



WSSU BOT Audit and Grievance Committee Meeting

Winston-Salem State University

Thursday, March 13, 2025 at 10:00 AM EDT to Thursday, March 13, 2025 at 10:45 AM EDT

Agenda

I. Call to Order

II. Conflict of Interest Statement

All board members are reminded of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest as required by this Act. Each member has received the agenda and related information for this Board of Trustees' meeting. If any board member knows of any conflict of interest or appearance of conflict with respect to any matter coming before the Board of Trustees at this meeting, the conflict or appearance of conflict should be identified at this time.

III. Roll Call

1. L'Tanya Bailey- Chair
2. Matt Cullinan-Vice Chair
3. Alex Johnson
4. Pam Oliver
5. Laura Gerald

IV. Action Item | Approval of Meeting Notes from December 5, 2024 Audit, Risk, Compliance Committee

V. Internal Audit Update

A. Recent Reports & Other Communications

B. IA Operations & Update

C. Other Activities & Matters

VI. Closed Session

Motion: I move that we go into closed session to prevent the disclosure of information that is privileged or confidential, or not considered a public record within the meaning of Chapter 132 of the General Statutes and to hear reports concerning investigations of alleged criminal misconduct.

VII. Adjournment



WINSTON-SALEM STATE UNIVERSITY

Board of Trustees, Audit, Risk, and Compliance Committee
Thursday, December 5th, 2024
(Open Session Minutes)

- Call to Order

Chair Bailey called the Board of Trustees Audit, Risk, and Compliance Committee meeting to order at 1:30 p.m.

- Conflict of Interest Statement

Chair Bailey read the Conflict-of-Interest Statement.

- Roll Call – Steffany Gallman

Chair Bailey

Trustee Cullinan

Trustee Oliver

Additional BOT Members Present

Board Chair Miller

Trustee Moore

Trustee Sides

Trustee Kelly

Trustee McNair

A quorum was established.

- *Adoption of the September 20th, 2024, committee meeting minutes

Chair Bailey presented a motion to approve the September 20, 2024, committee meeting minutes. Trustee Oliver seconded the motion. The motion carried; minutes were approved.

- Reminder of Audit, Risk, and Compliance Approach



WINSTON-SALEM STATE UNIVERSITY

- Vice Chancellor Brown provided a high-level overview concerning the roles and responsibilities of Internal Audit and the office of Risk & Compliance

<i>Audit and Risk & Compliance: Partners in Accountability</i>	
Rationale for Presentation	The Committee is responsible for receiving reports related to risk, compliance, and audit matters. This presentation will clarify the roles of the Audit Office and the Compliance & Risk Office.
Key Messages	The Audit Office ensures accountability by evaluating past performance, while the Compliance & Risk Office proactively manages risks and compliance, together forming a comprehensive governance framework.
Action/Decision/Discussion	Are there questions about the structure and responsibilities of Audit vs Compliance & Risk?

- Compliance and Risk Update: Associated Entities

<i>Compliance and Risk Update: Associated Entities</i>	
Rationale for Presentation	The ARCC is responsible for fulfilling its oversight responsibilities of the institution and associated entities...
Key Messages	Management has identified opportunities for Associated Entity refinement.
Action/Decision/Discussion	No action needed

- Tiffany Turner-Lynch provided a transparent report including a planned review for FY 23-24 in alignment with Enterprise Risk Management.
- Recommendations were provided concerning the Associated Entities of the university.
- The report concluded with the phases of compliance and accountability for Associated Entities which provided details of accomplishing accountability for Associated Entities and the university.



WINSTON-SALEM STATE UNIVERSITY

- Audit Matters
 - Rod Isom provided an update concerning the current Audit plan.
 - A new project related to P-Cards was added to the audit plan, driven by a new UNC System Office regulation.
 - Two projects are in the reporting phase, with draft reports already issued to management.
 - An advisory project concerning a Payroll/IT matter was discussed during a closed session.
 - The Internal Audit Charter was updated to align with the new Internal Audit Global Standards, which will become effective in January 2025.

*Action Item #1: Internal Audit Charter Approval

<i>Audit Plan Update</i>	
Rationale for Presentation	The Chief Audit Executive must report periodically to senior management and the Board on Internal Audit's performance relative to its plan.
Key Messages	Fiscal year 25 audit plan started with 14 projects. 2 projects have been completed 2 projects added (System Office new Regulation) 5 projects in progress
Action/Decision/Discussion	No action needed

- Chair Baily presented an action item before the committee to approve the Internal Audit Charter update. Trustee Cullinan seconded the motion. The motion carried; minutes were approved. The updates were approved by the committee and will be on the consent



WINSTON-SALEM STATE UNIVERSITY

agenda for approval. The Internal Audit Strategy was presented to the committee, also in line with the new Global Standards.

