." One of the 10 regional objectives proposed in the report is to mobilize resources to eliminate adult functional illiteracy by 1992. The report further recommends that each state launch a literacy task force in 1987.

Despite growing concern about illiteracy among adults, no one can accuse the federal government of throwing

"Those counties with the lowest rates of eighth-grade completion had the highest rates of unemployment and the slowest growth."

money at the problem. Last year it appropriated approximately \$100 million, or less than \$4 for every adult in the nation with less than eight years of education. States are increasing their own appropriations, but these efforts are still not enough, given the magnitude of the problem. The median expenditure per student in adult basic education last year was \$98; the average cost of a child in elementary or high school was \$3,600. Author Jonathan Kozol calls for nothing less than "a multibillion dollar imperative that puts universal literacy in the United States on exactly the same level as nutrition, health care, unemployment compensation, and defense."⁴ The Commission recommends that states "provide resources commensurate to the task now." "Education," the Commission's report asserts, "is never as expensive as Ignorance."

Adult literacy, however, will not be remedied by more money alone. It is a goal that has proven resistant to political and policy solutions. Unlike the education of youth, who comprise a captive audience under states' compulsory attendance laws, adults have to want to improve their skills and seek out help. Many are hesitant to re-enter the same system that either they failed or that failed them before. The dropout rates of adult basic education programs range from 23 percent to 48 percent. *Successful programs require innovative and relevant strategies as well as forceful leadership and sufficient resources.*

One place with a high potential to successfully reach and teach one segment of the illiterate population — employed functionally illiterate adults — is the worksite. Programs that operate at the place of work have the advantage of being familiar, convenient, and relatively comfortable, since the participant is among friends and fellow workers. Further, the program content can be linked to the everyday experiences and needs of the student.

This paper describes four successful and innovative workplace-based literacy programs in the South.⁵ The first is a joint program for city municipal workers between the U.S. Naval Air Station in Memphis, Tennessee, and the Memphis Literacy Coalition. The second is a program at North Carolina State University in Raleigh, that serves the school's custodial and maintenance staff. A third is a program at the Newport News Shipbuilding and Drydock Company in Virginia, operated jointly with the local high school. And the last is a citywide cooperative effort involving four employers in Albertville, Alabama. In addition, a concluding section summarizes some of the steps SGPB states have taken over the past year to meet the objective of the 1986 Commission on the Future of the South to "Mobilize Resources to Eliminate Adult Illiteracy by 1992."

Project Literacy-Memphis, Inc.: The U.S. Navy and Community Responsibility

When the national media networks began their literacy campaign in the summer of 1986, the city of Memphis took the challenge to heart. As of 1980, Shelby County, which includes the city of Memphis, had 80,000 adults over age 25 (18 percent of the metro area's adult population) who had not completed eighth grade. A coalition of concerned citizens formed Project Literacy-Memphis, Inc., with its stated purpose being "to seek the elimination of illiteracy and improve the basic skills of the general population in Memphis and Shelby County; to enhance and coordinate other organizations' efforts which provide literacy services in the community." According to the literacy project's business plan, "if Memphis is to successfully compete for its share of the economic pie, significant progress in basic skills is mandatory."

The coalition was chaired by Admiral David L. Harlow, who is in charge of the Naval Air Station Command in Millington, about 20 miles north of Memphis. For some time, the armed services had

***"'Education,'
the Commission's report
asserts, 'is
never as
expensive as
Ignorance.'"***

been faced with recruits who lacked the basic skills to complete the technical training programs. Consequently, the armed services offered considerable basic education. That particular naval base had developed a short-term total immersion program called Academic Remedial Reading (ARR) for its recruits which had proven very successful. The average improvement in reading levels after a 17-day program was 2.3 grade levels; and, two-thirds of those who entered the program, all of whom performed below the sixth-grade level, were able to go on to the Navy's technical schools. The Admiral believed that a program which was successful with recruits ought to work with civilians, and he proposed that the city emulate the model for a group of its own employees.

Twenty participants who read between grades 3.0 and 5.9 were sought from the city's Sanitation and Parks Department. Sixteen applied for the 10-day program — 11 of whom were actually non-readers — and all were accepted. The students were predominantly black, male, middle-aged, married, and had an average of just over four years of schooling. Seven had an annual income of below \$14,000, and none earned more than \$18,000 per year. The participants were confident about their ability to perform on the job, but not about their ability to cope in a print-oriented society. All had experienced failure in school settings.

All participants were paid for the full 10 days they attended classes. They were picked up at their workplace, bused to the base for the instruction, and returned to the workplace so their normal routine would not be disturbed. Thus, even though technically the education did not occur at the worksite, participants went to and left their place of employment at their regular working hours. In addition, the base provided breakfast and lunch.

On the first day, each person was

given a reading test and assigned to one of three groups: (a) those who needed reading for better understanding; (b) those who knew the alphabet and sounds but needed instruction in reading simple sentences; and (c) those who did not know even the alphabet.

All completed the program on May 15, 1987 with increases in reading levels ranging from 0.5 years to 6.0 years. The average improvement was 3.6 grade levels. Just as important as the improvement was the change program staff observed in the self-esteem of the participants. The program changed the materials used in the Navy program so that they would be relevant to the lives of the participants. One of the most successful was the daily newspaper, which was delivered to each participant every morning. As they learned to read, they visibly carried the papers to their homes (where there was little available reading matter) as evidence that they were no longer illiterate. Further, the esprit de corps that developed within the group led the faster learners to tutor the slower learners and help them along. Perhaps most importantly, the participants expressed a desire to continue their learning, and 15 of the 16 signed up for follow-up classes in the city Adult Basic Education (ABE) program.

The program was a success, both in its impact on the participants and in what was learned from the program for improving subsequent programs. For example, the program administrators found that it is critical that the hearing and eyesight of every participant be tested. They also learned that the attention spans of the students were shorter than anticipated, and the curriculum was redesigned with mini-lessons so that subjects would change every 15 to 20 minutes. The subject matter used turned out to be very important as well, and was carefully screened to be relevant to adult learners.

"The esprit de corps that developed within the group led the faster learners to tutor the slower learners and help them along."

As a result of the success of the pilot program, another has been started for the civilian employees of the Memphis Defense Depot, chosen in part due to recent reports of low productivity. Twenty students with reading levels between grades 3.0 and 5.9 were selected. Two variations from the earlier program were that local adult basic education teachers were used and no breakfast was provided.

The cost of the program for the 16 students, which did not include their pay for the period, was \$4,260, of which \$1,200 was a non-recurring class materials cost and \$1,600 was the cost of meals. The success of the program has led the Memphis Literacy Coalition to recommend, in a strategic business plan released June 12, 1987, a major expansion of the effort to hard-core unemployed workers, inmates of correctional institutions, and high-school students as well as employees of local businesses. Furthermore, the plan recommends close working relationships with community organizations, including churches, YMCAs, and Boys Clubs.

For more information, contact:

Cdr. Julian W. Tyler III
c/o Chief of Naval Technical Training
Code 01A; NAS Memphis
Millington, Tennessee 38054

North Carolina State University's Literacy Program: Expanding Horizons

The Physical Plant Adult Basic Education Program on the campus of North Carolina State University (NCSU) in Raleigh teaches service employees basic literacy skills and prepares them for high school equivalency exams. The NCSU Department of Human Resources estimates that some 400 to 500 employees on campus do not have a high-school education. Still others have received a diploma or certificate but are still functionally illiterate.

About 10 years ago, the university began offering literacy classes to this

group of employees, provided that their supervisors would approve the four hour per week class commitment. Notice of the program is primarily word-of-mouth; recent classes have been made up of between 25 and 35 students.

Ninety-eight percent of the participants are black. Over 80 percent work as painters, tile layers, motor pool employees, housekeepers, and groundskeepers. Most are in their 30s or 40s. These employees, who have always made up the majority of the program, are in the most physically demanding and lowest-paying jobs in the university. Their jobs require only a third-grade education, and since most other jobs require a high school diploma or its equivalent, these employees have few prospects for either promotions or better-paying jobs.

Nearly all the students were raised and worked on farms where chores took priority over school, which was thought to have little relationship or benefit to farm work and life. Students tell of how they only went to school on rainy days when laboring on the farm was impractical. Also, some have spoken about the poor educational opportunities and facilities for blacks 20 to 30 years ago. Many migrated to the cities, where they found that lack of literacy skills barred them from most employment opportunities. Life in the city demanded greater dependence on reading and writing. For most of those who cannot read and write and for many of those without a diploma, low-paying service work has been their only option.

This program is the University's attempt to provide basic literacy and GED education for employees. The program offers three classes: (1) an adult basic reading and writing class (ABE) for students who have a fourth-grade or lower reading level; (2) an intermediate class for students who have a fifth- to eighth-grade reading level; and (3) a GED class which prepares students to take the GED test. The classes extend over an 11-month period. Students are

"Businesses and employees alike are faced with the unsettling knowledge that the literacy requirements of the workplace are rising faster than the literacy levels of the adult work force."

given a commitment of work-release time of four hours weekly in order to attend classes, but there are instances during the year when they are not allowed to attend class due to job requirements.

NCSU's program has a unique philosophy and pedagogy based on the idea that all adults come to the classroom with skills, talents and rich experiences of which literacy is only one. Stressing the resources that adults bring with them — knowledge of themselves and the world they live in — rather than focusing on their "deficiencies" is central to the program. It attempts to counteract students' histories of failures, deficits, and powerlessness.

Students meet in groups rather than individually with a tutor. These group meetings allow them to develop friendships and use skills other than reading and writing to relate, compare, and analyze experiences. In this more social atmosphere, students develop relationships, help one another, and begin to see their and others' skills and strong points, which help balance their low self-assessment as readers and writers. One-to-one tutoring relationships all too often silently assume that one learns and one teaches; one possesses knowledge, one does not. Group instruction more nearly equalizes the relationship, allowing all to teach and learn, and broadens literacy education from the teaching and learning of basic phonics skills to an arena of adult experience in which a variety of skills are uncovered, used and reinforced.

The primary sources of instructional materials are the students' own experiences. Oral as well as written responses are transcribed and edited for continuity and appropriate reading level and then duplicated for use as reading and language arts materials. Students' own lives and concerns help widen the curriculum from individual experiences to larger ones including community,

historical, and cultural concerns. Thus, the program relies on materials that are historically and culturally interesting and relevant. For example, one class composed of women read selections about black women under slavery; the ABE class continually uses poems by Langston Hughes as materials for reading, response and imitation. For some, this is a first exposure to black history and culture; for others, it is the most sustained exposure in a school setting. Using students' own stories and culture generates greater participation and pride in their lives as they discover that their community's history and culture is worthy of study.

The program has published two curriculum manuals through the University's Department of Adult and Community College Education, which houses the program. *Making Sense: An Adult Basic Education Culture and Language Workbook*, by Dr. Wendy Luttrell, takes interviews with ABE students from across the state about their school experiences and converts them to materials for reading, discussion and language art. *Dream Variations: An Adult Basic Education Culture and Language Workbook* by Luttrell and Robert Shreeffer uses poems and songs by black poets and writers such as Langston Hughes, Nikki Giovanni, and Billie Holiday for basic readers and writers to read, analyze and discuss, and includes students' own compositions. These manuals challenge the views that ABE students cannot deal with content before learning and mastering phonics, word endings, and spelling and the idea that work-based literacy programs must teach only job-related literacy skills.

The workplace, as a community in which people get to know each other and form relationships, can be an ideal place for literacy programs. Students can draw on common problems and experiences, making classes more cohesive. Workplace programs in-

"NCSU's program has a unique philosophy and pedagogy based on the idea that all adults come to the classroom with skills, talents and rich experiences of which literacy is only one."

crease job satisfaction; many participants in the NCSU program, for example, praise supervisors who allow them to attend classes and appreciate their support. The promise of better jobs with better wages by earning a diploma creates a sense that employers are interested in mobility for employees and that jobs are not dead ends, although economic outcomes are difficult to document. Of five who recently continued on through the GED, one left the school for a better job, one got a promotion at the university, one retired (her diploma was a life-long dream that she wished to fulfill for herself and her grandchildren), and two remain in their same positions.

The gains in reading levels for the participants have ranged from 1.5 to 2.0 grade levels. Indirect benefits to the university, according to the director, are more qualified employees who are less prone to be absent and to feel frustrated by lack of qualifications and opportunities. Most importantly, workplace programs represent an active commitment by the employer to eradicate illiteracy and to accommodate adults who have multiple responsibilities.

Despite the likely economic benefits, the motivation behind this particular program is more altruistic than economic. It is a case more of community service than plant efficiency, which probably reflects the difficulty educational institutions have in measuring output. The university has budgeted \$15,000 through the Physical Plant Department for the program, which pays the cost of a part-time coordinator/instructor. The school also provides in-kind assistance, such as classroom and office space, duplicating, phone and utilities. Requests for class materials and supplies are handled on an individual basis.

For more information, contact:
Robert Shreeffter
Department of Adult and Community

College Education
Box 7801
North Carolina State University
Raleigh, North Carolina 27695-7801

***Newport News Shipbuilding
and Drydock Company, Virginia:
A Case of Corporate Leadership***

In the fall of 1985, the local newspaper in Newport News sponsored the Peninsula Literacy Congress seminar on adult literacy. In the audience were two managers of Newport News Shipbuilding, the state's largest (about 28,000 employees) and one of its oldest (more than 100 years) employers.

To remain competitive, production methods and equipment at the shipyard are changing constantly, which means continual retraining and requalification of the work force. The company operates an extensive education and training program, which includes an apprenticeship program and a tuition reimbursement program as well as retraining to upgrade skills.

The shipbuilding industry today is undergoing more radical changes than ever before. New "modularized" ship construction builds the hull in sections and then fills it with components. According to the manager of the company's Training Systems and Services, "retaining our competitive edge means utilizing innovative technologies, which can only be done with a work force that can read, understand, and adapt to changing trends." Much of the work, in fact, now uses robots and other computerized equipment, which require higher-order skills and education than in the past. However, that portion of the company's work force which was hired years ago when manual skills sufficed for most jobs is relatively uneducated. Some cannot read, write, or do simple math and, thus, are not able to qualify for new work. A desire to improve the opportunities for its older employees and to perform a service to the community led the company and the local school system to request a plan-

"Retaining our competitive edge means utilizing innovative technologies, which can only be done with a work force that can read, understand, and adapt to changing trends."

ning grant from the state to develop a literacy component within their training program.

A state grant from federal Adult Basic Education funds to determine the extent of functional illiteracy at the shipyard and to design a program was awarded in late fall 1985 to the Newport News school system. It worked closely with the company during the planning phase to assess the company's needs and design appropriate programs. The needs were readily identified by supervisors; in addition to the difficulty they experienced retraining functionally illiterate workers, all supervisors indicated that in the long run, better-educated employees are an asset to productivity at the shipyard. The target population was established to be all shipyard employees whose reading skills were below the fifth grade level.

After the plan was completed and submitted, the state gave the school system \$50,000 in federal funds to run a pilot program. Newport News Shipbuilding provided the required 10 percent matching funds of \$5,000. The company, at its own expense, completely renovated and refurbished a room in one of its engineering buildings; it built study carrels, partitioned class instructional areas, hid all pipes, added wall-to-wall carpeting and lighting, and repainted. A personal computer also was made available to students.

The program, called simply *The Reading Program*, began in September 1986. It was designed to operate from Monday through Thursday between 1 P.M. and 7 P.M., so that employees could come either just before or just after their shift, which changes at 4 p.m. Employees could adjust their programs to fit their own schedules and individual needs. Two full-time reading teachers work with employees, who typically spend about three hours per week at the facility.

The company began an extensive publicity campaign to encourage employees to come into the program, using posters, notices, and messages on employees' paycheck stubs. In addition, they installed a 24-hour 800-number hotline for employees who commute long distances to work — including from North Carolina — to call for information.

The plant held an open house, inviting all employees to come in and learn more about the program. Sixteen employees expressed interest and scheduled interviews for admission. The interview was designed to be casual and non-threatening; applicants simply talked about their backgrounds — their early education experiences, families, work and interests — and the interviewer helped them develop goals. The individual needs of each also were assessed. As the program progressed, word spread and applications increased. By June 1987, there were 55 people in the program.

The program took an eclectic approach to reading, using a combination of techniques that incorporated into the curriculum materials related to the work and living experiences of the clients. Participants learned about money management and health care as well as shipyard safety and work-related communications. Three generic areas were included in the curriculum of all students: shipyard safety regulations, chemical hazard awareness, and credit union procedures and forms.

The pilot project ended on June 30, 1987 and is in the process of being evaluated. The degree of satisfaction, based on preliminary results and anecdotal evidence, however, is so high that a commitment has been made for a second year with increased corporate support. Two of the participants — one who began at a fourth-grade reading level — progressed enough to pass their GED exams. For

"The program took an eclectic approach to reading, using a combination of techniques that incorporated into the curriculum materials related to the work and living experiences of the clients."

the 1987-88 year, the program will be a three-way partnership, with the state and local school systems providing \$25,000 and the company providing \$25,000. The program also intends to expand the use of computers and experiment with computer-based curricula.

