

# WINSTON-SALEM STATE UNIVERSITY

## Office of the Provost Academic Affairs Division Report to the Academic Affairs Committee Academic Year 2013-2014

June 4, 2014

### Overview

The Winston-Salem State University Strategic Plan for 2010-2015 was approved at the September 2009 Board of Trustees meeting. This plan was finalized through a series of intense and comprehensive discussions regarding current economic challenges, strategic issues facing the university, previously documented WSSU Vision and Mission statements and strategic plans of other peer institutions. The five strategic priorities are Academic Excellence, Student Success, Community Engagement, Efficiency, Effectiveness and Resources, and University Culture and Pride. (Strategic Plan 2010-2015)

In February 2013, the UNC System's Board of Governors approved a five year strategic direction called, *Our Time, Our Future: The UNC Compact with North Carolina (2013-2018)*. This direction was built on the foundation of previous long-term planning efforts and the UNC Tomorrow Initiative. This plan sets focus for the next five years and lays out the specific steps the system intend to take, the expected results, and the detailed metrics will be used to monitor progress. The Division of Academic Affairs, under the consideration of SACS accreditation and *Our Time, Our Future* continues to focus on the goals of the strategic mission of the institution.

This quarterly report highlights keys strategic accomplishments across the units that are part of the Division of Academic Affairs.

### Highlights for the Academic Year 2013-2014

#### **College of Arts and Sciences, Dr. Corey D.B. Walker, Dean**

##### *Academic Excellence*

The academic year 2013-2014 found the College redoubling its efforts at curricular reform and renewal in focusing on the goal of academic excellence. The departmental academic leadership engaged their faculty colleagues in a series of conversations on their fundamental commitments and aspirations for their academic programs and departments. This resulted in substantial changes in the academic programs in English, History, Justice Studies, Mass Communications, and Political Science. Biology, Chemistry, and Computer Science revised their programs with an eye on ongoing curricular review and renewal. Several departments have decided to change their name to capture the intellectual vision of their respective academic community. These departments include the Behavioral Sciences and Social Work (*Behavioral Sciences*),

Interdisciplinary Studies (*Liberal Studies*), Life Sciences (*Biological Sciences*), Mass Communications (*Communication and Media Studies*), and Social Sciences (*History, Politics, and Social Justice*).

#### *Student Success*

Student success was and remains a primary goal for all academic programs, centers, and initiatives in the College. This year the College sponsored its first Undergraduate Humanities Symposium designed to introduce students to the rigors and rewards of presenting their scholarship to the broader academic community. Each of the academic departments in the College continued their regular program of sponsoring undergraduate research and mentoring. This year, with the leadership and support of the Provost's Office of Science Initiatives, several undergraduate courses in the College featured the use of undergraduate teaching assistants in delivering large lecture courses. Following the lead of the academic departments, the Office of the Dean of the College of Arts and Sciences, highlighted the accomplishments of students as well as retiring faculty at its annual spring recognition reception.

#### *Efficiency, Effectiveness and Resources*

The imperative to do more with less, while bracing in light of the significant budget cuts the university has experienced over the past five years, served as a challenge to be met by the entire College community as we reviewed and revised operations in keeping with our core academic mission. The College continued to focus on maintaining a highly qualified full-time tenure-stream faculty to deliver our academic program while employing only a few exceptional term faculty members. Limited financial resources were targeted to improve the intellectual culture and climate in the academic departments by funding seminars, lectures, symposia, and curricular initiatives. The College also established course scheduling principles designed to maximize space utilization across campus, distribute course offerings across the scheduling grid and equitably distribute faculty workloads.

#### *University Culture and Pride*

Elva Jones, professor and chair of the department of Computer Science, was a recipient of the 2014 Lifetime Achievement Award at the *Winston-Salem Chronicle's* 29th Annual Community Service Awards program.

The Winston-Salem State University Choir directed by D'Walla Simmons Burke performed at Lincoln Center. The choir, along with choirs from Auburn University and South Carolina State University, premiered "The Cry of Jeremiah" by composer Rosephanye Dunn Powell

Under the direction of Michael Magruder, professor and chair of the department of Music and director of Bands, the "Red Sea of Sound" made its fifth appearance at the 2014 Honda Battle of the Bands.