- Motion to go into closed session

- A. Motion to Return to Open Session

- Trustee Bailey presented a motion to go into closed session. Trustee Oliver seconded the motion. The motion carried.

- The meeting moved into closed session. The minutes of this session were prepared separately.

- Closed Session Summary

- Closed Session

- Adoption of the September 20th , 2024, closed session meeting minutes

- A motion was presented to approve the closed session minutes from the September 20th, 2024, committee meeting. The motion was then seconded and passed unanimously.

- Additional Discussion Items

- No additional items were discussed at this time.

- Adjournment

- Chair Bailey adjourned the committee meeting at 2:45 p.m.



KEY AGENDA ITEM

Internal Audit Updatepresented by Rod Isom, Chief Audit Officer & Audit Staff

Summary:

A. Recent Reports and Other Communications*

Recent reports or other audit communications that have been released will be discussed.

- *Budget Process (Planned)*
- *PCard/TCard Analytic (Planned)*
- *PCard/TCard Compliance (Added) – pending communication*

B. IA Operations Update*

An update on Internal Audit staffing will be discussed.

- *IA Intern Student Success initiative – 2 students.*

C. Other Activities & Matters*

Other relevant matters or significant activities related to Internal Audit, the profession, or risk in general will be discussed

- *External Quality Assessment Review (QAR) update*
- *Update on the New IA Audit Standards that went live January 2025*
- *Upcoming Annual Risk Assessment*

*Additional information related to this item or any internal audits or reviews released prior to the meeting will be provided at the meeting.

**Action Item

Action: These items are for informational purposes only.

OFFICE OF INTERNAL **A**UDIT

REPORT

BUDGET PROCESS



AUDIT TEAM

Cory Billings, Audit Manager
Rick Brown, Information Technology Audit Specialist

December 23, 2024

WINSTON-SALEM STATE UNIVERSITY

Committed to Excellence

Rod Isom, Chief Audit Officer

Institutional Values

As a community of learners, we uphold certain basic values that inform our thinking and guide our behaviors.

“Ramily” Matters

We care, serve, and inspire.

Be Fair

We are impartial and create unique opportunities for all to succeed.

Bring Your “A” Game

We exceed expectations because excellence is our standard.

Do the Right Thing

We act consistently with honor.

Create the Future

We challenge norms by generating fresh ideas and inventing new realities.

WINSTON-SALEM STATE UNIVERSITY



Engagements completed by the Office of Internal Audit are conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*, published by the Institute of Internal Auditors.



WINSTON-SALEM
STATE UNIVERSITY

OFFICE OF INTERNAL AUDIT

Rod Isom, Chief Audit Officer

1600 Lowery Street, Winston-Salem, North Carolina 27110

(336) 750-2065 | internalaudit@wssu.edu

December 23, 2024

Lisa McClinton, Vice Chancellor for Finance and Administration
Winston-Salem State University
601 S. Martin Luther King Jr. Drive
Winston-Salem, NC 27110

Dear Ms. McClinton:

The Winston-Salem State University (WSSU) Office of Internal Audit (IA) has completed its planned review of WSSU's budget process. The scope of the review was fiscal year 2024. The report that follows includes the results of the review. Other observations, considered minor or outside of the scope of our review, may be communicated to management by way of a management letter, risk monitoring memo, or verbally.

Respectfully submitted,

Rod Isom
Chief Audit Officer

cc: Bonita Brown, Chancellor
Latoya Wiley, Assistant Vice Chancellor for Financial Planning and Budget
Ivey Brown, General Counsel and Vice Chancellor for Institutional Integrity
Tiffany Turner Lynch, Chief Compliance and Risk Officer
Audit, Risk, and Compliance Committee, WSSU Board of Trustees

TABLE OF CONTENTS

	PAGE
EXECUTIVE SUMMARY	2
BACKGROUND, OBJECTIVE, AND SCOPE	3
RESULTS	4

EXECUTIVE SUMMARY

Based on the results of IA's annual risk assessment, an audit of WSSU's budget process was included in the annual audit plan. The budget process is a fundamental component of the university's planning and financial management, serving as a roadmap to allocate resources efficiently and achieve strategic goals. Given the university's financial constraints, a sound budget process should assist the university with Institutional Commitment 4, *Institutional Excellence* in helping to "build a climate of continuous improvement that informs decision making, service, and execution" and with university efforts towards mitigating a top enterprise risk, *Operational Efficiency*.