For more information, contact:
 Dr. Richard C. Boutwell
 Manager, Training Systems and Services
 Newport News Shipbuilding and Drydock Company
 Newport News, Virginia 23607
 or
 Mr. Edward Brayboy
 Assistant Director of Continuing Education
 Newport News Public Schools
 51 Copeland Lane
 Newport News, Virginia 23601

Albertville Business/Industry Education Program, Alabama:

The Albertville City School System in Marshall County, Alabama, established as an independent city system in 1985, uses its Community Education Program as a catalyst to bring together resources to improve the quality of life in this fast-growing rural area. One of the successful components of the Community Education Program in Albertville is an experimental, collaborative effort among local industries, the city school system, and the Northeast Alabama Area Adult Basic Education Program. The program is designed for workers in area industries, many of whom left school at an early age to contribute to their family's income and who were unlikely to be reached through regular Adult Basic Education programs. As a new school system, its strategy is to extend services to local industries by improving the current work force, thereby demonstrating to the business community an immediate return on their tax dollars.

Albertville, with a population of 15,000 in 1985, is the largest city in Marshall

County, one of the fastest-growing counties in the state. Like many rural, agricultural counties in the South, Marshall County has been transformed over the past two decades by an influx of industry. The growth of new industries has awakened local leaders and area employers to the need to upgrade the educational level of the work force. In 1980, only 50 percent of Marshall County residents 25 years old and older had completed high school. Thirty percent had less than an eighth-grade education. While the ABE Program was serving area adults seeking to improve their academic skills, it did not have the funds or personnel to offer training at worksites, where educators felt learners would find a less threatening environment and a more relaxed atmosphere for learning.

With the participation of four area industries recruited by the Community Education Program and a \$14,000 grant through the State Department of Education using federal Adult Basic Education Act funds, the Business/Industry Education Program was launched in the summer of 1986. The four employers, Keyes Fibre, Arrow Shirt Company, Kendall Company, and the City of Albertville, were represented on an Advisory Council, which contributed their observations and suggestions throughout the program. Each surveyed its employees to determine their education levels and assist in designing the curriculum appropriate at each site. According to Dr. John Schaefer, superintendent of schools, at least one of the chief executive officers was shocked to find that nearly half of his employees had not graduated from high school.

The response by employees was more enthusiastic than expected. The original proposal planned for 75 participants, but 140 actually completed the program, which ran from September of 1986 through May of 1987. Workers at Keyes Fibre were instructed in advanced mathematics to prepare them for changes in the production process that

"The growth of new industries has awakened local leaders and area employers to the need to upgrade the educational level of the work force."

would require an understanding of algebraic concepts. The focus of instruction at the other three sites was on the acquisition of basic reading, writing and math skills, as well as "life-coping" skills. Each participant was tested individually to determine his or her current skill level. Since all of the classes had students with varying skill levels, including workers who were functionally illiterate, volunteer tutors worked individually with students. Depending on class preference, a variety of instructional methods were used, ranging from lectures to group discussions.

Except at the Keyes Fibre plant, where employees were allowed work-release time to attend a three-hour class each week, the classes were scheduled between shifts for those either coming on or going off their shift. The industries provided classroom space, conference rooms, materials, media equipment and snacks. Each company paid the \$20 fee for its employees who took the GED exam. The total contribution from employers was estimated at about \$40,000.

According to Alice Duckett, coordinator for community education for the city schools, one of the primary reasons for the success of the program has been the enthusiastic support of the plant managers. Announcements about the program were made at each plant, and notices were placed in company newsletters. Employees were given open encouragement throughout the program by their supervisors. The mayor of Albertville hosted a dinner to honor city employees who participated in the program, and presented a \$50 bonus to those who completed the test for their GED. The program received favorable publicity on a wider scale when the local Alabama PBS television station highlighted the Albertville program during an hour-long presentation on adult illiteracy in the state. Other local industries, encouraged by the success of the program's first year,

are lining up to participate in next year's program, which will be expanded to offer training at eight industries.

More than half of the employees who strengthened their basic educational skills through the program went on to complete their GED. At least 80 percent of those who participated in the program indicated that they would not have attended an ABE program if it had not been offered at their worksite. Besides the sense of self-fulfillment experienced by the worker/students, there also was increased esprit de corps noted at the workplace. Superintendent Schaerer believes that "the level of consciousness in our area relative to the importance of education has been and continues to be raised." *The program has been funded for the upcoming school year and will expand to include four new businesses.* According to project coordinator Alice Duckett, the pioneering program participants should feel pride not just in their personal accomplishment, but also because "they have opened the way for other employees across the state to have programs like this."

For more information, contact:

Dr. John Schaerer, Superintendent
Albertville City Schools
P. O. Box 35950
Albertville, Alabama 35950

Commentary

In each of the successful programs described, there were common themes and common criteria for success, as well as some common challenges still to be met.

- The employer played a key role and in fact instigated the program. Employers supported the programs as civic and social responsibilities, but also as a means of improving productivity and reducing costs.
- The programs were eclectic, using various combinations of techniques to

"More than half of the employees who strengthened their basic educational skills through the program went on to complete their GED."

find the one that worked best with each individual. Materials were selected based on their relevancy to the work, interests, and basic needs of the individual.

- National media attention to the plight of the illiterate — particularly Operation Plus — played a part in stimulating action in two of the sites, Memphis and Newport News.

- Financial support was shared, with the employer contributing a significant share, in both operating funds and in-kind support. Federal funds from the Adult Basic Education Act, however, were critical to starting up two of the programs.

- Three of the programs provided employees with some paid release time for instruction.

Despite these valiant attempts to eliminate illiteracy in the South, only a small percentage of those estimated to lack basic literacy skills are being reached. These and the many other fine programs that were not highlighted are still too small and too few to have a significant impact on a problem of such great magnitude. However, they do provide hope that many more employers will emulate these programs and that individuals willing to devote the time and energy to improving their skills will be rewarded with better economic opportunities.

New Southern Initiatives

Nearly every SGPB state has acted to meet the goal of the 1986 Commission on the Future of the South of reducing adult illiteracy rates by 1992. Governors and legislators have accelerated efforts in recent months, creating new commissions or task forces, initiating new programs and adding funds.

Alabama

Governor Guy Hunt's office is planning a Governor's Conference on Illiteracy for the fall of 1987.

Arkansas

Referring to reports of both the Commission on the Future of the South and Jobs for Arkansas' Future Commission, Governor Bill Clinton, in his 1987 State of the State Address, announced the formation of a statewide *Adult Education and Literacy Council*. It will oversee and coordinate an expansion of existing programs and initiate new programs to increase the number being served by two-thirds. About \$2.8 million in General Revenue funding was requested for activities such as computer-assisted instruction, day care, tutor training, prison programs, and a special rural outreach intended to "raise the educational level of adults by 50 percent by 1992."

Florida

In Florida, Governor Bob Martinez and the Legislature have both raised the priority for adult basic education. *Senate Bill 799* establishes and funds seven *Literacy Councils* to identify adults in need of education and match them to programs. It also assigns responsibility for the state plan for adult literacy to the State Department of Education. Another new program, created in the *Florida Employment Opportunities Act, House Bill 1428*, will require that all AFDC applicants be assessed for literacy skills and, if lacking basic skills, enroll in a program to qualify for aid. The bill goes into effect on October 1, 1987.

Georgia

Governor Joe Frank Harris announced the formation of a 25-member *Adult Literacy Task Force* and charged it to "develop a reasonable and businesslike plan" to address illiteracy in the state. The Task Force was asked to submit a report to him by January 1988 recommending programs, responsibilities, services, a funding mechanism, and an operational plan. Members represent the business and education communities and Georgia's General Assembly.

"Nearly every SGPB state has acted to meet the goal of the 1986 Commission on the Future of the South of reducing adult illiteracy rates by 1992."

Kentucky

In January 1986, the Kentucky Legislature passed *House Bill 6*, an education reform package that established the *Kentucky Literacy Commission* and authorized funding for adult literacy for the biennium to support, for example, new initiatives and the expansion of existing volunteer programs. The Commission is administered by the Education and Humanities Cabinet post, which is held at present by Governor Martha Layne Collins. As of July 10, 1987, the Commission has recommended total funding of \$491,323 for 78 programs; additional applications totaling \$250,000 are still under review.

Louisiana

The Louisiana legislature was the first to enact legislation to respond to *Halfway Home and a Long Way to Go*. The Louisiana legislature passed *House Concurrent Resolution No. 33* last winter, submitted by State Representative and SGPB member Mary Landrieu along with nine other members of the House, to "create a task force on adult illiteracy to examine needs, evaluate costs, and recommend a permanent mechanism for reducing adult functional illiteracy." The bill cites the objective of 1986 Commission on the Future of the South as part of its rationale. The 22-member task force is charged with reporting back to the legislature with recommendations to the Joint Committee on Education at least 60 days prior to the 1988 regular session.

Mississippi

Governor William Allain appointed a statewide Adult Learners Task Force in October 1985, and the state has been implementing its recommendations. The governor initiated a *statewide media campaign* against illiteracy, and worked with industry and the junior colleges on literacy pre-training programs. Also, the state Board of Education has endorsed adult literacy as one of its priorities.

North Carolina

With *Executive Order Number 32*, Governor James Martin instituted the *Governor's Commission on Literacy*. In March 1987, William Friday, president emeritus of the University of North Carolina, accepted the chairmanship. The Commission will coordinate the adult basic education program, adult basic literacy education program, Project Plus, and other ongoing literacy projects in the state. The governor has proclaimed 1987 as *The Year of the Reader*. The state community college system, assuming responsibility for adult literacy as recommended by the Commission on the Future of the South, is designing interactive literacy programs over TV cable to reach adults in their homes. The Mary Reynolds Babcock and Z. Smith Reynolds foundations provided a total of \$75,000 for the project.

Oklahoma

Governor Henry Bellmon signed into law on June 3, 1987 *Joint Resolution No. 17*, which declared illiteracy an emergency situation. The bill included "directing a *greater investment of state resources* in programs to teach reading and to improve literacy of adults," "asking for private assistance," and "creating a *task force on literacy*." The task force is to submit its recommendations to the governor, speaker of the House, and president pro tempore of the Senate by the 10th legislative day of the 41st Oklahoma Legislature.

South Carolina

On May 5, 1987, Governor Carroll Campbell named a Committee on Literacy and asked it to *prepare a strategic plan* to address the state's problems. According to the governor, "too many South Carolinians are not prepared to take advantage of opportunities we are trying to make available. They are being hurt; their families are being hurt; our economy is being hurt." The plan, including a budget request, will be submitted to the General Assembly no later than January 1988.

Tennessee

In Tennessee, a state plan for an Adult Literacy Initiative was transmitted to Governor Ned McWherter on June 18, 1987. It called for, among other things, the *establishment of a statewide Governor's Advisory Council on Adult Education*; training of a corps of teachers to teach literacy and development of a corps of Tennessee Tomorrow students to provide peer tutoring to others; development of full-time year-round literacy programs in all counties; and *development of workplace literacy programs in all major businesses and industries*. The latter is underway, with the aluminum, hosiery, garment, mining, and military selected as the first five industries for programs. The state has doubled its budget for adult basic education, and redirected more of the funds to programs for adults who read at between zero and fourth-grade levels.

Virginia

Virginia has a *two-pronged approach to adult literacy*. Governor Gerald Baliles is creating a new *state adult literacy committee* composed of the heads of five major state boards and commissions. Its director, who will report to the committee chairman, will coordinate all literacy activities now going on in eight state agencies, including education, corrections and aging. At the same time, the first lady of Virginia is organizing the *Virginia Literacy Foundation*,

which will bring together major players from the private sector, volunteer and community organizations, and the public sector to raise money and coordinate programs.

Footnotes

¹ Quoted in *New Realities, New Opportunities for Industrial Technology Partnerships* by Dr. Jack Williams, Director of the Office of Productivity, Technology, and Innovation, (Washington, DC: U.S. Department of Commerce, June 8, 1987).

² Richard M. Cyert and David C. Mowbry (Ed.), *Technology and Employment: Innovation and Growth in the U.S. Economy* (Washington, DC: National Academy Press, 1987).

³ James F. Henry, "Expectations of the Workplace: Basic Skills in the U.S. Workforce," *Functional Literacy in the Workplace* (Washington, DC: Council on Life Insurance, 1984).

⁴ Jonathan Kozol, *Illiterate America* (New York: Anchor Press, 1985).

⁵ For other successful programs, see earlier issue of this series, "Economic Survival Skills: The Aim of Adult Basic Education," *Foresight 1* (September, 1983).

The Associate Membership Program of the Southern Growth Policies Board

Background

The Southern Growth Policies Board is a public, interstate agency dedicated to creating economic development strategies for the South. It is supported and governed by the governors of its 12 member states and territory. They are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Puerto Rico, South Carolina, Tennessee and Virginia.

The Associate Membership Program addresses economic challenges in the South by encouraging a partnership between the public and private sectors. Associate Members include corporations, non-profit organizations, and educational institutions.

Dues from the Associate Membership Program go into the Fund for the Future of the South, a permanent source of financial support for the Board. The Fund is used to carry out special projects in economic development and other areas crucial to implementing the 10 Regional Objectives proposed by the 1986 Commission on the Future of the South.

Corporations may become Associate Members by paying tax-deductible annual dues of at least \$1,000. Dues for public, non-profit organizations begin at \$250 per year. Any corporation or organization contributing \$2,500 or more is a Sustainer of the Fund for the Future of the South and receives special recognition for its support.

The Southern Growth Policies Board expresses its appreciation to all those contributors who have supported and who continue to support its work. For more information about the Associate Membership Program, please write: The Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709. Telephone (919) 941-5145.

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North Carolina State University

School of Agriculture and Life Sciences
Academic Affairs, Extension & Research

Academic Affairs
Office of the Director
Box 7601, Raleigh 27695-7601
(919) 737-2614

September 4, 1987

To: ALS Department Heads
ALS Advisory Council
NCSU Administration
Food and Agriculture Organizations

Nominations and applications are invited for the position of Associate Dean and Director of the North Carolina Agricultural Research Service, Agriculture and Life Sciences, North Carolina State University. An announcement of the position is enclosed.

Please forward names and addresses of potential candidates to me. Nominees will be invited to apply; those interested in applying without preliminary nomination may do so by supplying a letter of interest, a current curriculum vitae, names of four references and a brief statement of the candidate's philosophy of research administration. The closing date for nominations and applications is November 16, 1987.

The Search Committee has arranged for one hearing to obtain input from the University community and clientele groups concerning criteria for the selection of candidates for this position. This hearing will be held on Monday, September 28, 1987, at 3:00 p.m. in 2223 Williams Hall (McKinnon Room).

Thank you for your participation in helping us fill this important position at North Carolina State University. Please circulate this notice to others as you deem appropriate.

Sincerely,

James L. Oblinger
Chairman of the Search Committee



JLO/pbm

Enclosure

ASSOCIATE DEAN AND DIRECTOR OF RESEARCH

SCHOOL OF AGRICULTURE AND LIFE SCIENCES
NORTH CAROLINA STATE UNIVERSITY

North Carolina State University invites nominations and applications for the position of Associate Dean and Director of the North Carolina Agricultural Research Service, School of Agriculture and Life Sciences. The School has 21 departments, 590 faculty and an enrollment of approximately 260 Agricultural Institute students, 2,500 undergraduate students and 740 graduate students.

The Associate Dean and Director of Research is responsible to the Dean of the School of Agriculture and Life Sciences for leadership in the administration, supervision, coordination, development and evaluation of the research programs for the School. These responsibilities include working with faculty members, department heads, other administrators and industry clientele to provide high quality, productive research programs. Responsibilities of the office involve cooperation with other administrative personnel in formulation of budget proposals; allocation of budgeted funds; judging the quality of broad-ranging research activities; and the employment, assessment and promotion of faculty. The individual in this position functions as a member of an administrative team with the Dean and the Associate Deans of Academic Affairs and Extension.

Candidates should have the Ph.D. and demonstrated ability in research and administration. Applicants must have the capacity and desire to work with people. They must also possess an understanding of, and appreciation for, agricultural, biological and social science research endeavors.

Closing date for nominations and applications is November 16, 1987; the date of availability is negotiable. Complete applications will include a letter of interest, a current curriculum vitae, names of four references and a brief statement of the candidate's philosophy of research administration.

Nominations, inquiries and applications should be addressed to:

Dr. James L. Oblinger
Chairman of the Search Committee
School of Agriculture and Life Sciences
North Carolina State University
Box 7601
Raleigh, NC 27695-7601
919/737-2614

North Carolina State University is an
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North Carolina State University

School of Agriculture and Life Sciences

Academic Affairs, Extension & Research

Department of Plant Pathology
Box 7616, Raleigh, 27695-7616

January 24, 1986

Dr. L. M. Clark
Associate Provost
Box 7101
Campus

Dear Dr. Clark:

Nominations and applications are invited for the position of Associate Dean and Director of Academic Affairs, **School of Agriculture and Life Sciences**, North Carolina State University. The position will be available July 1, 1986. Responsibilities include administration of academic degree programs in 20 departments, recruitment and promotion of teaching faculty, budget development, and allocation of fiscal and physical resources.

Qualified applicants must have an earned doctorate, a distinguished record of scholarship, understanding of the land-grant university system, and capability for administrative leadership. Please forward names and address of potential candidates to the Chairman of the Search Committee. Nominees will be invited to apply. Those interested in applying without preliminary nomination may do so by supplying a resume, a covering letter of application, and names and addresses of three (3) references to the Search Committee Chairman. The closing date for applications is April 15, 1986.

The Search Committee has scheduled a hearing to obtain expressions from the University community concerning criteria for the selection of candidates for this position. This hearing will be held on February 7, at 2:00, Rm 2, Patterson Hall.

Thank you for your participation in helping us fill this important position at North Carolina State University. Please circulate this notice to others in your unit.