## **School of Education and Human Performance, Dr. Denise Pearson, Interim Dean**

### *Academic Excellence*

In its effort to align teaching, scholarship and service to the University's strategic plan , the Education Department revised its vision statement and goals

Relative to curriculum, the Education Department has taken steps to broaden students' exposure to more diverse areas of study by developing several general education courses: EDU 1301—CSI; EDU 2322—*Promoting Social Justice through Education*; ED 2334—*Education Culture and Society*; and EDU 1351—*Current, Critical Issues and Trends in Education*. Recently, another general education course—*Special Issues in Educating African American Males*—was developed and approved by the Academic Standards and Curriculum Committee. These courses provide students necessary early exposure to teacher education and also enable teacher education program faculty to stay in touch with pre-majors and guide them through the required second-tier of admission into teacher education.

### *Student Success*

Comprised of the Departments of 1) Human Performance and Sports Sciences, 2) Education, and 3) Educational Leadership, Counseling and Professional Studies, the School of Education and Human Performance had a busy and productive quarter. Combined, the departments graduated over 180 students across programs offered in the School. The University conferred approximately 20 graduate degrees on approximately 160 undergraduate degrees.

### *Community Engagement*

The Motorsports Management Program's *Diversity in Motion* Initiative summer camps introduced over 200 young people in the local community to motorsports during the summer of 2013. The program collaborated with the Winston-Salem Department of Recreation and Parks to hold the camps at local recreation centers.

## **School of Health Sciences, Dr. Peggy Valentine, Dean**

### *Student Success*

Student success can be measured by student performance on licensure examinations. Presently, North Carolina requires nursing, occupational and physical therapy students to achieve an 80% or higher board passage rate. The Department of Physical Therapy achieved a 100% board passage rate for its December graduates. Excellent performance was also achieved for the Department of Occupational Therapy at 93% and the Division of Nursing at 90%.

### *Community Engagement*

Faculty, staff and students continue to be actively involved in community engagement and outreach via the Rams Know HOW mobile unit and local community care clinics. To date, over 4000 East Winston residents have received wellness services to address issues of hypertension, diabetes and obesity. This year alone, clinical laboratory science students provided more than 450 hours of community service. Nursing, physical therapy, occupational therapy and health care management students and their faculty participate in the project. Novant Health has agreed to fund the project for another four years with a greater emphasis on wellness.

### *University Culture and Pride*

The School continues to reach out to alums and keep them informed of school events. Newsletters and reports were disseminated throughout the year. The Division of Nursing celebrated its 60 year anniversary in the fall, 2013. Over 100 alumni returned to celebrate the event. On April 11, 2014, the Occupational Therapy Department celebrated its fifteen year history. The program was attended by alumni, board members, community partners, previous and current faculty, and students.

## **Center of Excellence for Teaching and Learning, Dr. Tiffany Baffour, Director**

### *Academic Excellence*

CETL has supported the development of a number of programs and services to increase faculty knowledge of evidence-based teaching and learning. 591 attendees (faculty and staff) have been recorded at 41 events and workshops from August 2013- April, 2014. Programming and services are provided by national leaders in the field of higher education, CETL professional staff and WSSU faculty members. Faculty have been exposed to innovative techniques such as High-Impact Practices, Metacognition, “Flipping” the Classroom, and Backwards Design and Authentic Assessment. Many workshops have focused specifically upon helping faculty to better understand and implement the seven learning outcomes and curriculum themes of the general education curriculum.

In 2013-14, approximately 20 courses have been developed for online teaching, mainly in the Health Sciences to support the launch of the Master of Nursing (MSN) online program for nurse educators and the Doctorate of Nursing Practice (DNP) to be launched online in 2015. These new courses “provide opportunities to expand online and distance learning offerings to best meet the needs of diverse learners” as noted in the strategic plan.