The objective of the review was to assess the effectiveness and efficiency of the budget process.

IA's review notes that the budget process and its transparency have improved under new leadership. No reportable observations were identified; however, concerns were noted around manual processes, user access, and strategic alignment. Recommendations were provided to management both in a management letter and verbally to improve operations.

BACKGROUND, OBJECTIVE, AND SCOPE

BACKGROUND:

Based on the results of IA's annual risk assessment, an audit of WSSU's budget process was included in the annual audit plan. The budget process is a fundamental component of the university's planning and financial management, serving as a roadmap to allocate resources efficiently and achieve strategic goals. Given the university's financial constraints, a sound budget process should assist the university with Institutional Commitment 4, *Institutional Excellence* in helping to "build a climate of continuous improvement that informs decision making, service, and execution."

The Department of Budget and Analysis (Budget) provides institutional support by translating the institution's ongoing operational needs, strategic goals, and objectives into an itemized and authorized fiscal plan for university operation. Budget gathers records and provides budgetary information to its constituents according to the policy of The University of North Carolina General Administration. In addition, Budget conducts ongoing analyses of university operations to identify areas of weakness and promote the implementation of best management practices ensuring efficiency and effectiveness throughout the university.

OBJECTIVE:

The objective of the review was to assess the effectiveness and efficiency of the budget process.

During the review, IA performed the following procedures:

- Reviewed university policies and procedures;
- Surveyed university employees;
- Interviewed university employees; and
- Examined relevant documents and records.

SCOPE:

The scope of the review was fiscal year 2024.

This report presents the results of IA's review.

RESULTS

The objective of the review was to assess the effectiveness and efficiency of the budget process. IA's review notes that the budget process and transparency have improved, however concerns were noted around manual processes and strategic alignment. Specifically, IA's review revealed the following:

- Survey results provided insights into the effectiveness and efficiency of the budget process among those with budget responsibilities. While most respondents revealed that the process is effective and efficient, others highlighted opportunities to improve transparency and to ensure budgets align with strategic goals.
 - *Survey results and recommendations were provided to management in a management letter to improve operations.*
- University leadership noted improvements in the most recent budget cycle regarding communication from the Budget Office, support for spending priorities, and users seem more empowered to effectively manage their budgets. While increased transparency was noted among some interviewees, others still indicated more transparency is needed, particularly regarding the availability of discretionary funds and the allocation of funding to support spending needs.
 - IA's review noted that efforts around increasing communication have occurred during fiscal year 2025 through a training series offered with multiple sessions throughout the year.
- While most interviewees found the budget process to be functional and generally meet their needs, some noted that the spreadsheet-intensive process does not offer desirable features such as dashboards and advanced query capabilities.
 - IA obtained and reviewed the budget process and noted there were many manual processes used in the Budget Office; however, the process is considered functional due to the efforts of the employees within the office.
 - *Recommendations were provided to management verbally to improve operations.*
- University leadership identified concerns that the budget may not be fully aligned with the university's strategic needs or there is a lack of clarity in how the budget aligns with the university's strategic priorities. It was noted that several factors could affect this opinion, including changes in leadership, recent funding reductions, and turnover in key positions that may result in inconsistent messaging.
 - *Recommendations were provided to management verbally to improve operations.*
- IA reviewed Banner user access within Budget and noted that two WSSU employees outside of Budget have system access through Financial Budget job categories.
 - *Recommendations were provided to management in a management letter to improve operations.*



WINSTON-SALEM
STATE UNIVERSITY

OFFICE OF INTERNAL AUDIT

Rod Isom, Chief Audit Officer

1600 Lowery Street, Winston-Salem, North Carolina 27110

(336) 750-2065 | internalaudit@wssu.edu

Memorandum

To: Dr. LaToya Wiley, Assistant Vice Chancellor for Financial Planning and Budget
From: Rod Isom, Chief Audit Officer *RF*
Date: December 23, 2024
Re: Management Letter concerning the Results of the Employee Survey related to the University Budget Process

The Winston-Salem State University (WSSU) Office of Internal Audit (IA) has completed a planned review of the budget process. To assess the process, IA issued a survey to key end users which included financial managers and Chancellor's Cabinet. The objective of our survey was to obtain feedback on the efficiency, effectiveness, and transparency of the process, and to identify significant successes and/or opportunities for improvement. Additionally, the survey was used to identify potential risks and remaining concerns.