Sincerely,

W. L. Klarman

William L. Klarman, Chairman
Search Committee



Enclosure

NORTH CAROLINA STATE UNIVERSITY
SCHOOL OF AGRICULTURE AND LIFE SCIENCES

POSITION ANNOUNCEMENT

TITLE: Associate Dean and Director of Academic Affairs

POSITION DESCRIPTION:

The Associate Dean and Director of Academic Affairs is responsible for administration of academic programs in the School of Agriculture and Life Sciences. The individual holding this position is responsible to the Dean of the School of Agriculture and Life Sciences, and functions as a member of an administrative team with the Dean and the Associate Deans for Research and Extension.

This position requires coordination of program efforts with the Directors of Research and Extension, and close cooperation with department heads and faculty to provide the highest quality academic programs consistent with the mission of the School of Agriculture and Life Sciences. Specific areas of responsibility include: Administration of Academic Affairs Budget--faculty recruitment, salary adjustment, promotion, appointments to Graduate Faculty, and support services; Curricula Supervision--curricula development, and new undergraduate programs; Student Relations--student advising, student clubs, honors programs, scholarship awards, internship and career planning, and student placement; Agricultural Institute--oversight and coordination; External Relations--recruitment of students, solicitation of scholarship funds, and information programs for high school counselors and general public.

The School of Agriculture and Life Sciences is comprised of 20 academic departments with a current enrollment of approximately 2500 undergraduate and 700 graduate students. An additional 280 students are enrolled in the two-year Agricultural Institute.

QUALIFICATIONS:

Candidates should have a doctorate degree in some discipline related to agriculture or in one of the life sciences, experience in teaching at the college level, and a strong commitment to continued development of excellent academic programs. They also must understand and support the essential relationships with research and extension required to implement effective academic programs.

AVAILABILITY: Position open July 1, 1986 (applications accepted until April 15, or later until a suitable candidate is identified)

SALARY: Commensurate with qualifications and experience

RESPOND TO: Dr. W. L. Klarman, Chairman
Search Committee
2518 Gardner Hall
North Carolina State University
Raleigh, North Carolina 27695-7616

NORTH CAROLINA STATE UNIVERSITY IS AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER.

**THE UNIVERSITY OF NORTH CAROLINA
GENERAL ADMINISTRATION
CENTRAL FACULTY POSITION LISTING SERVICE**

This section to be filled in
by Department/Division.

NCSU Form No. 01-64-601

Date Vacancy Occurred 7/1/86

EPA Category (check one):

(X) Tenured/Tenure Track Faculty *Per*

() Non-Tenure Track Faculty

() Professional, Without Academic Rank

INSTITUTION North Carolina State University

1. Position Description (Title, Discipline, School or Department, specialties required, rank) **RANK: PROFESSOR**

Associate Dean and Director of Academic Affairs, School of Agriculture and Life Sciences, to be responsible for administration of academic programs in the School of Agriculture and Life Sciences. The individual holding this position is responsible to the Dean of the School of Agriculture and Life Sciences, and functions as a member of an administrative team with the Dean and The Associate Deans for Research and Extension.

2. Qualifications (education, experience, other)

Candidates should have a doctorate degree in some discipline related to agriculture or in one of the life sciences, experience in teaching at the college level, and a strong commitment to continued development of excellent academic programs. They also must understand and support the essential relationships with research and extension required to implement effective academic programs.

3. Proposed effective date of employment: **Position open July 1, 1986**

4. Deadline for applications (if set): **Applications accepted until April 15, or later until a suitable candidate is identified.**

5. Name and address of person to whom application should be made:

Dr. W. L. Klarman, Chairman
Search Committee
2518 Gardner Hall
Box 7616
North Carolina State University
Raleigh, North Carolina 27695-7616

The University of North Carolina is comprised of the sixteen public senior institutions of higher education in North Carolina. Faculty and other academic appointments are the responsibility of each institution. The Central Faculty Position Listing Service is an information service available upon request to the constituent institutions and to individuals seeking employment. Persons interested in a position should apply directly to the individual listed in item 5. Inquiries about positions received by the University General Administration will be referred to the appropriate institutional officer for response.

NORTH CAROLINA STATE UNIVERSITY at RALEIGH

School of Agriculture and Life Sciences
Academic Affairs, Extension and Research

Office of the Dean
112 Patterson Hall

Scheduled

Date June 22, 1987

MEMORANDUM

TO: Dr. R. E. Cook Dr. J. L. Oblinger Dr. Nash N. Winstead Dr. J. L. Apple
Dr. R. J. Kuhr Dr. R. C. Wells Dr. Lawrence M. Clark

FROM: D. F. Bateman, Dean *D. F. Bateman*

SUBJECT: Confirmation of Scheduled Meeting

This is to confirm the meeting recently scheduled as follows

Date August 28, 1987

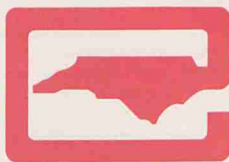
Time 10:00 a.m. - 3:00 p.m.

Place Room 2 Patterson Hall

Purpose: To meet with administration from North Carolina A&T State University.
Annual Meeting to discuss our programs in agriculture.

cc: Dean Burleigh Webb





north carolina
**AGRICULTURAL
EXTENSION
SERVICE**

Helping people put knowledge to work.

We're working to help...

RESTORE COMPETITIVENESS AND PROFITABILITY IN AGRICULTURE;

FIND NEW SOURCES OF FARM INCOME;

MAINTAIN WATER QUALITY BY PREVENTING CONTAMINATION
BY AGRICULTURAL CHEMICALS AND ANIMAL WASTES;

CONSERVE AND PROPERLY MANAGE NATURAL RESOURCES;

REVITALIZE RURAL COMMUNITIES;

IMPROVE THE NUTRITION, DIET AND HEALTH OF CITIZENS;

CONTRIBUTE TO FAMILY AND ECONOMIC WELL BEING; AND

DEVELOP HUMAN CAPITAL.

North Carolina Agricultural Extension Service
School of Agriculture and Life Sciences
North Carolina State University

Eight national initiatives were identified by a task force appointed by the U. S. Department of Agriculture and the National Association of Land Grant Colleges and State Universities.

In North Carolina, more than 20,000 volunteer leaders are helping agents and specialists of the North Carolina Agricultural Extension Service dovetail these national initiatives with similar needs at the state and local levels.

Here is how...

COMPETITIVENESS AND PROFITABILITY

Extension is evaluating and delivering new technology to farmers through such teaching tools as on-farm tests and demonstrations.

Farmers are being taught business management skills. They are learning to prepare enterprise budgets, balance sheets and cash flow statements. Aiding this educational effort are 14 new area farm management agents assigned to 55 of the largest agricultural counties.

Extension is developing computer software programs specifically for North Carolina crops and growing conditions. Farmers are being taught to use these programs to evaluate new technology, calculate break-even prices and analyze production costs.

Extension is helping farmers to focus on the "bottom line." The emphasis is on maximum profit, not maximum yield.

Extension is promoting a "systems approach" to farming. A prime example is "integrated pest management," where farmers are taught to weigh all pest control options, including varietal selection, cultural practices, beneficial insects and pesticides. Another example is water management, where irrigation and drainage are viewed as part of the same package.

Extension is emphasizing marketing as well as production. Farmers are taught to assess their marketing opportunities before they plant and to tailor their production for specific markets. Farmers are being introduced to "electronic" marketing as a way of speeding up communication between buyer and seller.

Extension is alerting farmers to long-range trends in world agricultural production and consumer tastes. It is

keeping them apprised of government programs and is trying to shift commodities to those counties where they are best suited. Many soil types in the state, for example, do not have the inherent capacity to produce competitive yields of soybeans.

Extension is working closely with agribusinesses and organized farm groups because many problems can only be solved by collective action. Extension is trying to help farmers accept economic reality. This may mean helping a farmer to work out a survival plan if possible or helping him to get out of agriculture if necessary.

Markets may shift and the structure of agriculture may change, but North Carolina has farmers who can compete. Extension is trying to help farmers understand this point, too.

ALTERNATIVE AGRICULTURAL OPPORTUNITIES

Extension is constantly evaluating new crops that might be grown commercially. Examples are broccoli, cauliflower, Japanese eggplant, Chinese cabbage, beets, celery, asparagus, herbs, ginseng, mushrooms and sheep.

Extension is trying to identify "marketing windows" for North Carolina products, such as early season tomatoes and late season watermelons. As part of its emphasis on marketing, Extension has helped to organize a roadside marketing and pick-your-own association in the state.

Extension is demonstrating new technology that can give growers an advantage in the market place. An example is black plastic mulch, which can be used to grow earlier fruits and vegetables.

Extension is looking for newer forms of traditional commodities, such as larger fruited blueberries for pick-your-own operations, purple and yellow bell peppers for specialty markets and miniature vegetables for greenhouse operations. Extension is training farmers to look for marketing niches brought about by changing consumer tastes and lifestyles. For example, health concerns have boosted the demand for poultry, fish, fruits and vegetables, including some that are grown organically. Apartment living and rising incomes have expanded the market for cut flowers, interior gardens and professional landscape services.

Extension is making a major commitment to aquaculture. Among the species for which educational programs are being conducted are mountain trout, catfish, crawfish, hybrid bass and freshwater shrimp. Limited potential also exists for minnows, earthworms and other fish bait.

Changes within agriculture are also creating new opportunities for farmers. The expanding horse population, for example, has created a huge demand for alfalfa hay for feed and wheat straw for bedding. As agriculture becomes more specialized, it generates more demand for customized services and products. A pasture owner may find it

more profitable to provide custom grazing than to own cattle. A dairyman may prefer to buy replacement heifers from another farmer instead of raising his own.

WATER QUALITY

Extension is helping to protect water quality by teaching farmers to deal properly with three possible contaminants: pesticides, animal wastes and commercial fertilizers.

Over 54,000 farmers, 3,200 dealers and 4,000 ground and aerial applicators have been certified to handle restricted-use pesticides in North Carolina. Extension provided the training these groups needed for certification and is about to begin a new round of training to help them get recertified.

Pesticide users are taught about worker safety, the importance of following label directions, how to prevent and clean up spills, and proper methods of disposing of unused pesticides and containers. Receiving special attention are those pesticides that are more likely to leach through the soil and pollute groundwater.

Extension is promoting a series of "best management practices" found to be effective in keeping animal wastes and other nutrients out of streams and rivers. Farmers are being shown how they can safely store manure until it can be applied to crops as fertilizer. Such usage cuts fertilizer costs while preventing contamination. Farmers are also being taught to apply commercial fertilizers at times and rates that will minimize leaching into nearby waterways.

NATURAL RESOURCES

Forests are getting major attention. Extension is teaching thousands of small woodland owners how to regenerate, protect and market their timber. Yields from much of North Carolina's 16 million acres of forest land can be tripled, creating a stronger resource base for the state's pulp, paper, lumber and furniture industries.

Extension is also trying to help farmers develop new sources of income from natural resources. A market exists in some areas for pine straw and firewood. City dwellers are often willing to pay for hunting, fishing and camping rights. Some will pay for hiking and photography privileges.

REVITALIZING RURAL AMERICA

With its statewide contacts, Extension can bring a wide array of educational resources to bear on economic problems faced by rural communities.

An example is a series of rural economic development conferences that Extension will co-sponsor in the spring of 1987 with the N.C. Department of Commerce, N.C.

League of Municipalities, N.C. Association of County Commissioners and N.C. Rural Development Committee.

These conferences are designed to acquaint business and community leaders and public officials with economic trends; potential for growth; and resources available to rural communities.

Extension also works with rural citizens on programs that can improve the quality of life. Examples are programs to establish solid waste sites, organize community watches, conduct clean-up campaigns, secure fire protection, and obtain water and sewer systems.

An Extension program, "A Business of Your Own" offers guidance to people who want to start their own business. Through this program, people can develop business decision-making skills; become aware of the legal processes and ramifications that affect business management procedures; and develop sound business practices, including recordkeeping, marketing strategies and product development. In the next four years, Extension will add seminars on maintaining your business, consulting and networking.

IMPROVING NUTRITION

Improved nutrition has been a goal of Extension since the first home demonstration agent began teaching farm girls how to can tomatoes 75 years ago.

This goal has taken on added importance in recent years, as research has found connections between diet and obesity, hypertension, heart disease, osteoporosis, certain forms of cancer and infant mortality.

The response has been Extension's "Eat Right for Life" program, which has changed the dietary practices of 115,733 North Carolinians in the last three years. Follow-up surveys show that 78 percent of these people use less salt, 72 percent use less fat and 68 percent eat more fiber. As a result, 29 percent decreased their blood pressure, 34 percent lost weight and 49 percent increased their physical fitness.

Targeted for Extension educational programs are the elderly, pregnant women and teenagers, children and low-income families.

Extension reached 7,100 families with 28,000 persons in 51 counties through the Expanded Foods and Nutrition Education Program (EFNEP) in 1986.

FAMILY WELL BEING

Families are changing. Most women work outside the home. The state's retiree population will increase 32 percent by 1992. Household debt increased 9 percent last year.

Extension is responding to these and other changes by offering educational programs in financial management and wise use of resources, including time, energy and

skills. Families are also being alerted to their legal and consumer rights.

To extend professional staff efforts, special volunteers are given 50 hours of intensive training if they will, in turn, agree to share information with others on a volunteer basis. These "master" volunteers are working in money management, creative crafts and food preservation. The program will be expanded to include renovation and repair of house furnishings.

An inter-disciplinary approach is being used to help farm and rural families cope with the on-going financial crisis. Through their "Managing for Tomorrow" program, Extension workers help families evaluate their financial farm income. Extension staffers held 589 meetings, reaching 26,792 people, as part of "Managing for Tomorrow." A toll-free crisis line for farm families generated 597 calls in five months.

Among the other opportunities related to family well being: family life education, including teen pregnancy prevention; stress management; elder care and child care issues; support groups for widows, singles and terminally ill; marriage enrichment; and conflict management.

HUMAN CAPITAL

Leadership training as a way of developing human capital has, over the years, been among the greatest accomplishments of the Extension team.

Through Extension, people are developing positive self-images, improving decision-making skills and increasing their leadership abilities.

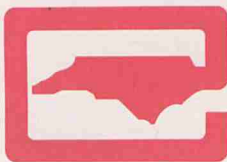
The North Carolina Agricultural Extension Service has pioneered leadership programs. With help from the Z. Smith Reynolds and R.J. Reynolds foundations, Extension began a leadership development program for rural minority women in 1985. Many of these women are now working to solve local problems through school, church and political groups.

Other leadership programs are offered to specific people: for example: young farmers, young-young farmers, master farmers and wives of farmers. This allows Extension to target educational programs to specific needs.

Philip Morris U.S.A. and the North Carolina Agricultural Extension Service, are conducting their second two-year leadership development program for outstanding young farmers. This program gives emerging rural leaders a chance to broaden their knowledge of government, economics, sociology and world affairs. RJR Nabisco cooperates with Extension in sponsoring a leadership development seminar for young farmers and their wives.

North Carolina's greatest resource is its youth. Currently, Extension is revising the 4-H curriculum so it will serve the needs of youth into the 1990's and beyond. One effort, Teens Reaching Youth, better known as the TRY program, was funded in part through a grant from the Kellogg Foundation. It gives older teens the chance to develop leadership and teaching skills as, they in turn, reach out to a younger audience.

In the future, many TRY graduates will join the growing ranks of over 24,000 adult 4-H volunteers who help the professional Extension staff reach over 100,000 North Carolina youngsters through 4-H each year.



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AGRICULTURAL
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Helping people put knowledge to work.

ANNUAL MEETING
N. C. A&T and NCSU
Schools of Agriculture
Rm 112 Patterson Hall, NCSU

| | |
|------------|--|
| 10:00 a.m. | Welcome and Introduction D. F. Bateman B. C. Webb Review and Approval of the Agenda |
| 10:15 a.m. | Update of Developments in Academic Programs Nathan Simms James Oblinger |
| 10:45 a.m. | Extension Robert Wells Daniel Godfrey |
| 11:30 a.m. | Research George Kriz Sidney Evans |
| 12:00 noon | Lunch |
| 1:30 p.m. | International Programs Richard Robbins Lawrence Apple |
| 2:15 p.m. | Discussion |
| 2:30 p.m. | Adjourn |



Office of the Provost
and Vice-Chancellor

North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101



MEMORANDUM

TO: Bill Grant
FROM: N. N. Winstead, Provost *N. N. Winstead*
SUBJECT: Final Report for A.C.E. year

Thanks for sharing the final report for your A.C.E. year. I'm certain that the time was exciting and the experiences rewarding. I hope your return to your teaching, research, and advising functions will be equally exciting. Call when you get settled and you, Larry and I will go out to lunch at the Faculty Club and hear about the experiences you don't want to put on paper.

NNW/ddh

cc: L. Clark ✓



University of Colorado at Boulder

Ag & Life Sciences

Office of the Chancellor

301 Regent Administrative Center
Campus Box 17
Boulder, Colorado 80309-0017
(303) 492-8908



March 17, 1987

Sony,

Here's a publication that I obtained at the NASULGC meeting in Phoenix last Fall. (Sorry to take so long to send it. In fact, you might have a copy already).

I was saddened to learn about the deaths of Bros. Peace and Christmas. (We have the "Carolinian" mailed to us out here.)

Well, it won't be long now before it's time to head home.

Best wishes.