The Center for Excellence in Teaching and Learning also supports research, scholarship and creative activity, and tenure and promotion primarily through individual consultation, small group consultation and workshops. CETL administrates several faculty-led learning communities related to scholarship and creative activity including: The Qualitative Research Group,

Community-Based Participatory Research LC, and New Faculty LC. Faculty-Led Learning Communities also provide targeted social support, technical assistance and direction for faculty who are working in the areas of community engaged research and qualitative research.

Student Success

**Institutional Effectiveness, Assessment, Research, and Sponsored Programs, Dr. Jamie Slater, Assistant Provost**

*Student Success*

The Office of Institutional Effectiveness worked intensively with faculty and consultants to create handbooks to aid faculty in promoting student success in the general education outcomes: Critical Reading, Critical Thinking, Written Communication, Oral Communication, Information Literacy, Scientific Literacy and Quantitative Literacy. To date, six of seven manuals have been completed that contain information on pedagogical strategies, assignment examples, and rubric definitions. The seventh manual is undergoing further editing and will be ready early in June.

*Efficiency, Effectiveness and Resources*

Institutional Assessment & Research has worked to improve efficiency, effectiveness and resources by developing an improved the Personnel Data File (PDF) submission process and collaborated with other university offices (e.g., Registrar's office, Office of Equal Opportunity and Diversity, and Process Improvement) to improve data entry and data extraction. Great strides have been made in helping to ensure that more accurate data is entered in the areas of human resources and the registrar's office. Additionally, the office launched the course evaluation website to deliver information to students, faculty, and staff about the timeframe and data collection for end of course evaluations.

The Sponsored Programs and Research reports the following extramural funding activity (through April 2014):

Sixty (60) proposals were submitted to date for FY 2013/14 for a total of \$14,070,726. The percent change in number of proposals submitted compared to last fiscal year (FY2012/2013) is -31.8%, while the percent change in the dollar value of the proposals submitted is -49.1%.

Thirty four (34) awards were received to date for FY2013/14 for a total of \$6,682,239. The percent change in number of awards received compared to last fiscal year (FY2012/2013) is -23%, while the percent change in total dollar value of the awards received is -35%.

**Office of Equal Employment Opportunity and Diversity, Ms. Silvia Ramos, Director**

*Efficiency, Effectiveness and Resources*

The Office of EEO/AA & Diversity received 24 complaints during the academic year 2013-2014. Of those complaints, 16 were allegations of harassment, 8 were allegations of discrimination, 8 were “other”.

In support of the university’s Strategic Plan, and specifically our goals around student retention, efficiency, and inclusive engagement, we worked to reduce incidents of discrimination and harassment by addressing complaints effectively and efficiently. All complaints were completed within the federal and state required timelines, with the exception of one, which required an extension for extenuating circumstances.

*Affirmative Action Highlights:* WSSU produces two reports that summarize our compliance with Executive Order 11246 and Office of State Human Resources (OSHR) Equal Opportunity Program and Plan (EEOPP) G. S.126-4(10); 126-16; 126-19. Despite the changes to the EEOPP, the report has been submitted on time with an improved format for two years in a row. OSHR approved the university’s plan in May 2013.

*Office Disability Services and Compliance Highlights:* The Department for Disability Services strives to insure equal opportunity, access, and success by providing reasonable accommodations and services for faculty, staff and students with disabilities.

*Title IX Compliance Highlights:* In addition to responding to OCR’s *Dear Colleague Letter* of April 2011, the Title IX Coordinator continues to consult on revisions to our grievance procedures, Student Code of Conduct, and on-going training to increase awareness and support resources related to sexual violence on campus.

In March of 2013, President Obama also reauthorized the Violence Against Women Act (VAWA). VAWA and The Campus Sexual Violence Elimination Act (Campus SaVE Act) were designed to complement Title IX by addressing “the violence women face on campus: the highest rates of stalking, the highest risk of nonfatal intimate partner violence.” Since these acts were passed and became effective, the Title IX Coordinator has consulted with Student Conduct, Legal Affairs, Interpersonal Violence Prevention, Human Resources, RAM Assist, and Campus Police to communicate the need to include the appropriate resources, definitions, training, reporting, and resolution in our respective areas to comply with these regulatory changes. Title IX training now include VAWA and Campus SaVE Act requirements.