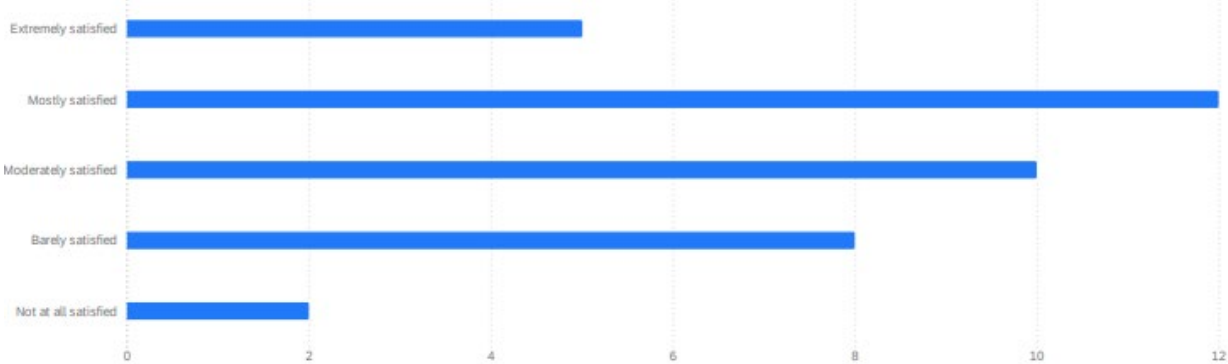
The budget process is a fundamental component of the university's planning and financial management, serving as a roadmap to allocate resources efficiently and achieve strategic goals. Given the importance of the budget process, IA in collaboration with the Budget Office, prepared a survey to identify what the Budget Office is doing well and what can be improved as it relates to the budget process. The survey, which allowed respondents to remain anonymous, was only issued to those identified with budget responsibilities, and revealed several insights. A survey gives the university the opportunity to gauge the effectiveness of their internal communications and implemented procedures, as well as provide a snapshot of the campus community's opinion on the budget process.

This communication addresses the results of the survey that yielded 37 responses. Results of the survey and many comments supported the efforts made by the Budget Office in the process. Notable compliments identified in the survey were identified around the timeliness and efficiency of the budget as well as the responsiveness and customer service. While majority of the respondents acknowledged that the process is generally effective in aligning financial resources with organizational goals, others highlighted opportunities to improve efficiency, transparency, and communication. Overall, the survey results underscore both strengths and

areas for improvement, suggesting a need to refine procedures and enhance engagement to ensure the budget process continues to meet organizational needs.

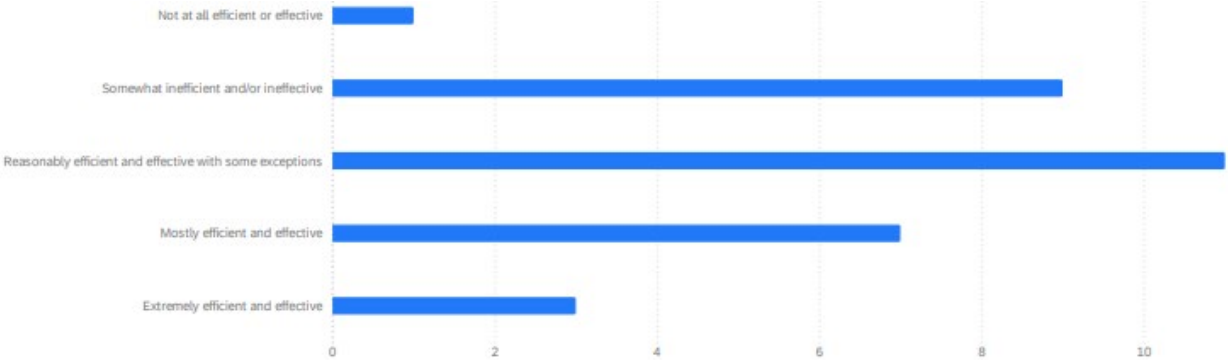
The survey results were as follows:

How satisfied are you with the current budget process and the support provided by the Budget and Analysis Office?