Bill

Office of the President

Campus Box 35
Boulder, Colorado 80309-0035
(303) 492-6201

March 2, 1987

Dr. Lawrence M. Clark
Associate Provost
North Carolina State University
Box 7101
Raleigh, NC 27695-7101



SUBJECT: ACE Fellowship Activities

Dear Larry:

A copy of my most recent progress report is enclosed for your information. We hosted an ACE Fellows' Conference recently, and the agenda that I prepared is also enclosed.

I hope that you are having a good year. I'm sure that it is a busy one, considering your regular duties and the events of NCSU's Centennial.

Best wishes.

Sincerely,

Bill

William C. Grant
ACE Fellow

Enclosures:

Weenah Bond
25% COTTON FIBER



Office of the President

Campus Box 35
Boulder, Colorado 80309-0035
(303) 492-6201

February 2, 1987

Dr. Madeleine F. Green
Director
Center for Leadership Development
American Council on Education
One Dupont Circle
Washington, DC 20036-1193

SUBJECT: Quarterly Progress Report

Dear Madeleine:

My Quarterly Progress Report is enclosed. My Mentors have copies, and I am sending copies to my home institution.

Plans for the A.C.E. Fellows' Colorado Regional Conference are complete, and the agenda is enclosed.

Best wishes.

Sincerely,

William C. Grant
A.C.E. Fellow, 1986-87

Enclosures: 2

cc: President E. Gordon Gee
Vice President Theo. Volsky, Jr.
Chancellor James N. Corbridge, Jr.
Vice Chancellor Bruce R. Ekstrand
Chancellor Bruce R. Poulton
Provost and Vice Chancellor Nash N. Winstead

AMERICAN COUNCIL ON EDUCATION FELLOWS PROGRAM
QUARTERLY PROGRESS REPORT

BY

WILLIAM C. GRANT

FEBRUARY 2, 1987

Progress Toward Meeting Objectives of the Learning Contract

My involvement in strategic planning and fiscal affairs activities at the University of Colorado is on-going in accordance with Learning Contract Objectives I and II that pertain to long-range planning and budgetary affairs, respectively. During the current quarter I served on a subcommittee at the University of Colorado at Boulder (CU-Boulder) that formulated potential strategies to accomplish one of nine strategic goals. In addition, I attended a strategic planning meeting of the University of Colorado Board of Regents and the University Administration on December 11, 1986. During that meeting, the Board of Regents was apprised of the progress of the planning efforts, and members of the Board made suggestions about strategic planning.

My interest in academic planning will be pursued further during February and March when I shall visit constituent campuses of the University of Colorado to learn about program review activities and formulation of general education requirements.

Additional progress was made toward accomplishing Objective II that addresses budgetary matters. I acquired data for use in both the A.C.E. Financial Aid Exercise and the exercise on Institutional Financial Planning. The recent A.C.E. Mid-Year Seminar in Florida afforded valuable opportunities to analyze the financial data and make projections by using Lotus 1-2-3 programs on an IBM personal computer. I continued this work upon returning to the University of Colorado.

Efforts to learn about institutional advancement have been initiated, based on Objective III. On December 11, 1986 I attended a meeting of the policy committee on institutional advancement at the University of Colorado. The meeting, chaired by the Vice President for Academic Affairs, was valuable, since it gave me an overview of policy formulation and the setting of priorities for institutional advancement. I plan to gain additional insight by working with administrators at the University of Colorado Foundation, Inc. and at CU-Boulder Foundation Office. In addition, one of the A.C.E. Fellows' Conferences at Johns Hopkins University will focus on institutional advancement.

Objective IV is concerned with agencies and organizations that impact higher education. My attendance at the

aforementioned University of Colorado Board of Regents' meeting on strategic planning on December 11 as well as regular meetings of the Board of Regents is in keeping with Objective IV. In addition, a member of the Board of Regents and a member of the Colorado Commission on Higher Education (CCHE) will present information on higher education governance in Colorado during the A.C.E. Fellows' Conference at the University of Colorado on February 16-17, 1987.

Long-Term Project

As indicated previously, I am interested in the University of Colorado's commitment to, simultaneously, increase academic standards and improve access to the University. Preliminary efforts have focused on acquisition of data pertaining to this subject. In addition, a survey instrument was prepared and mailed to public and private institutions of the Association of American Universities (AAU) to determine their experience and success with the dual objectives of enhancing academic quality and improving access.

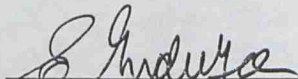
Additional Considerations

1. My Professional reading program during the current quarter has centered on leadership, assessment of educational outcomes, and application of computer technology to enrollment and budgetary problems.
2. I attended several conferences since the previous quarterly report, including:
 - Annual meeting of the National Association of State Universities and Land Grant Colleges, Phoenix, AZ; November 9-11.
 - A.C.E. Fellows' Regional Conference at Arizona State University and Maricopa Community College District, Phoenix, AZ; November 12-14.
 - Colorado Association of Planners and Institutional Researchers' (CAPIR) Conference. Theme: "Perspectives on Quality in Higher Education." Denver, CO; November 21.
 - A.C.E. Fellows' Regional Conference, Nashville, TN; December 2-3.
 - A.C.E. Mid-Year Seminar. Howey-in-the-Hills, FL; January 18-23.

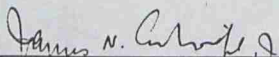
These conferences were very instrumental in augmenting my understanding of the concerns of higher education.

3. Current A.C.E. Fellows have been invited to the University of Colorado for a regional conference on February 16-17. I prepared the agenda for that conference, a copy of which is attached.

Mentors



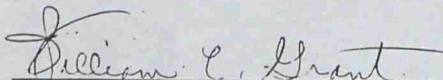
Dr. E. Gordon Gee
President
University of Colorado
Boulder, CO



Dr. James N. Corbridge, Jr.
Chancellor
University of Colorado at Boulder
Boulder, CO



Dr. Bruce R. Ekstrand
Vice Chacellor for Academic Affairs
University of Colorado at Boulder
Boulder, CO



William C. Grant
A.C.E. Fellow, 1986-87
University of Colorado
Boulder, CO

A.C.E. FELLOWS' CONFERENCE
UNIVERSITY OF COLORADO
February 16-17, 1987

AGENDA

Monday, February 16

| | |
|---|--|
| 9:00 a.m. - 2:15 p.m. | Engineering Center - (Room AD1-1) MEL CLARK Conference Room |
| 9:00 - 10:15 a.m. | Overview of Higher Education Governance in Colorado Mr. Michael R. Moore Member of the Colorado Commission on Higher Education (CCHE) Mr. Norwood L. Robb Member of the University of Colorado Board of Regents |
| 10:15 - 10:30 a.m. | Break |
| 10:30 - 11:30 a.m. | University of Colorado: Organization and Governance Dr. Theo. Volsky, Jr. Vice President for Administration |
| 11:45 a.m. - 1:00 p.m. | Lunch Engineering Center - (Room AD1-1) Dean's Small Conference Room Host: Mr. C. William Fischer Vice President for Budget and Finance Topic: "Education: The Federal Role and Responsibility" |
| 1:15 - 2:15 p.m. | "International Education for Today's University" Dr. Jean Delaney Director, Office of International Education, CU-Boulder |
| 2:30 - 4:00 p.m. University Administrative Center | Dr. E. Gordon Gee President, University of Colorado |

A.C.E. FELLOWS' AGENDA - (Continued)
Monday, February 16

6:00 p.m.

Reception and Dinner
Koenig Alumni Center

Host: President E. Gordon Gee

Topic: "Qualities of Excellence"

Tuesday, February 17

9:00 - 11:30 a.m. and
1:30 - 5:00 p.m.

Engineering Center - (Room AD1-1)
MEL CLARK Conference Room

9:00 - 11:30 a.m.

Panel: "Promotion of Excellence in
Higher Education"

Moderator: Dr. Hunter R. Rawlings, III
V.P. for Academic Affairs
and Dean of the System
Graduate School
University of Colorado

Dr. Patrick M. Callan
Vice President
Education Commission of the States

Dr. Richard W. Jonsen
Deputy Director
Western Interstate Commission for
Higher Education

Dr. James Mingle
Executive Director
State Higher Education Executive
Officers

11:45 a.m. - 1:15 p.m.

Lunch
Koenig Alumni Center

Host: Dr. James N. Corbridge, Jr.
Chancellor
University of Colorado at
Boulder

Topic: "Leadership for Excellence"

A.C.E. FELLOWS' AGENDA - (Continued)
Tuesday, February 17

1:30 - 5:00 p.m.

Engineering Center - (Room AD1-1)
MEL CLARK Conference Room
"Strategic Planning at the University
of Colorado"

Moderator: Director Sandra Johnson
Office of Planning and
Policy Development

1:30 - 2:45 University Perspective

Vice President Hunter R. Rawlings, III
Vice President C. William Fischer
Associate Vice President Emily Calhoun

2:45 - 3:00 Break

3:00 - 5:00 Campus Perspectives

Dr. John S. Haller
Vice Chancellor for Academic Affairs
CU - Denver

Dr. Leslie Manning
Director/Professor
The Library
CU - Colorado Springs

Dr. Stephen Jordan
Vice Chancellor, Planning and
Budgeting
CU - Health Sciences Center

Dr. Richard L. Harpel
Assistant to the Chancellor and
Director of Planning
CU - Boulder

6:00 p.m.

Dinner
A.C.E. Fellows



North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost
and Vice-Chancellor

November 25, 1986

Dr. William Grant
Office of the Chancellor
University of Colorado, Boulder
Campus Box B-17
Boulder, Colorado 80309-0017

Dear Bill:

I am in receipt of your letter of October 20, 1986. I am glad that things are going well.

Under separate cover, I will send a more detailed report of what's going on.

Sincerely,

Lawrence M. Clark

Lawrence M. Clark

UNIVERSITY OF COLORADO, BOULDER

Office of the Chancellor



October 29, 1986



Dr. Lawrence M. Clark
Associate Provost
North Carolina State University
Box 7101
Raleigh, NC 27695-7101

Dear Larry:

I hope that you and your family are well and doing fine.

I wish that I could have attended the African-American Coordinators' Retreat. I'm sure Charles had a wealth of information and made some excellent, inspirational presentations, considering his trips to Africa and his previous research on African history and culture.

Please give my regards to all the Coordinators.

My family has adjusted well to Colorado. Harriett is working here at the Boulder campus as Assistant to the Director of Human Resources and is in the office of Garnett Tatum, the Affirmative Action Officer. He was at Stanford before coming to Colorado.

The A.C.E. Fellowship is shaping up nicely and is an excellent experience. The University of Colorado is engaged in a major strategic planning effort, and I am involved in that process at both the system and local campus levels. In addition, I am learning a lot about university financial affairs and the interrelationship of planning and resource allocation.

Drs. Winstead, Stewart, Cortes, and Simmons were at the A.C.E. Annual Meeting in San Francisco. I plan to attend the NASULGC meeting in Phoenix next month. A Fellows' Regional Conference will occur after that meeting.

There are seven African-American A.C.E. Fellows this year and one Hispanic Fellow (Nancy Jordan). In addition to myself, the other African-Americans are : James Ammons (Asst. VP for Academic Affairs at FAMU who is spending the year at Florida State in the President's Office); Janet Finch (Assistant Dean at Nashville State Technical Institute who is spending a half year at Community College System, Univ. of Kentucky and a half year at Middle Tennessee State U); Pearl Gray (Director of Affirmative Action at Oregon State, spending the year at the President's Office, Univ. of VIRGINIA); Carolyne L. Jordan (Asst. to Pres., Suffolk Univ., spending a year at President's Office, Smith College, Northampton, MA); Cynthia Pace (Dean of the Div. of Natural Sciences, Community College of Allegheny County, who is a Home Fellow there at Pittsburgh); and James Pitts (Assoc. Prof. of Sociology at Northwestern University, spending a year at Vanderbilt Univ. at the Office of the Provost).

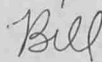
There are 29 Fellows this year since two resigned. It is really a close-knit group overall, and particularly so among the African-Americans.

I am writing Chancellor Poulton and Provost Winstead this week and sending a copy of my Learning Contract with a list of activities to give them an idea of what I am doing. I'll send you a copy, too, when the young lady makes the copies.

Well, I guess I'll close for now. Write when you get a chance.

Best wishes.

Yours truly,

A handwritten signature in cursive script that reads "Bill".

Bill Grant

Day & Life Science

DEPARTMENT OF ZOOLOGY
NORTH CAROLINA STATE UNIVERSITY

PHONE 737-2741
Campus Box 7617
Raleigh, N.C.
27695-7617



Date

TO: Dr. Lawrence Clark

FROM: Bill Grant

Larry,

I hope that you are enjoying
your much-deserved vacation.

I asked Ms. Ingram to inform
you that I'll be at Colorado.

Apparently Chancellor Slaughter
would have invited me to spend the
Fellowship year at Maryland, but
they said that with the present
crisis, they couldn't do justice to
an ACE Fellow this year.

I'll call you and fill you
in on details in early August
before I leave.

Thanks again for everything!

Bill



North Carolina State University
School of Agriculture and Life Sciences

Department of Zoology
Box 7617
Raleigh, N. C. 27695-7617

July 21, 1986

Dr. Bruce R. Poulton
Chancellor
North Carolina State University
Box 7001
Raleigh, NC 27695-7001

Subject: American Council on Education Fellowship

Dear Chancellor Poulton:

I am pleased to inform you that I will spend my ACE Fellowship year at the University of Colorado where I will work with President Gordon Gee and the Chancellor of the University of Colorado at Boulder. They can provide a rich variety of administrative experiences of the type that I mentioned during our conversation, and I am pleased to have this opportunity.

Thank you, again, for nominating me for the ACE Fellowship. I appreciate your encouragement.

Sincerely,

William C. Grant
Professor

nc



North Carolina State University
School of Agriculture and Life Sciences

Department of Zoology
Box 7617
Raleigh, N. C. 27695-7617

July 21, 1986

Dr. Nash N. Winstead
Vice Chancellor and Provost
North Carolina State University
Box 7101
Raleigh, NC 27695-7101

Subject: American Council on Education Fellowship

Dear Dr. Winstead:

As I indicated during our telephone conversation, I will spend my ACE Fellowship year at the University of Colorado where I will work with President Gordon Gee and the Chancellor of the University of Colorado at Boulder. They can provide a rich variety of administrative experiences of the type that we discussed in April, and I am pleased to have this opportunity..

Thank you, again, for your encouragement and assistance.

Sincerely,

William C. Grant
Professor

nc

DEPARTMENT OF ZOOLOGY
NORTH CAROLINA STATE UNIVERSITY

PHONE 737-2741
Campus Box 7617
Raleigh, N.C.
27695-7617

3/24/86 Date

TO: Dr. Lawrence Clark
FROM: Bill Grant

Copies of letters from Drs. Boulton
and Hinstead and Ms. Johnson and
of my response to them are
attached, relating to the
A.C.E. Fellowship.





North Carolina State University
School of Agriculture and Life Sciences

Department of Zoology
Box 7617
Raleigh, N. C. 27695-7617

March 19, 1986

Dr. Bruce R. Poulton
Chancellor
North Carolina State University
Box 7001
Raleigh, NC 27695-7001

Dear Chancellor Poulton:

I appreciate your letter of congratulations on my selection as a Fellow of the American Council on Education for 1986-87. Moreover, I am grateful that you nominated me for the fellowship.

The award represents a splendid opportunity for further development, and I look forward to the fellowship year. I accept your invitation to discuss my plans for next year and will call for an appointment.

Sincerely,

A handwritten signature in cursive script that reads "Bill".

William C. Grant
Professor

ssb



North Carolina State University
School of Agriculture and Life Sciences

Department of Zoology
Box 7617
Raleigh, N. C. 27695-7617

March 19, 1986

Dr. Nash W. Winstead
Provost
North Carolina State University
Box 7101
Raleigh, NC 27695-7101

Dear Dr. Winstead:

Thank you for your letter of congratulations on my selection as a Fellow of the American Council on Education for 1986-87. I also appreciate your encouragement and support during the application process.

I accept your invitation to discuss my plans for next year and will call for an appointment.

Sincerely,

Bill

William C. Grant
Professor

ssb



North Carolina State University
School of Agriculture and Life Sciences

Department of Zoology
Box 7617
Raleigh, N. C. 27695-7617

March 19, 1986

Ms. Gloria P. Johnson
Administrative Assistant
Office of the Provost and Vice Chancellor
Box 7101
NCSU Campus

Dear Ms. Johnson:

I appreciate your letter of congratulations on my being named an ACE Fellow for 1986-87. Moreover, I am very grateful for all that you did for me during the application process.

Best wishes.

Sincerely,

William C. Grant
Professor

ssb



North Carolina State University

Office of the Chancellor

March 11, 1986

Box 7001, Raleigh 27695-7001
(919) 737-2191

Dr. William C. Grant
Zoology
Box 7617
NCSU Campus

Dear Dr. Grant:

I have been notified by the American Council on Education that you have been selected as a Fellow for the 1986-87 year. Please accept my heartiest congratulations on your achievement.

As a former Fellow myself, I am aware that the fellowship year can be extremely rewarding, especially if the right relationship can be developed between you and your mentor and host institution. When you have had time to consider your alternative plans for next year, I hope you will come and talk to me.

Best wishes,

A handwritten signature in cursive script, appearing to read "Bruce", followed by a horizontal line.

Bruce R. Poulton
Chancellor



North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost
and Vice-Chancellor

March 12, 1986

Dr. William Grant
Zoology Department
Box 7617
NCSU CAMPUS

Dear Bill:

Congratulations! I recently learned of your selection
as a 1986-87 American Council on Education Fellow.

Come over and talk to me about your plans as they
develop.