Title IX training\* was provided to the following groups:

- 10 student organizations, including the “Big 5” (130)
- All Housing and Residence Life student and professional staff (51)
- All RAMdition (New Freshman Orientation) students (approx. 700)
- Red Sea of Sound Band (112)
- 222 students at four of the eight residence halls
- Approximately 47 Renaissance Men
- 360 Athletes
- Athletics Senior Staff (6)

### **Office of International Programs, Dr. Joti Sekhon, Director**

#### *Academic Excellence*

Winston-Salem State University has been awarded the UNC-India Technology Learning Grant to develop and teach a course on “World Literature and Culture” in collaboration with the department of English, Faculty of Humanities and Languages, Jamia Millia Islamia University, New Delhi, a leading minority-serving institution in India. The proposed course will build upon and expand collaborations developed through the National Endowment for the Humanities (NEH) funded project on “Integrating India into the Liberal Arts Curriculum.”

#### *University Culture and Pride*

There continues to be increasing interest among students for study abroad, as well as applications for study abroad. However, the cuts in financial aid especially for summer study abroad have led to a decline in the total number of students studying abroad. A total of 36 students studied abroad in Fall 2013, Spring 2014 and Summer 2014. Students studied in Spain, Uruguay, France, the United Kingdom, Kenya and Tanzania, China, Brazil, Rwanda, Costa Rica and Belize.

Two WSSU will study at Fudan University in Shanghai, China, in June-July 2014. One student has received a scholarship from Fudan University, and both students have also received the WSSU Sara Lee Scholarship to support their participation in the program. The WSSU students will be part of a group of students from across UNC universities, and will be led by a professor in Business from Western Carolina University.

Three students from WSSU are studying in Brazil during Summer 2014. One WSSU student studied in Brazil in Spring 2013, and three students studied in Brazil in Summer 2013 through the FIPSE/Brazil exchange program. Faculty and students in the Brazil program participated in variety of co-curricular programs related to Brazil, especially during International Education Week from November 11-14, 2013. WSSU is in the final year of participation in the FIPSE/Brazil exchange program on the theme: “The African Diaspora in Brazil and the US: Persistent Inequalities” in collaboration with UNC-Charlotte, and three Brazilian Universities, Universidade Federal de Minas Gerais, Universidade Federal de Pernambuco. Dr. Miriam Jorge,

Professor of English Education at Universidade Federal de Minas Gerais in Belo Horizonte visited WSSU in December 2013 to discuss future collaborations.

### **O'Kelly Library, Dr. Mae Rodney, Director**

#### *Academic Excellence*

The O'K Scholars Institute continues to be a primary force in assisting WSSU librarians with keeping the number of library instruction sessions offered at the same or even higher level than the previous year. Approximately 42 percent of the instruction sessions offered are to courses taught by graduates of the institute.

#### *Student Success*

The library staff hosted two separate focus groups during the spring semester to confirm and ensure that learner needs and expectations are satisfied. The collected information (need for technology instruction for non-traditional students and ability to identify librarians by traditional students) is being used to plan technology instruction sessions for non-traditional students, a mixer for traditional students and a strategy to engage in non-obtrusive reference interviews for the coming academic year.

The library staff continues their efforts to confirm that library services support student success. The most used services – electronic resources, desktop computers, and the textbook collection provide individuals access to resources needed to complete assignments. The number of requests for study/meeting rooms along with either smart and or dry erase boards also indicates that these resources are helpful in the learning process.

#### *Community Engagement*

The archives staff continues to connect with retired faculty and alumni to collect more of the university's history. Through two activities – “Forethinkers: the Evolution of Math Beyond Equations & Solutions” (March 22) which was sponsored by the WSSU Friends of the Library and a presentation to the National Alumni Association (April 12) provided additional contacts with alumni and faculty. The objective is to expand the oral history collection which appears to be popular with current day researchers.