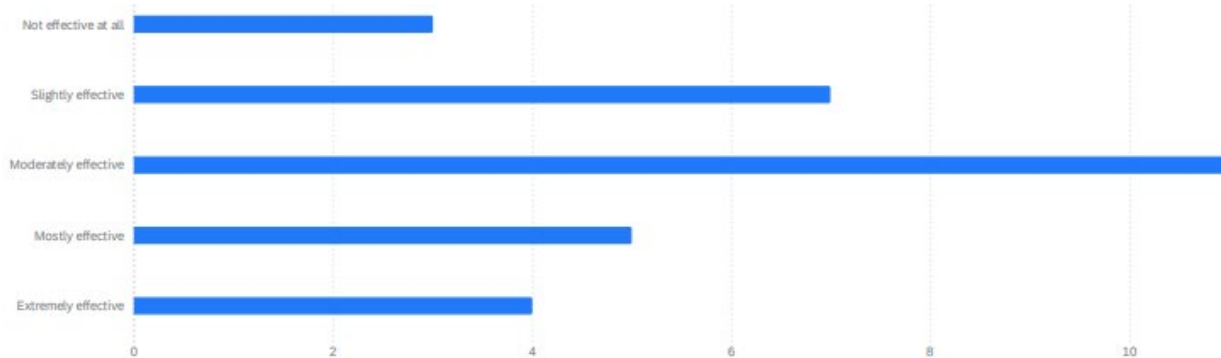
- Overall, the results were favorable with majority (73%) of the respondents indicating they were at least moderately satisfied, while 27% were barely satisfied or not at all satisfied. Specifically, majority of the respondents indicated they were “mostly satisfied”.

Is the budget process efficient and effective regarding the time and effort required, coordination among different areas, reasonable deadlines, etc.?



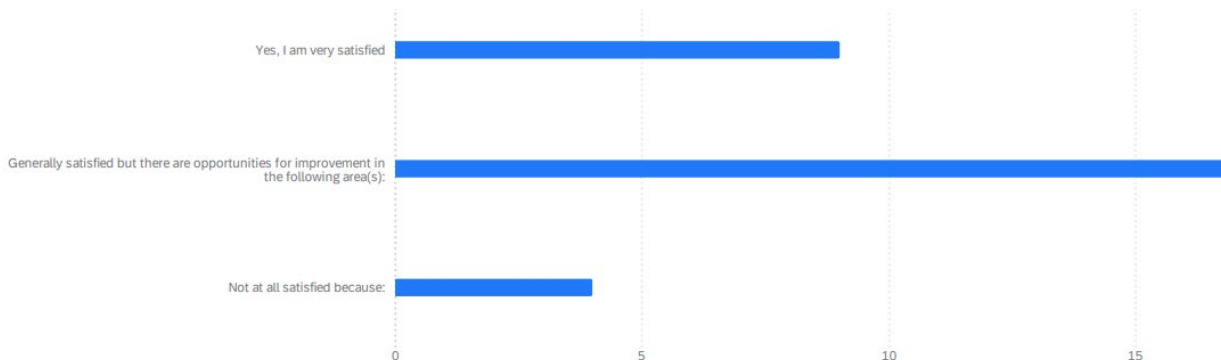
- The majority of responses (68%) were favorable and considered the budget process to be at least reasonably efficient and effective with some exceptions. Additionally, from the 32% of respondents that did not respond favorably, 29% considered the process to be somewhat inefficient and/or ineffective while only 3% considered the process to be not at all efficient or effective.

How effective is the budget process in allocating resources appropriately and equitably, and in supporting WSSU’s strategic initiatives?



- *The largest portion of respondents (37%) considered the budget process to be moderately effective in allocating resources appropriately and equitably. Additionally, 30% noted the process to be greater than moderately effective, whereas 33% indicated it was less than moderately effective.*

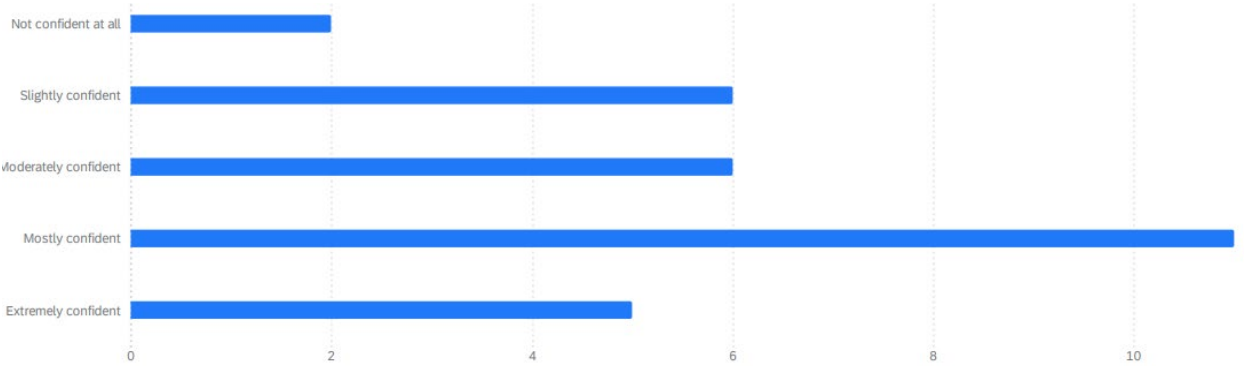
Does the budget information that you receive meet your needs? If not, please describe the challenge(s).