Best wishes.

Sincerely,

A handwritten signature in cursive script, reading "Nash N. Winstead".

Nash N. Winstead
Provost

NNW/gj



North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost
and Vice-Chancellor

March 12, 1986

Dr. William Grant
Zoology Department
Box 7617
NCSU CAMPUS

Dear Dr. Grant:

I was also very pleased to learn that you have been
named a 1986-87 ACE Fellow.

Congratulations! I sincerely hope that the year will
be a very rewarding one for you.

Sincerely,

A handwritten signature in cursive script that reads "Gloria P. Johnson".

Gloria P. Johnson
Administrative Assistant

gj

Dr. Clark:

Dr. Grant called and
wants you to send his
recommendation for ACE
Fellows Program

DEPARTMENT OF ZOOLOGY
NORTH CAROLINA STATE UNIVERSITY

PHONE 737-2741
Campus Box 7617
Raleigh, N.C.
27695-7617

November 11, 1985 Date

TO: Dr. Lawrence M. Clark
FROM: Bill Grant

Larry,

Here's a copy of the A.C.E.
Fellows Program application that
I turned in on November 7.

Again, thanks for initiating
the process and also agreeing
to write a recommendation for
me.

As you remember, they
are asking that the recommendation
forms be sent directly to
Washington by November 15.

Thanks,

Bill





North Carolina State University
School of Agriculture and Life Sciences

Department of Zoology
Box 7617
Raleigh, N. C. 27695-7617

November 6, 1985

Dr. Nash N. Winstead
Provost and Vice Chancellor
North Carolina State University
Box 7101
Raleigh, NC 27695-7101

SUBJECT: American Council on Education Fellows Program

Dear Dr. Winstead:

Dr. John G. Vandenberg asked me to send the American Council on Education Fellows Program application material directly to you in the interest of time. I appreciate the honor of representing North Carolina State University as a nominee for this program.

Enclosed are the original application (Form 2, "Resume of Institutional Nominee"), six copies of Form 2, and a sealed envelope bearing a 2 1/2" x 3" black and white photograph.

Form 1 ("Nomination of Candidate") is enclosed that you indicated would be completed by Chancellor Poulton. Four evaluators will send Form 3 directly to Ms. Madeleine F. Green as requested.

Best wishes.

Sincerely,

A handwritten signature in cursive script, reading "William C. Grant".

William C. Grant
Professor

Enclosures

cc: Dr. John G. Vandenberg
Head, Department of Zoology

Resume of Institutional NomineeAMERICAN COUNCIL ON EDUCATION
CENTER FOR LEADERSHIP DEVELOPMENT**1986-87 ACE FELLOWS PROGRAM (AFP)**

(This resume and four references (see Form No. 3) will be the basis for the designation of finalists to be interviewed in the selection of ACE Fellows. Please append additional sheets to this resume as required.)

Name of Candidate William Cullen Grant Age 41

Present Title Professor of Zoology and Coordinator of Special Programs, School of
Agriculture and Life Sciences

Name of Institution North Carolina State University

Office Address Department of Zoology, Box 7617
Raleigh, NC 27695-7617 Telephone (919) 737-2402
(Zip Code) (Area Code)

Home Address 1427 Laughridge Drive, Cary, NC 27511 Telephone (919) 467-3503
(Zip Code) (Area Code)

PROFESSIONAL HISTORY:

(List all your professional positions, beginning with your present position and working back, but for your last two positions describe the nature of your responsibilities and list three to five major accomplishments in those positions.)

| Positions and Ranks | Institutions | Dates |
|---------------------|---|------------------------------|
| Professor | North Carolina State University Raleigh, NC | July 1, 1985 to present |
| Associate Professor | North Carolina State University | July 1, 1979 - June 30, 1985 |
| Assistant Professor | North Carolina State University | July 1, 1974 - June 30, 1979 |
| Assistant Professor | State University of New York, College at Old Westbury, Old Westbury, NY | July 1, 1979 - June 30, 1974 |

Responsibilities and major accomplishments are described on page 6.

Current Tenure and Promotion Possibility Status (if applicable) Not applicable. I earned tenure and promotion to Associate Professor in 1979 and promotion to Professor in 1985.

EDUCATION (graduate and undergraduate):

| Institutions | Field(s) of Concentration | Dates | Degrees |
|---|---------------------------|-----------|---------|
| North Carolina State University, Raleigh, NC | Zoology | 1969-1972 | Ph.D. |
| North Carolina State University | Zoology | 1966-1969 | M.S. |
| University of Iowa, Iowa City, IA | Zoology | 1965-1966 | |
| Livingstone College, Salisbury, NC | Biology | 1961-1965 | B.S. |

Honors, Fellowships, etc. Who's Who among Students in American Universities and
Colleges (1963-65). Student trainee grant (Summer 1964) and research assistantship
(Summer 1965) at Oak Ridge National Laboratory, Oak Ridge, TN. Summa Cum Laude,
Livingstone College (1965). Danforth Foundation Graduate Fellowship (1965-72).

PUBLICATIONS:

(Attach a list of books, documents and monographs, articles, book reviews, compositions and abstracted works.)

Please see page 8.

REPRESENTATIVE PROFESSIONAL ACTIVITIES:

(List by specific organizations and dates, public lectures, consultancies, and service to professional societies, including leadership posts, if any.)

Public Lectures:

- Ultrastructure of the tegument of the cercaria of *Pharyngostomoides procyonis* Harkema 1942. (Trematoda). Southeast Electron Microscope Society. University of Georgia, Athens, Georgia. April 1969.
- Observations on the ultrastructure of *Pharyngostomoides procyonis* Harkema 1942. (Trematoda: Diplostomatidae). Southeastern Society of Parasitologists. Auburn University, Auburn, Alabama. March 1971.
- Observations on the ultrastructure of the male reproductive system of *Pharyngostomoides procyonis* Harkema 1942 (Trematoda: Diplostomatidae). Southeast Electron Microscope Society. Atlanta, Georgia. May 1975.
- Peroxidase methods for differentiating eosinophils from heterophils. Association of Southeastern Biologists. Eastern Kentucky University, Richmond, KY. April 1982.

Continued on page 9.

PROFESSIONAL HONORS, LISTINGS, AWARDS, AND RESEARCH SUPPORT:

(List with dates.)

Honors and Awards:

Elected Associate Member, Society of Sigma Xi. March 1972.
Outstanding Teacher Award, North Carolina State University. 1980-81 and 1984-85.
North Carolina State University Golden Chain Honor Society. February 1985.
Afro-American Professional Development Award by North Carolina State University Provost and the Afro-American Graduate Student Association. April 1985.

Research Support:

Faculty Research and Professional Development Award, Project 00582, \$1950, (1979);
Biomedical Research Support Grants:
Project 87906 (with another faculty member), \$2000, (1979);
Project 88006 (with two faculty members), \$3000, (1980);
Project RR05333, \$1850, (1981); Project 88307, \$3800, (1983).
North Carolina Agricultural Research Service Project 5446 (with another faculty member), \$2400, (1979);
North Carolina Agricultural Research Service Project Proposal (with another faculty member), \$2800 requested, (1985).

CIVIC AND COMMUNITY ACTIVITIES:

(List with dates and location, the names of organizations, and leadership posts, if any.)

The location of each organization listed below is Raleigh, NC.

Rush Metropolitan African Methodist Episcopal (A.M.E.) Zion Church (1976 - present).
Sunday School Teacher, Member of Men's Chorus, President of Laymen's Council.
Treasurer, Raleigh District Laymen's Council of the A.M.E. Zion Church (1982 - present).
Vice President, Phi Lambda Chapter, Alpha Phi Alpha Fraternity, Inc. (January 1983-December 1984).
Den Leader, Webelos Scouts, Pack 193 (1981-85).
Member, Raleigh-Wake Chapter, Livingstone College Alumni Association (1969-71 and 1974-present).
Member, North Carolina State University Alumni Association (1984-present).

BACKGROUND:

(Include a brief summary of your background through high school. Information about your family, education, employment, and service activities may be listed.)

I was born in a small rural community (Zion) near Mullins, SC on December 13, 1943 and am the youngest of three brothers. My parents, Mrs. Blanche Grant and the late Mr. Paul Grant, Sr., completed the ninth and sixth grades, respectively, in spite of severe economic situations and limited access to educational opportunities. They encouraged their sons to strive for excellence.

I completed both Zion Elementary School, Zion, SC (1956) and Palmetto High School, Mullins, SC (1961) with highest honors. Both were small, all-Black schools, and the teachers at those institutions provided a sound educational background and an

Continued on page 10.

SPECIAL INTERESTS AND SKILLS:

Interests:

Teaching improvement
Student retention and development
Current events
Travel

Skills:

Public speaking
Reading and writing poetry

LIST OF FOUR PERSONS SUBMITTING FORM NO. 3 CONFIDENTIAL EVALUATIONS DIRECTLY TO ACE:

(List names, titles, and addresses. At least two references should be present or former supervisors.)

1. Dr. Lawrence M. Clark, Associate Provost, North Carolina State University,

Box 7101, Raleigh, NC 27695-7101

2. Dr. Edward W. Glazener, Associate Dean and Director of Academic Affairs,

School of Agriculture and Life Sciences, North Carolina State University,

Box 7601, Raleigh, NC 27695-7601

3. Dr. John G. Vandenbergh, Professor and Head, Department of Zoology,

North Carolina State University, Box 7617, Raleigh, NC 27695-7617

4. Dr. H. Robert Horton, William Neal Reynolds Professor of Biochemistry,

Department of Biochemistry, North Carolina State University,

Box 7622, Raleigh, NC 27695-7622

To the best of my knowledge, the information contained in this resume is accurate.

Signature: William Cullen Grant

Date: November 6, 1985

(Append one (not six) black and white photograph (2 1/4" x 3") in a sealed envelope with your name on the envelope and on the back of the photograph. Should you be named a finalist in the competition, the envelope will be opened and the photograph will be used to assist interviewers to place you with your resume.)

Please respond to the following items on a separate page attached to your application. Each response should be no longer than 500 words; your name should appear on each page.

1. Explain why you are interested in the Fellows Program, including a statement on your career aspirations and the strengths and weaknesses you bring to the Program.
2. Write a response to the mini-case below, indicating: how you would characterize the problem(s) it contains, and the response(s) you would suggest.

MINI CASE

"How indeed to get the faculty to cross disciplinary boundaries?" The answer seemed no more apparent now than six months ago when Sheila had first come to the position of dean of Arts and Sciences at the mideastern comprehensive institution. Faculty seemed sturdily locked into their disciplinary activities. These days there was little difficulty in persuading most faculty to conduct research. To be sure, there were the inevitable holdouts who viewed research as taking time away from their teaching, but they were not ones who could be looked to for leadership on interdisciplinary activities. The rest of the one hundred A & S faculty seemed to be publishing fairly regularly, apparently perceiving that the institution did reward this activity and knowing that in any case their only hope for moving rested in a substantial publications list. And all of their publications were in their areas of disciplinary expertise.

By contrast, there seemed little payoff in interdisciplinary work, Sheila knew. It took time away from specialized research and the faculty she had talked with had seemed uncomfortable in leaving inquiries they knew well for those they did not. This was a familiar human trait, she knew. Their reluctance to change was compounded by the common judgment that the provost was prone to reward publication and gave only lipservice to instructional innovation.

There were a couple of area studies programs, but their directors always had problems securing individuals from the departments in which the faculty held their appointments. The chairs did not seem to believe the department would get appropriate credit and only a few faculty seemed disposed to volunteer. Perhaps the battle was not worth fighting, but she was not at all persuaded that the students were well served by the present arrangement. How would you advise her?

Grant, William Cullen

PROFESSIONAL HISTORY (continued from page 1):

Responsibilities and Major Accomplishments

North Carolina State University (1974-present)

I have engaged in teaching, research, academic advising, and health career advising at this institution since 1974. In addition, I have worked on more than 25 university, school, and departmental committees, having served as chairman or an officer of several of them. Some of my accomplishments are described below:

1. As a result of my efforts in teaching, I was named to the North Carolina State University Academy of Outstanding Teachers on two occasions (1980-81 and 1984-85). Among the courses that I have taught are General Biology, General Zoology, Basic Anatomy and Physiology, Comparative Anatomy, and Ultrastructure of Parasites (a special graduate level course). I have also been a guest lecturer in graduate level courses in Helminthology and in Advanced Parasitology. In addition, I have supervised about 30 students in independent study projects and an honors teaching course.
2. A health career advising program was instituted that consists of my acquiring specialization to counsel students interested in the primary health sciences and allied health sciences. About 100 students are served annually. In addition, I have held numerous health career seminars that featured invited speakers, thus enabling students to confer with health educators and practitioners in their areas of interest.

I have been a member of the University Preprofessional Health Sciences Review Committee since its inception in 1975 and chairman since 1978. Sixty to seventy-five of our students are admitted annually to medical, dental, and optometry schools.

3. In addition to health career advising, I have been involved heavily in academic advising, my advisees ranging from 29 during my first year at this institution to 94 in 1978, and currently being 65 in number. I have served as a member and/or chairman of numerous Graduate Advisory Committees and serve currently as co-chairman of one Ph.D. committee and a member of five Ph.D. committees and three Master's committees.
4. Since 1983, a portion of my time has been devoted to recruitment and retention of Afro-American students in the School of Agriculture and Life Sciences (SALS). I work with the Associate Dean of SALS, and my recruitment efforts include contacting students through letters, telephone calls, and visits to public schools. Retention efforts include individual counseling and referrals and the monitoring of students' progress. Emphasis is placed on promoting interaction between students and their advisors and professors. Progress has been made both in recruitment and retention.

Grant, William Cullen

5. My research is in parasitology, with emphasis on the ultrastructure and cytochemistry of parasitic worms and cellular aspects of the host-parasite relationship. Most of my efforts have been directed toward schistosomiasis, a major world health problem. Several publications have resulted from this work and are listed on a separate page.

State University of New York, College at Old Westbury (1971-74)

I participated in teaching, advising, and committee activities at the College at Old Westbury. Research facilities were unavailable during the first two years due to relocation and construction of a new campus. Specialized equipment needed for my research in electron microscopy was unavailable. In addition to construction of a new physical plant, new curricula were developed in all programs. Some of my accomplishments are listed below:

1. As Chairman of the Biology Curriculum Planning Committee, I assisted my colleagues to develop a new four-year curriculum in biology.
2. I taught introductory biology courses that provided a basis for students' further study of the life sciences. Many of the students enrolled subsequently in graduate schools or health professional schools.
3. I served as a member of a planning committee that negotiated a transfer agreement between the College at Old Westbury and the School of Nursing, State University of New York at Stony Brook.

Grant, William Cullen

PUBLICATIONS:

- Grant, William C. 1966. Effect of different fixatives on fine structure of the lymphocyte nucleus. *Exp. Haemat.* 9:82-86.
- Grant, William C., Reinard Harkema, and Kenneth E. Muse. 1976. Ultrastructure of Pharyngostomoides procyonis Harkema 1942 (Diplostomatidae).
I. Observations on the male reproductive system. *J. Parasitol.* 62(1): 39-49.
- Grant, William C., Reinard Harkema, and Kenneth E. Muse. 1977.
Ultrastructure of Pharyngostomoides procyonis Harkema 1942 (Diplostomatidae).
II. The female reproductive system. *J. Parasitol.* 63(6):1019-1030.
- Hanker, J. S., W. C. Grant, and B. L. Giammara. 1981. Uncovering some of the eosinophil mystery. *Lab World*. Dec. 1981. Pp. 47-49.
- Grant, William C., Jacob S. Hanker, Beverly L. Giammara, David Garippa, and Frederick H. Whittaker. 1982. Peroxidase methods for differentiating eosinophils from heterophils. *ASB Bulletin*. 29(2):62-63.
- Grant, William C., Jacob S. Hanker, Norman F. Weatherly, Grover C. Miller, and Beverly L. Giammara. 1982. Peroxidases in schistosome egg granuloma. *ASB Bulletin*. 29(2):63.
- Grant, William C., Jacob S. Hanker, Wallace W. Ambrose, and Beverly L. Giammara. 1982. Ultrastructural study of eosinophil and medusa cell peroxidases in granulomatous inflammation. *Proc. Southeast Electron Microscope Soc.* May 1982. P. 15.

Manuscript Submitted (to *Journal of Parasitology*, 1985):

- Grant, William C., Jacob S. Hanker, Beverly L. Giammara, and Grover C. Miller. Granulocyte peroxidases and glycogen in schistosome egg granuloma in liver.

Grant, William Cullen

REPRESENTATIVE PROFESSIONAL ACTIVITIES (continued from page 2):

Public Lectures (continued):

Peroxidases in schistosome egg granuloma. Association of Southeastern Biologists. Eastern Kentucky University, Richmond, KY. April 1982.

Ultrastructural study of eosinophil and medusa cell peroxidases in granulomatous inflammation. Southeast Electron Microscope Society. Charleston, SC. May 1982.

Service to Professional Societies:

Charter member (1969) and Vice President (1984-85), Southeastern Society of Parasitologists.

Member of the Executive Committee, Association of Southeastern Biologists (1982-85).

Chairman, Endowment Study Committee, Association of Southeastern Biologists (1982 to present).

Charter member (1983), North Carolina Society for Electron Microscopy and Microbeam Analysis.

Member of the following organizations:

Association of Southeastern Biologists (1980 - present)

American Society of Parasitologists (1968 - present)

Helminthological Society of Washington (1977 - present)

Southeast Electron Microscope Society (1975 - present)

Grant, William Cullen

BACKGROUND (continued from page 3):

abundance of encouragement. Thus, my subsequent educational and professional accomplishments had their genesis in those formative years.