- *In terms of the budget information meeting the users’ needs, 30% were very satisfied, whereas 13% were not satisfied. Most respondents (57%) indicated they are generally satisfied but there are opportunities for improvement. For the respondents that selected generally satisfied or not at all satisfied, the following challenges were noted:*
 - *Tuition differential input; disclosure of fund balance and how to access the funding collected (student fees = 90% allocation rate);*
 - *More information about expenditures and receipts into funds are needed;*
 - *There is a delay between what you input in BOA Works and when it is reflected in your budget which can cause one to unintentionally overspend;*
 - *More training opportunities; conduct monthly or bi-monthly meetings internally for budget managers. Each respective department should receive training to assist with the multiple processes of creating and maintaining a budget;*

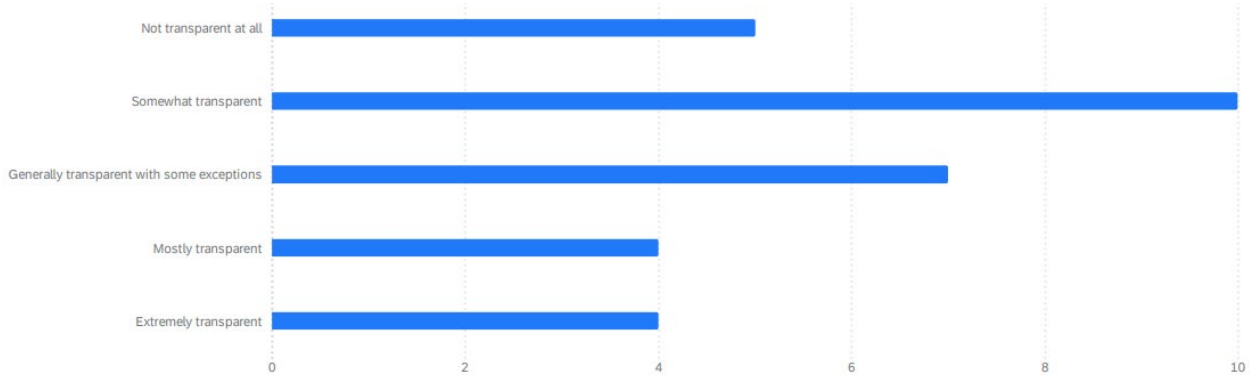
- *There is a general concern about the red tape involved in ordering and hiring;*
- *Prior to an order being placed by a department, the requisition must be reviewed and approved by a Budget Manager. It is at that point that the Budget Manager should determine whether the correct budgeted amount is available in the correct account number;*
- *Notification of fees and WC costs that will impact the budget; and*
- *Limited response to questions.*

How confident are you in the accuracy of the budget data provided?



- *Overall, the majority (74%) of the respondents indicated they were at least moderately confident in the accuracy of budget data, whereas 26% were either slightly confident or not confident at all. Specifically, majority of the respondents indicated they were “mostly confident”.*

Is the budget process transparent regarding how decisions affecting your area are made, and are you appropriately involved in those decisions?



- *In terms of transparency, 50% of respondents consider the process to be at least generally transparent with some exceptions, whereas 33% responded that the process was somewhat transparent and 17% indicated that they considered the process to be not transparent at all. Specifically, majority of the respondents indicated the process is “somewhat transparent”.*

What shortcomings, challenges, or opportunities for improvement do you see in the budget process?

Summarized and notable responses include:

- *Tuition differential was mentioned in a couple of instances as a difficulty in trying to budget for next year when amounts fluctuate each year and other concerns were noted that they do not know where tuition differential money goes in their department.*
- *No clear rationale for decisions after the budget request document has been returned. Many times, less funds are provided than requested and feedback is not given. There should be some sort of narrative provided to say how and why a department received the amount they received.*
- *Budgets are collapsed too quickly in the Spring and some expenses incurred may not be needed until March or April, if at all.*
- *Given the improved budget independence, additional training and patience should be provided to help each department be successful in this process. Some departments have never had a budget to work with and relied on Finance for everything. Now that this process is changing what is the ripple effect of said changes?*
- *Improved accounting is needed for grants in order to make better decisions.*

From your perspective, what are the positive aspects of the current budget process?

Summarized and notable responses include:

- *Budget was loaded on time and ready to go July 1st (SUPER; that was fantastic!);*
- *Effective and efficient;*
- *Very helpful budget office and responsiveness;*
- *Training and great customer service whenever needed;*
- *Communication;*
- *It has gotten better over the past few years. Prior to that, there was little coordination in a division about who gets what funding.*
- *Great improvement in the timeliness of request for budget as opposed to the very short turnaround windows given in the past; and*
- *There is an opportunity for student health fee increases based on the inflation of supplies and services.*

Do you have any additional questions, comments, or suggestions about your answers above, or about the budget process in general?

Summarized and notable responses include:

- *It would be helpful if the process were transparent;*
- *The Budget Office needs to meet with the departments with program differential and provide clear explanation and training. The Provost Office and Budget Office need to be clear on the program differential;*
- *Excellent / knowledgeable budget team; and*
- *The budget team is doing a great job, especially with having budgets loaded by July 1.*

Recommendations:

While majority of the respondents indicate that employees are generally satisfied with the efficiency and effectiveness of the budget process, in some cases conflicting answers were received. Many respondents noted that the process is transparent, and others were unhappy with the transparency. Budget leadership should assess the survey results to make necessary enhancements to the budget process. Additionally, consider the need for additional or pointed communication or additional training. Lastly, the Budget Office should consider periodically surveying the campus to assess service and needs.

Engagements completed by IA at WSSU are conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*, published by the Institute of Internal Auditors.

cc: Bonita Brown, Chancellor
Lisa McClinton, Vice Chancellor for Finance and Administration
Ivey Brown, General Counsel and Vice Chancellor for Institutional Integrity
Tiffany Turner Lynch, Chief Compliance and Risk Officer
Audit, Risk, and Compliance Committee, WSSU Board of Trustees



WINSTON-SALEM
STATE UNIVERSITY

OFFICE OF INTERNAL AUDIT

Rod Isom, Chief Audit Officer

1600 Lowery Street, Winston-Salem, North Carolina 27110

(336) 750-2065 | internalaudit@wssu.edu

Management Letter

To: Dr. LaToya Wiley, Assistant Vice Chancellor for Financial Planning and Budget
From: Rod Isom, Chief Audit Officer *RF*
Date: December 23, 2024
Subject: Management Letter concerning User Access

Based on the result of Internal Audit's (IA) annual risk assessment and other discussions with leadership, an audit of the budget process was included in the annual audit plan. The audit report of that review was issued to management in a separate communication on December 23, 2024.

During that review, it was noted that two university employees outside of the Budget Office (Budget) have access to Banner through Financial Budget job categories in the system. As management has compensating controls in place that identify changes or discrepancies within the system, we have not requested a written response related to the observation noted in this letter. However, the noted observation warrants management's continued attention provided that the following could lead to an increase in risk and reportable observations in the future if not effectively addressed.

The details are as follows:

1. Inappropriate Banner Access

Two WSSU employees that were not in the Budget Office had access to the Budget module of Banner through Financial job categories. As a result, the risks of unauthorized data access or error increase.

During the audit, a listing of employees with access to the Banner Financial Budget system (FIN_BUD_ASST and FIN_BUD_DIR) was provided and reviewed. The listing of employees

included 5 active¹ employees individuals with access to the system, however, only 3 of those individuals were Budget employees. The other two employees are employed within the School of Health Sciences and Institutional Assessment and Research, respectively.

Per management, a listing of employees that have access to the Budget module had not been provided so management was unaware that employees outside of the Budget Office had access to the system.

Criteria:

The *Instructions on How to Request Banner Finance Access through the RAMSupport Support Service Portal New User To Banner Finance Requestor Access* that is provided to users when they request Banner Finance training states “Campus users of Banner Finance for job category can only request FIN_DEPT_APPROVAL or FIN_DEPT_REQUISIT... All of the other job categories for Banner Finance belong to Finance and Administration positions at WSSU.”

The Committee of Sponsoring Organizations of the Treadway Commission (COSO) established a generally accepted framework for internal controls to improve organizational performance and governance. A fundamental concept of the framework is monitoring activities. An underlying principle of monitoring activities is that “The organization selects, develops, and performs ongoing and/or separate evaluations to ascertain whether the components of internal control are present and functioning.”

Recommendations:

- 1) Management should ensure that access to the Banner Financial Budget System is removed for the employees that are not in the Budget Office.
- 2) The Budget Office should perform regular reviews of user access to the Budget module of Banner Finance.