During my elementary and high school years I participated in several school and church clubs and programs including student government, drama, public speaking, and public service activities. Several summers were spent working on farms of various persons in the area. However, at the end of my junior year in high school, I participated in the 1960 Summer Science Training Program at Knoxville College, Knoxville, TN. This program, sponsored by the National Science Foundation, afforded me considerable exposure to biological sciences and mathematics and was the primary basis of my decision to enter the field of biological sciences.

Grant, William Cullen

Item 1. My Interest in the American Council on Education's Fellows Program

During the past fourteen years I have taught biology and zoology courses, conducted research, and served extensively on committees. I have enjoyed my work, for I am strongly committed to the maximization of students' potential. Although I have contributed to student advancement, there are limitations to what I might accomplish in my present role. As Coordinator of Special Programs in the School of Agriculture and Life Sciences, my responsibilities include health career advising and the recruitment and retention of Afro-American students. For several years, my interest in academic administration has increased, for I realize that through administration I could render greater service by influencing the availability, content, and direction of university programs.

I am sincerely interested in the Fellows Program because it can develop my potential for administration. My involvement in committees throughout the university stems from my keen interest in academic administration and a desire to learn more about the structure and function of a university. This is coupled with a strong commitment to render service. The opportunity to gain practical knowledge and experience by working with a high level administrator is invaluable, and I consider it a fundamental strength of the Fellows Program.

In addition to the technical expertise that I would acquire through participation in the Fellows Program, I would expect to gain greater confidence in my ability to accept the challenges of academic administration. In terms of career aspirations, I would like to acquire the requisite administrative skills and experience for positions such as Associate Dean, Dean, Associate Chief Executive, or Chief Executive of a campus.

Among the strengths that I would bring to the Fellows Program are integrity, energy, enthusiasm, the ability to synthesize information from a variety of sources, commitment, open-mindedness, a sense of humor, humility, and an intense desire to learn. I interact well with persons of various backgrounds and experiences and have brought such persons together as committees to perform certain tasks or develop proposals. I would bring to the Fellows Program experience in teaching, research, and advising as well as an understanding of the breadth of internal campus activities at our institution. In addition, I would bring imagination and confidence in the university's potential to make even greater contributions to the enlightenment of mankind.

The weaknesses that I would bring to the Fellows Program pertain to inexperience and lack of opportunity to develop certain technical administrative skills. I need to gain expertise in a variety of endeavors such as: modern budgetary procedures, acquisition of income and resources, fiscal planning, tax considerations, resource management, institutional research and planning strategies, facilities planning, optimum utilization of personnel, and inter-institutional activities. Acquiring such expertise is crucial to my development as an academic administrator, and the Fellows Program would be instrumental in this regard.

Grant, William Cullen.

Item 2. Mini-Case

Four major problems are evident in the discourse on promotion of interdisciplinary activities. The principal problems are: 1) the perception that teaching and research are almost exclusive enterprises rather than complementary ones; 2) the view that the reward system is inflexible, emphasizing research and traditional instruction but not innovative instruction or interdisciplinary activities; 3) inadequate communication between faculty and administrators about expectations and institutional goals; and 4) the tendency of administrative structures to impede interdisciplinary activity.

With reference to the first problem, the indication was that teaching and research occur within narrowly-defined disciplines. Work involving teams of faculty members from different specialties should be encouraged. However, interdisciplinary activity should be based on mutual interests. The Dean should work with department heads and faculty to facilitate such interaction. Incentives could include released time for planning, travel funds to acquire information or consult others engaged in interdisciplinary projects, and funding for interdisciplinary activities. Sabbaticals could also be used to encourage acquisition of knowledge in other disciplines. Workshops and symposia on research and teaching should be encouraged, and facilitators should illustrate that teaching and research are complementary and that interdisciplinary inquiry is a broadening experience. Natural scientists and social scientists would benefit from these efforts.

Secondly, the reward system should be made more flexible such that persons who make contributions in interdisciplinary teaching and research can obtain recognition in the form of raises and career advancement. Dialogue between faculty and administrators is needed on this topic and should be initiated.

Thirdly, there should be continual communication between faculty and administrators. The dialogue could be facilitated in part through symposia on the role of faculty, administration, and programs at the institution. Equally important is the need for faculty input in the formulation of institutional goals, thereby fostering unity.

Finally, the tendency to compartmentalize knowledge in departments often impedes interdisciplinary activity. However, the administrative structures should exist to facilitate achievement and scholarly inquiry. One approach might be to allocate funds to departments to support the work of teams in those departments and the work of individuals who collaborate with faculty in other departments. Funds could also be allocated to hire temporary faculty when a permanent faculty member teaches in an interdisciplinary program or participates in a sabbatical. Both methods would serve as incentives to departments and encourage faculty members to participate in interdisciplinary activities. Institutional funds as well as funds from external grants could support these activities.

DEPARTMENT OF ZOOLOGY
NORTH CAROLINA STATE UNIVERSITY

PHONE 737-2741
Campus Box 7617
Raleigh, N.C.
27695-7617

October 31, 1985 Date

TO: Dr. Lawrence M. Clark
FROM: Bill Grant

Larry,

I deeply appreciate your efforts that led to my nomination for the A.C. E. Fellowship.

I am also grateful that you consented to complete an evaluation form.

Thanks for your encouragement and assistance through the years.

Bill



INSTRUCTIONS

Nominations and Applications ACE Fellows Program (AFP)

Please be sure to read the enclosed brochure carefully, especially the section outlining the home and host internship options and program costs. Then, when your nominee(s) has been designated, please have the appropriate people complete and return by November 15 the following enclosed forms (photoduplicate these forms as necessary).

--One copy of Form #1-- "Nomination of Candidate." - *to be completed by Chancellor.*

--One copy of Form #1a-- "Application to Host an ACE Fellow," only if you accept ACE's invitation.

✓ --Six copies of Form #2-- "Resume of Institutional Nominee." Your nominee should attach one (2 1/2" X 3") black and white photograph in a sealed envelope to one of the #2 Forms. Please retain the original copy of Form #2 for your files.

Enclosed { --One copy of Form #3-- "Confidential Evaluation" from each of your four references. Please select, or have your nominee select, four individuals in a position to make a confidential evaluation of your nominee. Each evaluator should complete one Form #3 and return it directly to my office no later than November 15. Of course, I would be pleased if you chose to be one of the evaluators. One copy of Form #3 is enclosed; please have it duplicated for completion by the four referees. Please note when duplicating that this is a two sided form.

--Six copies of Form #4-- "Mellon Grant Fellowship Application Form"-- only if your institution is applying for the grant monies. This is restricted to ACE member institutions nominating individuals for a host fellowship. The grant application forms must be submitted along with the nomination form, Form 1.

In mid-December, I shall notify you whether your candidate is among the finalists in the selection of the ACE Fellows. Regional interviews for the finalists will be scheduled in February. Please note that nominating institutions are asked to cover the interview expenses. The new class of ACE Fellows will be announced March 1. If you have any questions, please write Madeleine F. Green at the Council's address or call (202) 939-9420.



What Is the ACE Fellows Program?

A Snapshot

The ACE Fellows Program in Academic Administration (AFP) since 1965 has provided higher education with a unique opportunity to identify and train future leaders. The AFP prepares promising individuals for progressively responsible positions in higher education. It also enables Fellows to test their abilities and interest in administration. Fellows are selected through a national competition for a year-long internship, working closely with presidents and senior administrators who serve as Mentors. Fellows observe and participate in all aspects of institutional administration.

Campus Benefits of the Fellows Program

The Fellows Program brings a substantial return on investment to participating campuses. The need for well trained leaders is more pressing than ever in current times of limited financial resources. Human capital is our greatest resource in higher education and an essential investment for colleges and universities.

The Program has created a pool of highly trained leaders who have both in-depth administrative experience and a broad perspective on higher education. Sponsoring institutions benefit from the knowledge and skills acquired by their Fellows and from the national network of administrators available to them through the Program.

Fellows bring fresh perspectives to their home and host campuses and to their Mentors through their wide range of experiences and professional networks.

ACE Fellows: Track Record

The majority of Fellows who participated in the first 19 classes have moved into administrative positions after their Fellowships. While it is difficult to track all career moves, it is known that of the 814 persons completing the Program from 1966 to 1984, 89 individuals have become presidents, and about 380 others have served as deans and vice presidents.

The ACE Program has served a critical role in preparing new leaders for American higher education. Having been both a Mentor and Fellow, I can personally attest to the quality and value of this unique program. My Fellowship year was instrumental in preparing me to assume a deanship and then a presidency. More recently, as a Mentor, the exchanges with my Fellow gave me a fresh perspective on my own institution.

Daniel H. Perlman
President, Suffolk University
1972-73 ACE Fellow, 1982-83 Mentor

The Fellows Program has made a significant contribution to the advancement of women and minorities into leadership positions.

- Of the 812 Fellows alumni, 28 percent are women and 19 percent are minorities.
- Of the 153 minority alumni, nine have become chief executives of colleges or universities; 40 have served as campus vice presidents (or their associates) and 54 have become deans (or their associates).
- Of the 234 women graduates, 21 have been named chief executive officers of colleges and universities; 44 have assumed the post of vice president or associate, and 67 have served as deans or their associates.

- The concentration of women and minority Fellows has been in recent years. Close to half of all women Fellows have participated in the most recent five classes, and a third of all minority participants have been Fellows during that same period. Women and minorities in this group have moved into deanships and vice presidencies at the same rate as their male majority counterparts.

In a survey of the Fellows, 80% of the group indicated that the Fellows Program had been decisive in their choice of career paths. The Fellows Program has been instrumental in bringing able faculty and junior administrators into the senior administrative ranks.

Through my experience in the Fellows Program, I have developed a network of colleagues whose support, knowledge of the field, and willingness to help have served as a resource for mutual growth. These colleagues have given me a multi-dimensional view of higher education which has helped me to become a better policy maker and administrator. I would like to continue my career in administration and I strongly feel that the Fellows Program has given me the background and confidence to do so.

SUZANNE SWOPE
Former, Vice President for
Administration and Student Services
Emerson College
1981-82 ACE Fellow

Nomination and Selection Process

Candidates are nominated by their college or university's chief executive officer or chief academic officer. Nominees are drawn from the faculty and administrative staff in such areas as academic, student, or business affairs, admissions, financial aid, or external relations. Candidates must have a minimum of five years of college level teaching or administrative experience.

Two candidates may be nominated from each campus.

Colleges and universities are encouraged to publicize the program—to deans, department chairs, and to faculty leaders. Campus competitions for nominees are encouraged.

Nominees face a rigorous two-step selection process:

- Screening by a committee of ACE staff and college administrators.
- Finalists are invited to be interviewed by senior administrators from across the country.

Approximately thirty Fellows are selected each year.

The Fellowship Experience

The Internship. It provides practical, hands-on training in college and university administration. A full academic or calendar year enables Fellows to become well-versed in financial management, faculty personnel issues, organization and administration of curriculum, and other key management areas. The Fellows Program is the only professional development program in the national higher education field providing on-the-job learning for an extended period.

The ACE Fellows Program has been the most significant factor in my assuming a college presidency. The opportunity to work closely with the President of a major university and with legislators, campus personnel and private support groups was invaluable. Without the ACE Fellows Program, such opportunities would not have been available. It was during the ACE Fellowship year that I confirmed my desire to continue in academic administration, and to seek a presidency.

James B. Appleberry
President, Northern Michigan University
1973-74 ACE Fellow

Fellows serve as interns either on their home campus or at host campuses. The president and chief academic officer serve as Mentors; other senior administrative officers may serve as Mentors as well. The successful Fellowship year combines observation and active participation in institutional administration. Fellows should have complete access to all aspects of the institutional decision making process.

Fellows are expected to take on projects and assignments that enhance their expertise and understanding and that benefit the institution.

What Do Fellows Do on Campus?

- Attend all key decision making meetings.
- Serve as executive assistants to the chief executive and chief academic officer.
- Work on projects such as the revision of faculty handbooks, development of early retirement policies, conduct admissions and retention studies, chair search committees.
- Write position papers and speeches.
- Using the Fellows network, gather information about institutional practices on other campuses.
- Write a Fellowship paper.

The Host Campus Option. Experience in the Fellows Program shows that the host campus option is preferable. Host assignments are arranged in consultation with the nominator, the Fellow, and participating campuses. The needs of the individual Fellow and the characteristics of the host institution are carefully weighed in the selection of host institutions. Fellows are encouraged to interview in person or by phone with officials at potential host colleges and universities.

The Home Campus Option. If this option is chosen, the president must agree at the time of nomination that the Fellow will be freed from regular teaching or administrative duties during the internship to permit the Fellow to take full advantage of the opportunities presented by the program. In the home campus Fellowship, special effort is required to ensure that Fellows have the time and the latitude to be a "visiting Fellow" on their home campus.

Mini-internships for home Fellows. All home Fellows are encouraged to spend one or two months at a host campus. The

Program Costs

alumni of the Fellows Program, through their contributions to the ACE Fellows Annual Fund, will make available a limited number of stipends to home Fellows for travel and living expenses associated with a mini-internship on another campus. These awards will be made at the beginning of the Fellowship year.

The Mentors. Fellows work with at least two Mentors, who are top administrators on the campus. They are the key teachers, since Fellows learn by doing.

The Mentor helps Fellows plan the year and monitor their progress. The ongoing informal Mentor/Fellow exchange is central to the Fellowship. Experienced and successful administrators who serve as Mentors are both instructors and role models to the Fellows.

Mentors are encouraged to attend at least one Fellows' seminar. Their participation and presence has proved valuable to both Fellows and Mentors, who benefit from the unusual opportunity for informal interactions and discussions.

Fellows' Seminars. The three national Fellows Seminars are high points of the Fellowship year. Conducted in September, January and May or June, these five-day seminars deal with issues in higher education, combining lectures, discussions, hands-on exercises, and problem solving workshops.

The seminars expose the Fellows to the central issues in higher education and the latest thinking. A free flowing, "off the record" dialogue among Fellows, Mentors, and national leaders provides a unique learning experience.

Seminar Topics

- budgeting and financial management
- financial and academic planning
- collective bargaining
- faculty personnel issues
- theories of management and leadership
- legal issues
- financial aid
- curriculum planning, evaluation, and revision
- future problems
- federal policy

Travel and Regional Meetings. Fellows are encouraged to visit other campuses to broaden their perspective on their own institutions and on higher education in general. Fellows agree that these visits are invaluable to the learning process. Home Fellows often arrange to serve "mini internships" of a week to a month or two to provide a different exposure.

Fellows also conduct regional seminars where current and former Fellows meet in small groups and focus on selected aspects of higher education administration. These meetings allow Fellows to study a cross-section of institutions, meet with higher education leaders, and hold in-depth discussions of topics of their choosing.

Investment in the Future

An intensive high quality program such as the AFP is unavoidably expensive for colleges and universities and ACE. It is an investment in the future of your institution and in all of postsecondary education.

The nominating institution is responsible for interview expenses and continuation of the Fellow's salary and benefits during the Fellowship year.

Institutions sponsoring home Fellows or receiving host Fellows pay their Fellow's expenses for the three national seminars. The total costs of these seminars can be estimated at \$3,000 to \$5,000 depending on the location of the institution. In addition, institutions provide a travel stipend of at least \$2,500 which permits Fellows to visit other campuses and to attend regional meetings.

There are frequently costs to Fellows in commuting, moving, and travel not funded by the institution.

Institutions that are not ACE members are eligible to participate in the Program for a tuition fee of \$1,000. This fee is in addition to other program costs.

The Mentor experience has been both stimulating and rewarding for me. I have found myself in several instances needing to rethink the bases for certain administrative actions so that their rationale would be clearer to me and therefore to the observant intern. In other instances, I have found that my historical judgments and administrative strategies have been greatly confirmed, even as others have required revision.

Leonard H. O. Spearman
President, Texas Southern University
1982-83 Mentor

Foundation Support for ACE Fellows

Grants from the Andrew W. Mellon Foundation. A grant from the Andrew W. Mellon Foundation has enabled the American Council on Education to make grants of \$5,000 to \$7,500 available to institutions that sponsor a Fellow for a host internship. Grants will be awarded to institutions that demonstrate greatest financial need on the basis of an application included with the nomination and application papers. The grants are intended to help institutions hire additional faculty to teach courses that would have been taught by the Fellow and/or to provide funds to carry out administrative duties of a Fellow who is currently an administrator.

Completed grant application forms should be submitted along with the nomination and application papers. ACE member institutions only are eligible for the Mellon grants.

Bush Leadership Fellows Program. Nominees who have lived for one continuous year in Minnesota, North or South Dakota, or the twenty-six northern and western Wisconsin counties which fall within the Ninth Federal Reserve District are eligible to apply to participate in the Bush Leadership Fellows Program, which will provide salary support and moving allowance for successful candidates. The American Council on Education will coordinate with the Bush Leadership Fellows Program in identifying and selecting Fellows, who must compete independently in both programs. The deadline for application to the Bush Fellowship Program is January 1. Further information may be obtained from the Bush Leadership Fellows Program, P.O. Box 24140, Minneapolis, Minnesota 55424.

Other Sources of Support. Nominating institutions are encouraged to explore the possibility of securing support from local foundations for Fellowship expenses or partial salary support.

In healthy academic environments, both teachers and students learn. When I was a Fellow, I thought of myself as an Inquirer. I asked, I prodded, I wondered, and I questioned until I learned what I wanted to know. Yet I suspect my learning was even greater, ten years later, when as a Mentor I was forced to examine my assumptions, explain, and articulate my plans—to another Inquirer.

Charles Olton
Vice President for Academic Affairs and
Dean of Faculty, Barnard College
1970-71 ACE Fellow, 1980-81 Mentor

Participating Institutions

Some of the 1,100 institutions that have participated in the ACE Fellows Program in Academic Administration

Auburn University
Augsburg College
Atlanta University
Boston University
Brown University
Bryn Mawr College
Bucknell University
California State University and Colleges
City University of New York
Dallas County Community College District
Dillard University
Fisk University
Georgetown University
Grand Valley State Colleges
Hampton Institute
Jackson State University
The Johns Hopkins University
Juniata College
Lafayette College
Lehigh University
Loyola University
Macalester College
Memphis State University
Miami-Dade Community College
Montgomery College (MD)
Moorhead State University
Morgan State University
North Carolina State University at Raleigh
North Dakota State University
Oregon State University
Peralta Community College District

Princeton University
Roosevelt University
Shelby State Community College
Smith College
Southern Illinois University, Edwardsville
Southern University
Spelman College
State University of New York at Buffalo
Tufts University
Tulane University
Tuskegee Institute
University of Alabama
University of California, Los Angeles
University of California, Santa Barbara
University of Florida
University of Hawaii
University of Maryland
University of Michigan
University of Nebraska
University of New Mexico
University of North Carolina
University of Pennsylvania
University of Puerto Rico
University of Rhode Island
University of Wisconsin
U. S. Air Force Academy
Wellesley College
Wheeling College

The Council of Fellows

The Council of Fellows is an alumni organization that helps colleagues stay in touch with each other, the Program, and ACE. The Fellows Program continues to provide alumni with information, ideas, and professional assistance throughout their careers.

The AFP Program office annually publishes a directory of former Fellows' current addresses. The Council also publishes a newsletter regularly.

Professional and social activities are held in conjunction with the ACE Annual Meeting and other national higher education association meetings throughout the year.

The Council of Fellows sponsors annual Working Reunions, hosted by former Fellows, at which program alumni give papers and discuss topical issues.

Activities of the Council of Fellows are developed by an executive committee and other volunteers.

Institutions Interested In Hosting Fellows or Receiving Additional Application Forms Should Write or Call:

ACE Fellows Program
American Council on Education
One Dupont Circle
Washington, D.C. 20036-1193
(202) 939-9420

Madeleine F. Green, *Director, Center for Leadership Development*
Irene Itabashi, *Assistant to the Director*
Rosa Lowellen, *Program Assistant*

Calendar of ACE Program Activities

August: Institutions invited, through their presidents and chief academic officers, to nominate one or two candidates for the Fellows Program. Nomination and application papers sent to presidents of all ACE member institutions.

November 15: Nominations, applications, and references must be postmarked by this date.

December 15: Finalists are notified.

February: Regional interviews conducted.

March 1: Announcement of ACE Fellows.

The American Council

On Education is a membership association of over 1,600 colleges and universities and national and regional education associations. It provides comprehensive leadership for improving educational standards, policies, procedures, and services.

The Center for Leadership Development

provides a national forum for discussion of leadership development needs and issues and sponsors programs to identify new leadership, to improve their administrative skills, and to give administrators an opportunity to reflect on a wide variety of issues facing higher education.

PROGRAM SERVICES OF THE CENTER

Presidential Programs—for college and university presidents and chancellors (call 202-939-9413)

Departmental Leadership Programs—for department and division chairpersons—seminars offered nationally to all chairpersons. (call 202-939-9415)

On-Campus Programs—ACE's successful seminars, including those for department chairpersons, tailored to specific institutional needs; a cost effective means to increase faculty and staff development. (call 202-939-9415)

Winning Grants—a video-taped seminar taught by David G. Bauer to assist colleges and universities in increasing their share of the grants marketplace. (202-939-9410)

68th Annual Meeting—Corporate/Campus Cooperation, October 28-30, 1985. (call 202-939-9410)

ACE Fellows Program—internship program for faculty members and junior staff who have shown promise for responsible positions in academic administration. (call 202-939-9420)

ACE Annual Meeting

Miami Beach, October 28-30, 1985

The 1985 Annual Meeting, with the *Corporate Campus Cooperation* as its theme is co-sponsored by the Council for Financial Aid to Education. Every year, a number of special events are held for ACE Fellows and alumni. This year's include:

- Breakfast Meeting for the 1985-86 Mentors (by invitation).
- Executive Committee Meeting of the Council of Fellows.
- Reception for Fellows, Mentors and guests.
- Luncheon for Fellows, Mentors and guests.
- Business Meeting of Council of Fellows, open to AFP Alumni.

CENTER STAFF

Madeleine F. Green, *Director*

Irene Itabashi, *Assistant to the Director*

Rosa Lewellen, *Program Assistant, ACE Fellows Program*

Donna McDoniel, *Program Secretary*

John B. Bennett, *Director, Departmental Leadership Program*

Joyce Kujawa, *Administrative Secretary*

Daryl Ferguson, *Annual Meeting Manager*

Janice Randolph, *Administrative Secretary*

CURRICULUM VITAE

Name: William Cullen Grant
Home Address: 1427 Laughridge Drive, Cary, North Carolina 27511
Business Address: Department of Zoology, Box 7617, North Carolina State University
Raleigh, North Carolina 27695-7617
Telephone: (919)-467-3503 (home); (919)-737-2402 (office)
Marital Status: Married; three children
Date of Birth: December 13, 1943
Birthplace: Mullins, South Carolina

Present Position

Associate Professor, Department of Zoology and Coordinator of Special Programs,
School of Agriculture and Life Sciences, North Carolina State University,
Raleigh, NC 27695

Visiting Scientist, Dental Research Center, School of Dentistry, University
of North Carolina, Chapel Hill, NC 27544

Education

Livingstone College, Salisbury, North Carolina, 1961-65; B.S., 1965.
University of Iowa, Iowa City, Iowa, 1965-66; further study.
North Carolina State University at Raleigh, 1966-72; M.S., 1969; Ph.D., 1972.
University of North Carolina at Chapel Hill, 1981; Research study leave.

Title of Ph.D. Dissertation

An electron microscope study of Pharyngostomoides procyonis Harkema
1942 (Trematoda: Diplostomatidae)

Graduate Fellowships Held

Danforth Foundation Graduate Fellowship

Academic Honors

Who's Who Among Students in American Universities and Colleges, 1963-65
Summa Cum Laude, Livingstone College, 1965.
Student trainee grant, Oak Ridge Institute of Nuclear Studies, Oak Ridge
Tennessee, Summer 1964.
Research Assistantship, Biology Division, Oak Ridge National Laboratory,
Oak Ridge, Tennessee, Summer 1965.
Elected associate member, Society of Sigma Xi, March 1972.
Outstanding Teacher Award, North Carolina State University, 1980-81.

Employment

State University of New York, College at Old Westbury, Old Westbury, New York, 1971-74; Assistant Professor.

North Carolina State University at Raleigh, 1974-present; Associate Professor since 1979.

Activities at SUNY/College at Old Westbury (1971-74)

Taught introductory biology courses

Chairman, Biology Curriculum Planning Committee

Member, planning committee that negotiated a transfer agreement with the School of Nursing, SUNY at Stony Brook

Member, Appointments Committee

Member, Committee on Financial Aid and Admissions

Member, Committee on Faculty Nominations and Elections

Member, Committee on Reappointment, Promotion, and Tenure

Activities at North Carolina State University (1974-present)

Academic Affairs

Teaching:

ZO 212, Basic Anatomy and Physiology, 1974-78

ZO 201, General Zoology, 1976-78 Summer Sessions

BS 100, General Biology, 1979 and 1980 Summer Sessions

ZO 5920, Ultrastructure of Parasites, Spring 1978

ZO 323, Comparative Anatomy, 1978-present

Supervised students in independent study projects

Graduate Advisory Committees:

Member and/or Chairman of several Graduate Advisory Committees since 1974

Currently: Co-chairman, 1 Ph.D. Committee; member 4 Ph.D. Committees;

2 Master's Committees

Current Number of Undergraduate Advisees:

76

Health Career Advising

An advising program consists of specialization to help students interested in health careers. I am involved in continual acquisition of health career information for use in counseling students. This also necessitates conferring regularly with health educators and administrators.

I have held a series of Health Career Seminars since 1975 that featured invited speakers. In addition I assisted the Associate Dean of the School of Agriculture and Life Sciences with arrangements for two Optometry Career Conferences that featured representatives from four optometry colleges that have contracts with the State of North Carolina.

Activities at North Carolina State University (continued)

Academic Affairs

Minority Recruitment and Retention

Effective January 1, 1983 I was appointed Coordinator of Special Programs, School of Agriculture and Life Sciences. In addition to health career advising, this position involves recruitment and retention of Black students.

Research Interests

Ultrastructure and histochemistry of parasitic helminths

Publications

- Grant, William C. 1966. Effect of different fixatives on fine structure of the lymphocyte nucleus. *Exp. Haemat.* 9:82-86.
- Grant, William C., Reinard Harkema, and Kenneth E. Muse. 1976. Ultrastructure of *Pharyngostomoides procyonis* Harkema 1942 (Diplostomatidae). I. Observations on the male reproductive system. *J. Parasitol.* 62(1):39-49.
- Grant, William C., Reinard Harkema, and Kenneth E. Muse. 1977. Ultrastructure of *Pharyngostomoides procyonis* Harkema 1942 (Diplostomatidae). II. The female reproductive system. *J. Parasitol.* 63(6):1019-1030.
- Hanker, J.S., W. C. Grant, and B.L. Giammara. 1981. Uncovering some of the eosinophil mystery. *Lab World*. Dec. 1981. Pp. 47-49.
- Grant, William C., Jacob S. Hanker, Beverly L. Giammara, David Garippa, and Frederick H. Whittaker. 1982. Peroxidase methods for differentiating eosinophils from heterophils. *ASB Bulletin*. 29(2):62-63.
- Grant, William C., Jacob S. Hanker, Norman F. Weatherly, Grover C. Miller, and Beverly L. Giammara. 1982. Peroxidases in schistosome egg granuloma. *ASB Bulletin*. 29(2):63.
- Grant, William C., Jacob S. Hanker, Wallace W. Ambrose, and Beverly L. Giammara. 1982. Ultrastructural study of eosinophil and medusa cell peroxidases in granulomatous inflammation. *Proc. Southeast Electron Microscope Soc.* May 1982. P. 15.

Manuscript in Preparation

- Grant, William C., Jacob S. Hanker, Beverly L. Giammara, and Grover C. Miller. Granulocyte Peroxidases and Glycogen in Schistosome Egg Granuloma in Liver.

Grants and Contracts

- Faculty research and Professional Development Award, N. C. State University, 1975.
- Biomedical Research Support Grant, Project No. 87906. May 1979. (Jointly with C. F. Lytle).
- N. C. Agricultural Research Service Project No. NCO 5446. July 1, 1979. (Jointly with G. C. Miller).
- N. C. Agricultural Research Service Project. (J. F. Roberts, Leader.) July 1, 1979.
- Biomedical Research Support Grant, Project No. 88307. April 1, 1983.

Activities at North Carolina State University (continued)

Professional Service

University Committees

University Equal Opportunity Committee, 1976-84
University Residence Life Advisory Committee, 1976-77
University Committee on Laboratory Animal Care and Facilities, 1977-78
University Admissions Committee, 1977-79
Secretary, University Premedical-Pre dental Review Committee, 1976-78
Chairman, University Premedical-Pre dental Review Committee, 1978-present
University Academy of Outstanding Teachers, 1981-present
Executive Council, University Academy of Outstanding Teachers (elected to a three-year term in 1982)
Member, N. C. State University-NCHEMS (National Center for Higher Education Management Systems)/Kellogg Student Outcomes Project Committee, 1982-84; (concerned with retention of Black students)
N. C. State University Coordinating Committee for the Recruitment and Retention of Afro-American Students, 1984; (new committee to continue work of the NCSU-NCHEMS/Kellogg Project listed above)
Co-chairman, N. C. State University Black Faculty and Staff, 1982-83
Chairman, N. C. State University Black Faculty and Staff, 1983-84
Member, University Undesignated Advisory Committee, 1984; (new committee concerned with design and implementation of a program for Freshmen who have not declared a major)

School of Agriculture and Life Sciences (SALS) Committees

SALS Curriculum Committee, 1976-79
SALS Minority Recruitment and Retention Committee, 1983 - present
SALS Committee for University Day, 1976, 1982, 1983
SALS Teaching Improvement Committee, 1983-84
Advisor, Preprofessional Health Society, 1980-present

Departmental Activities

Chairman, Zoology Curriculum Committee, 1974-76
Member, Zoology Curriculum Committee, 1976-77
Advisor, Medical Technology Club, 1975-78
Departmental Course Scheduling Officer, 1976-79
Member, Search Committee for Extension Wildlife-Fishery Biologist, 1978
Compiled information on undergraduate program for Departmental Comprehensive Review, 1977
Member, Zoology Executive Committee, 1982-83
Chairman, Zoology Seminar Committee, 1982-83
Chairman, Zoology Committee on Affirmative Action, 1982-present

Activities at North Carolina State University (continued)

Other Professional Activities

1974-1978:

- Attended First North Carolina Health Convocation, Greensboro, N.C., December 2-3, 1975
- Represented the Acting Chancellor at a conference: "Articulation: Nursing Education in North Carolina," Sacred Heart College, Belmont, North Carolina, December 8, 1975
- Attended conference on Health Manpower Education sponsored by American Association of State Colleges and Universities, Charleston, South Carolina, January 13-14, 1976.
- Attended annual meeting of the North Carolina Society for Medical Technology. Winston-Salem, North Carolina, April 29-May 1, 1976.
- Attended workshop, "Increasing Minority Students in Health Professions through Career Counseling," co-sponsored by Health Manpower Development Corporation, The Careers Information System, and Shaw University. Raleigh, North Carolina, May 10, 1976.
- Member, Local Arrangements Committee for 1977 meeting of Association of Southeastern Biologists at N. C. State University.
- Member, Program Committee for 1977 meeting of Southeastern Society of Parasitologists at N. C. State University.
- Represented N. C. State University School of Agriculture and Life Sciences at Sixth Annual Minority Biomedical Support Symposium. Atlanta, Georgia, March 27-29, 1978.

1979-1983:

- Represented N. C. State University School of Agriculture and Life Sciences at Seventh Annual Minority Biomedical Support Symposium. Atlanta, Georgia. April 15-18, 1979.
- Participated in Preprofessional Advisors' Conference on Medical Education, sponsored by Medical Education Development Program, School of Medicine, UNC-Chapel Hill. 1979-1983.
- Participated in School of Agriculture and Life Sciences orientation sessions for new freshmen. 1979-1983.
- Facilitator, Provost's Seminar Series on Image of N. C. State University in the Black Community. 1979.
- Member, Search Committee for Assistant Dean of the Graduate School. 1979
- Participated in Provost's Forum Series on Education and Development of Students. 1979.
- Co-chairman of Provost's Forum Sub-committee on Core Curriculum. 1979
- Attended Macy Conference on Premedical Preparation and Medical School Admissions. Duke University Medical Center, Durham, N.C. April 25-26, 1980.
- Participated in a workshop on Minority Admissions to Medical School conducted by the Association of American Medical Colleges. University of North Carolina School of Medicine, Chapel Hill, N.C. July 11, 1980.
- Assisted with preparations for Optometry Recruitment Conference sponsored by the U.N.C. General Administration, N. C. State University, and the N. C. Optometric Society. October 15, 1980.

Activities at North Carolina State University (continued)

1979-1983 (continued):

- Served as a panelist during Health Careers Day at Center for Student Opportunities, School of Medicine, East Carolina University, Greenville, N.C. March 26, 1981.
- Served as a panelist during Education Day at N. C. State University. November 14, 1981.
- Participated in Health Careers Day at Center for Student Opportunities, School of Medicine, East Carolina University, Greenville, N.C. March 18, 1982.
- Participated in two Health Sciences/Medical Issues Seminars on Graduate Education and Veterinary Medical Education, sponsored by N. C. Health Manpower Development Program and NCSU Graduate School. March 5 and November 5, 1982.
- Attended a conference on Status of Science and Mathematics Education at the Pre-college Level in North Carolina. September 11, 1982. Shaw University, Raleigh, N.C. Organized by Mervyn M. Dymally (D-Calif.), Chairman, Subcommittee on Judiciary and Education, U.S. House of Representatives.
- Attended an optometry recruitment conference at UNC-Chapel Hill on September 15, 1982. Representatives from the four optometry colleges with whom the state of North Carolina has contractual arrangements were present. Several NCSU students attended.
- Served as a panelist during Annual Educational Forum sponsored by the NCSU Association for the Concerns of Afro-American Graduate Students, September 23, 1982.
- Participated in the Career Planning Conference, Garner Senior High School, Garner, N.C. March 16, 1983.
- Assisted the SALS Director of Academic Affairs in hosting the regional Optometry Recruitment Conference. September 28, 1983.
- Participated in videotaped interview on NCSU's Premedical-Pre dental Program with Coach Tom Reed for WRAL-TV, Channel 5. October 1983.
- Invited participant at Gov. James B. Hunt's forum on science and technology, "New Challenges for a New Era: Progress through Innovation, Education and Research in North Carolina." McKimmon Center, Raleigh, N.C. November 2, 1983.
- Organized the Optometry Career Seminar by representatives from Illinois College of Optometry. November 30, 1983.

1984:

- Presented lecture on opportunities in agriculture, life sciences, and health sciences, Clayton High School, Clayton, NC. January 9.
- Prepared document for review of ZO 323, Comparative Anatomy. January 1984.
- Presented lecture on "Afro-Americans in Science" during Apex Middle School's (Apex, NC) observance of Black History Month. Two class sessions; February 23.
- Served as interviewer during NCSU Merit Awards selection process. Saturday, February 11 and Saturday, March 3.
- Participated in Peer Mentor Program interviews to select Peer Mentors for Black freshmen. March 1984.
- Judged science projects (Biology category) during Science Fair, Apex Middle School, Apex, NC. March 27.

Activities at North Carolina State University (continued)

1984 (continued):

- Presented two lectures during Math and Science Symposium at Enloe High School, Raleigh, NC. March 30.
- Presented seminar on "Role of Eosinophils in Parasitic Infections" at Biology Department, North Carolina A & T State University, Greensboro. March 26.
- Presented lectures on parasitic helminths to three sections of biology classes, Apex High School, Apex, NC. March 29.
- Organized SALS presentations and tour during Minority Visitation Day. Saturday, March 31.
- Participated in NCSU Chancellor's Review of School of Agriculture and Life Sciences' Programs and Leadership by presenting information on SALS' six-county pilot project to motivate Black youths to pursue careers in agriculture and the life sciences. April 30.
- Attended workshop on "Calcium Biomaterials for Implantation." UNC School of Dentistry, University of North Carolina at Chapel Hill. May 4.
- Assisted the SALS Associate Director of Academic Affairs with selection of participants in the USDA Minority Research Apprentice Program. May 1984.
- Attended Preprofessional Advisor's Conference on Medical Education, sponsored by Medical Education Development Program, School of Medicine, UNC-Chapel Hill. June 22.
- Assisted with SALS Freshman Orientation activities. June 1984.
- Represented SALS at annual meeting of the National Association of Advisors of the Health Professions. Philadelphia, PA. June 26-30.
- Represented SALS during 1984 Afro-American Symposium in Conjunction with Freshman Orientation, sponsored by NCSU Chancellor's Advisory Council for Afro-American Affairs. June 12 and August 21.
- Attended seminar on "Modular Medical Integrated Curriculum: An Innovation in Medical Education" by Dr. Arthur Culbert of Boston University. Sponsored by School of Medicine, UNC-Chapel Hill. July 13.
- Presented information on recruitment/retention activities during SALS Faculty Meeting. August 22.
- Attended Optometry Recruitment Conference featuring representatives from three of four optometry colleges having contracts with the state of North Carolina. Other NCSU participants included SALS Director of Academic Affairs and eight undergraduate students. North Carolina A & T State University, Greensboro. Sept. 19.
- Served as a panelist during Annual Educational Forum sponsored by NCSU Association for the Concerns of Afro-American Graduate Students. September 17.
- Attended Medical School Recruitment Conference featuring representative from Meharry Medical College, Nashville, TN. Sponsored by UNC General Administration. Two NCSU students accompanied me to North Carolina Central University, Durham. 7:30 p.m., September 25.
- Participated in Zoology Department's activities during Open House. Saturday, October 6.
- Represented SALS during NCSU Minority Coordinators' Retreat. Aqueduct Conference Center, Chapel Hill, NC. Sunday, October 14 through Monday, October 15.
- Invited to serve as panelist during Biomedical Sciences/Medical Issues Seminar on Graduate Education and Veterinary Medical Education, sponsored by N. C. Health Manpower Development Program and NCSU Graduate School. NCSU School of Veterinary Medicine. November 16.

Memberships and Offices Held

Charter member and currently Vice President, Southeastern Society of Parasitologists
Member of the Executive Committee, Association of Southeastern Biologists (final
year of a three-year term)
Chairman, Endowment Study Committee, Association of Southeastern Biologists
Charter Member, North Carolina Society for Electron Microscopy and Microbeam Analysis
Southeast Electron Microscope Society
Alpha Epsilon Delta, the Premedical Honor Society
Helminthological Society of Washington
American Society of Parasitologists

Public Service and Community Activities

Member, Rush Metropolitan A.M.E. Zion Church, Raleigh, NC
Treasurer, Raleigh District Laymen's Council of the A.M.E. Zion Church
Vice President, Phi Lambda Chapter, Alpha Phi Alpha Fraternity, Inc.
Raleigh - Wake Chapter, Livingstone College Alumni Association
Den Leader, Webelos Cub Scouts (Pack 193)
North Carolina State University Alumni Association

③ Agriculture & Life Sciences

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

Office of Provost and Vice-Chancellor

Holladay Hall — Box 7101

TO:

2/20/87
Date

Clock

me

ACTION REQUESTED ON ATTACHED:

- | | |
|--|--|
| <input type="checkbox"/> Note and Return | <input type="checkbox"/> Please draft reply for my signature |
| <input type="checkbox"/> For your information (need not return) | <input type="checkbox"/> Please give me your comments |
| <input type="checkbox"/> Please handle | <input type="checkbox"/> Requires your approval |
| <input type="checkbox"/> Please answer; furnish me copy | <input type="checkbox"/> Please return attachments |
| <input type="checkbox"/> Please circulate | |

Let's be prepared
to discuss these
three items on
March 9 at 9 am.

FROM:

W.S.



North Carolina State University

Office of the Dean
Box 7601
Raleigh, NC 27695-7601
919-737-2668

Chancellor Bruce Poulton
A Holladay Hall
NCSU Campus

School of Agriculture and Life Science

Academic Affairs, Extension & Research

February 19, 1987

Dear Chancellor Poulton:

Sometime ago I raised the question with you about the possibility of changing the name of the School of Agriculture and Life Sciences to the College of Agriculture and Life Sciences. This matter has been discussed with our Department Heads and other members of the SALS administration on several occasions; there is strong support for this proposed name change.

As a major land grant university, I feel it would be highly desirable to consider changing the names of all nine of our degree granting academic schools to colleges. In most other land grant universities, certainly divisions such as SALS, School of Engineering, etc., are designated as colleges. As you know, our current nomenclature dates back to when this campus was known as North Carolina State College.

The proposed name change for our School (SALS) would be desirable from several perspectives. First, the name change would make us comparable to other major land grant universities and should have a positive impact on our image. In most universities, a school is considered to be an academic unit somewhat less than a college. Based on inquiries in the past, it is apparent that some who do not know us well interpret the school designation as being a unit something less than the comprehensive "College" we are. Second, it is likely that the name change requested would be of benefit to our faculty as they compete in the national and international arena for grants, post docs and graduate students. Thirdly, the name change would more accurately describe our school as we strive to fulfill our mission as a part of the land grant system.

It is my understanding that the University Research Committee has also discussed the matter of a name change to Colleges for our Schools and would look with favor upon such a change. If we are to truly become a world class research University, the name change recommended would certainly help to improve our image among other major land grant institutions and others throughout the world.

Sincerely yours,

S/D. F. Bateman
Dean

DFB:rs

cc: Provost Nash Winstead ✓

Vice Chancellor Frank Hart

North Carolina State University is a Land-Grant University and a constituent institution of The University of North Carolina.



North Carolina State University

Office of the Dean
Box 7601
Raleigh, NC 27695-7601
919-737-2668

February 19, 1987

School of Agriculture and Life Science
Academic Affairs, Extension & Research

MEMORANDUM TO: Provost Nash Winstead

FROM: Dean D. F. Bateman

SUBJECT: Request for a Change in Procedures for Handling Promotions
and Tenure in the School of Agriculture and Life Sciences

A handwritten signature in dark ink, appearing to read "D. F. Bateman", with a long horizontal line extending to the right.

The Administrative Staff of the School of Agriculture and Life Sciences and our academic department heads would like to recommend some changes for utilizing senior faculty in promotion and tenure decisions.

At the present time, the Faculty Handbook in section VI, sub-section III, entitled "Academic Tenure" and sub-section V entitled "Procedures for Appointment, Reappointment, Non Reappointment, Promotion and Conferral of Tenure" and sub-section V. B entitled "Consultation," specifies that the department head shall consult with the senior faculty in the department in making decisions on promotion and tenure. The senior faculty is defined as all full professors in the department unless the department has fewer than three full professors. Then the three most senior faculty members shall constitute the review committee.

We in the School of Agriculture and Life Sciences feel that the current procedures for the evaluation of faculty for promotion and tenure need to be modified. We would recommend that for promotion and tenure of an assistant professor that the senior faculty in the department consist of the associate and full professors in that department. For promotion from an associate to full the procedures should be the same as currently specified in the Faculty Handbook.

We have employed a large number of very competent young faculty in the School of Agriculture and Life Sciences in recent years. With the rapid advances in science, particularly in the molecular area, some of our most competent and productive faculty are in the assistant and associate ranks. We feel that to include the associate professors in the review of the assistant professor rank would add to the moral of the total faculty. We would like to try this modification in considering our promotions and tenure during the coming year and would like to request your approval to use this procedure on a temporary basis. We realize that it will require a change in the Faculty Handbook to make this procedure University wide. We would use the procedure on a temporary basis and gain some experience before making a recommendation that the procedure be changed in the Faculty Handbook.

I shall be happy to meet with you to discuss this and to work out procedures for handling it within our school on a temporary basis.

DFB/gp



Office of the Dean
Box 7601
Raleigh, NC 27695-7601
919-737-2668

North Carolina State University

School of Agriculture and Life Science
Academic Affairs, Extension & Research

February 19, 1987

MEMORANDUM TO: Provost Nash Winstead

FROM: Dean D. F. Bateman

A handwritten signature in dark ink, appearing to read "D. F. Bateman", written over the "FROM:" line.

SUBJECT: Suggested Changes in the Criteria for Selection for Outstanding Teachers and Alumni Distinguished Professors

The Administration of the School of Agriculture and Life Sciences in consultation with our academic department heads would like to suggest some changes in the current guidelines for the selection of outstanding teachers and alumni distinguished professorships within our University system.

Currently the guidelines indicate that the nominee for an outstanding teacher should be teaching not less than one half of the normal teaching load expected in their respective school. This rule has been interpreted to mean that a faculty member with less than fifty per cent academic affairs appointment would not be eligible for one of these two prestigious awards. As you know, the School of Agriculture and Life Sciences has a large number of faculty members that are on joint appointments between academic affairs and research. With a large complement of full time equivalents in research on our campus we have a number of faculty members that have teaching responsibilities and some teaching appointment but are not eligible to be recognized as an outstanding teacher.

We would like to suggest that the current guideline of requiring at least a fifty per cent academic appointment be reduced so that we could nominate some of our truly outstanding teachers with less than a fifty per cent appointment. A large number of our SALS faculty have from sixty to eighty per cent research appointments but have the responsibility for teaching a course or courses in their respective area of expertise. This staffing pattern permits us to hire some of the best qualified people in the country and therefore have some of the best instructors teaching our specialized courses. Faculty in this category that are doing an outstanding teaching job are not able to be recognized under our current system.

We would like to see the guidelines changed to permit us to nominate this type of an individual for the outstanding teaching award and be eligible subsequently for the alumni distinguished professorship. I shall be happy to discuss the merits of this proposal with you at your convenience.

DFB/gp



Department of Zoology
Box 7617
Raleigh, N. C. 27695-7617

North Carolina State University

School of Agriculture and Life Sciences

February 12, 1987

Dr. Lawrence M. Clark
Associate Provost
201 Holladay
Box 7101
NCSU Campus



Dear Dr. Clark:

On behalf of the Graduate Students Association and the Academy of outstanding Teachers, I am inviting you to join us for the Outstanding Graduate Teaching Assistants Awards ceremony at 2:00 to 4:00 P.M. on Tuesday, April 21. The ceremony, followed by a reception, will be in the ballroom of the University Student Center.

I would appreciate it if you would let me know by Friday, March 6th, if you will be able to participate.

Cordially,

George T. Barthalmus
Chairman, Executive Council
Academy of Outstanding Teachers

GTB/dla

cc: Mr. Rip McAdams, Vice President, GSA
Counselor Education

THE UNIVERSITY OF CHICAGO

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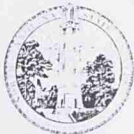
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North Carolina State University
School of Agriculture and Life Sciences

Biological Sciences
Interdepartmental Program
Room 2717, Bostian Hall
Box 7611, Raleigh, N. C. 27695-7611
Telephone (919) 737-3341

January 2, 1986

MEMORANDUM TO: Dr. Lawrence M. Clark
FROM: C. F. Lytle *CF Lytle*
SUBJECT: Personnel changes in Biological Sciences Program

This is to provide you with further information about the planned mid-year changes among our Biological Sciences faculty necessitated by the late resignation of Visiting Professor Adrienne Massey. Dr. Massey resigned her faculty position to take advantage of a special research opportunity during the spring semester.

We plan to make an interim appointment for Dr. Michael E. Waldvogel as a Visiting Assistant Professor of Entomology (Biological Sciences) for the spring semester. Dr. Waldvogel has been with us as a Visiting Instructor of Entomology (Biological Sciences) (Position No. 00269) and recently completed his doctorate in Entomology.

We plan to move Visiting Instructor Ellen Agnello into the position vacated by Waldvogel. Ms. Agnello was appointed for the fall semester and has been paid from teaching assistant funds (A0037).

Dr. Adrienne Massey will continue to work with us for part of the spring semester on temporary wages before she leaves on her research assignment.

All of these are interim appointments for the spring semester only. We have instituted formal search procedures for these two positions (No. 04380 and 00269) to be filled for next year.

bh

c: Dr. E. W. Glazener
Dr. Ronald Kuhr
Dr. William Klarman
Dr. John Vandenberg

Res. Off. action

Date April 17 '85
May 1st

Adrian
Murray
Regis.

To

Michael Waldvogel



01-64-



Time

Date

Agnello to take his place

While You Were



- now
visiting
at plant
pathology

M

Rachel Harris

of

Don't Let's? Dr. Little

Phone No.

X 2641



Telephoned



Please call back



Called to see you



Will call again



Left the following message:—

visiting appt. Aug. - May

- now want to change position

- do we need another waiver?

position change + position ok.

Operator

now reassignment



North Carolina State University

School of Agriculture and Life Sciences

Biological Sciences
Interdepartmental Program
Room 2717, Bostian Hall
Box 7611, Raleigh, N. C. 27695-7611
Telephone (919) 737-3341

April 9, 1987

Long

MEMORANDUM TO: Dr. Lawrence Clark
FROM: C. F. Lytle *CF Lytle*
SUBJECT: Estimated costs for BS 292 Special Topics
in Life Science: Basic Skills and Concepts
in Biology

This is in response to your request for the estimated costs for BS 292 for the fall semester 1986. Our total estimated direct cost for BS 292 is \$23,260. This includes prorated salaries of \$22,260 for one associate professor, one instructor and one graduate teaching assistant (\$22,260) plus \$1,000 for laboratory supplies.

bh
c: Dr. James Oblinger





North Carolina State University
School of Agriculture and Life Sciences

Toxicology Program
Box 7633
Raleigh, N. C. 27695-7633

March 4, 1987



Dr. L. M. Clark
Associate Provost of Affirmative
Action Office
Holladay Hall
NCSU

Dear Dr. Clark:

You have some earlier correspondence (3/1/86) from me (to Dr. Winstead) and I will bring you up to date on a problem. It has to do with recruitment of research associates (non-tenured position).

1. The policy for tenured and non-tenured faculty seems to be the same.
2. In the present recruitment of research associates, we need to treat each separately--write a paragraph for each. This is a big waste of our time (and money) and is certainly not how we wish to operate. For example, we will have 5-6 research associate positions open soon and they will all be working in the general area of toxicology. We would prefer to send an advertisement to cover the group, if possible, (rather than each separately) as we can alter recruitment when necessary.

This is to request that recruitment of non-tenured positions be changed to make it easier to advertise in our training and program grants.

Sincerely,

Frank E. Guthrie
Frank E. Guthrie
Professor of Toxicology

FEG/dl

cc: Dr. E. Hodgson



North Carolina State University

Office of the Dean
Box 7601
Raleigh, NC 27695-7601
919-737-2668

School of Agriculture and Life Science
Academic Affairs, Extension & Research

January 2, 1987



MEMORANDUM

TO: Dr. L. M. Clark
Associate Provost

FROM: D. F. Bateman
Dean

SUBJECT: Retention - Recruitment Data

Listed below is the retention and recruitment data for the School of Agriculture and Life Sciences for the quarter October 1, 1986, through December 30, 1986.

RESIGNATIONS:

#01770 Kenneth A. Langeland Assistant Professor
Crop Science
Resigned effective October 30, 1986, to accept a position with the University of Florida.

#00300 Nathan Garren Assistant Professor
Economics and Business
Resigned effective October 31, 1986, to accept a position with a local law firm. Recruitment has begun.

#001918 Gary Reusche Assistant Professor
Crop Science
Resigned effective October 3, 1986, to accept a position in Sri Lanka.

RETIREMENTS:

#001959 Thelma L. Hinson Professor and Extension Specialist
Home Economics (NCSU)
Resigned effective October 31, 1986.

Dr. Clark
Page 2
January 2, 1987

RETIREMENTS (Continued):

#000025 Edward W. Glazener

Professor of Poultry Science,
Associate Dean and Director of
Academic Affairs, SALS

Retired effective December 31, 1986. Position has been filled
by Dr. J. L. Oblinger.

DEATH:

#000339 Alexander R. Main

Professor of Biochemistry
November 23, 1986