We thank you for your attention to these matters. Please contact us if you have any questions.

Engagements completed by IA are conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*, published by the Institute of Internal Auditors.

cc: Bonita Brown, Chancellor
Lisa McClinton, Vice Chancellor for Finance & Administration
Raisha Cobb, Associate Provost for Information Resources
Ivey Brown, General Counsel and Vice Chancellor for Institutional Integrity
Tiffany Turner Lynch, Chief Compliance and Risk Officer
Audit, Risk, and Compliance Committee, WSSU Board of Trustees

¹ Two additional individuals were identified as having FIN_BUD_ASST or FIN_BUD_DIR access, however, they are no longer active university employees and their accounts are no longer active.

OFFICE OF INTERNAL **A**UDIT

REPORT

PCARD/TCARD ANALYTIC



AUDIT TEAM

Cory Billings, Audit Manager
Robert T. Davis III, Investigative Auditor

December 19, 2024

WINSTON-SALEM STATE UNIVERSITY

Committed to Excellence

Rod Isom, Chief Audit Officer

Institutional Values

As a community of learners, we uphold certain basic values that inform our thinking and guide our behaviors.

“Ramily” Matters

We care, serve, and inspire.

Be Fair

We are impartial and create unique opportunities for all to succeed.

Bring Your “A” Game

We exceed expectations because excellence is our standard.

Do the Right Thing

We act consistently with honor.

Create the Future

We challenge norms by generating fresh ideas and inventing new realities.

WINSTON-SALEM STATE UNIVERSITY



Engagements completed by the Office of Internal Audit are conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*, published by the Institute of Internal Auditors.



WINSTON-SALEM STATE UNIVERSITY

OFFICE OF INTERNAL AUDIT

Rod Isom, Chief Audit Officer

1600 Lowery Street, Winston-Salem, North Carolina 27110

(336) 750-2065 | internalaudit@wssu.edu

December 19, 2024

Lisa McClinton
Vice Chancellor for Finance and Administration
Winston-Salem State University
601 S. Martin Luther King Jr. Drive
Winston-Salem, NC 27110

Dear Ms. McClinton:

The Winston-Salem State University (WSSU) Office of Internal Audit (IA) has completed its planned review of Winston-Salem State University's (WSSU) Purchasing Card (P-Card) and Travel Card (T-Card) activity. The scope of the review was Fiscal Year 2024. The report that follows includes the results of the review. Other observations, considered minor or outside of the scope of our review, will be communicated to management by way of a management letter, risk monitoring memo, or verbally.

Respectfully submitted,

Rod Isom
Chief Audit Officer

cc: Bonita Brown, Chancellor
Dana Dupree, Associate Vice Chancellor for Finance and Administration
Richard Fleming, Director of Purchasing
Ivey Brown, General Counsel and Vice Chancellor for Institutional Integrity
Tiffany Turner Lynch, Chief Compliance and Risk Officer
Audit, Risk, and Compliance Committee, WSSU Board of Trustees

TABLE OF CONTENTS

	PAGE
EXECUTIVE SUMMARY	2
BACKGROUND, OBJECTIVE, AND SCOPE	3
RESULTS	4

EXECUTIVE SUMMARY

Based on the results of IA's annual risk assessment and other discussions with leadership, a review of WSSU's P-Card and T-Card activity was identified as a key risk area or area of focus. Inadequate monitoring of P-Card and T-Card activity increases the risk of fraud, misuse, or wasteful spending. Proactively reviewing P-Card and T-Card practices should also assist the university in demonstrating compliance with the UNC System Office *Regulation on University Procurement and Purchasing Card Programs* adopted on 11/7/24.

The objective of the review is to provide limited assurance of P-Card and T-Card activity through data analytics to detect fraud, waste, or abuse.

IA's review did not result in any observations of employee fraud, waste, or abuse of P-Cards or T-Cards. Purchasing (for P-Card) and Disbursement Services (for T-Card) have guidelines in place to govern employee use of P-Cards and T-Cards, and processes to monitor card activity. Maintaining an effective P-card and T-card process aligns with the university strategic goals as it relates to Institutional Commitment 4, *Institutional Excellence*, as well as assist the university with risk mitigation efforts toward a top enterprise risk, *Operational Efficiency*.

BACKGROUND, OBJECTIVE, AND SCOPE

BACKGROUND:

Based on the results of IA's annual risk assessment and other discussions with leadership, a review of WSSU's P-Card and T-Card activity was identified as a key risk area or area of focus. Inadequate monitoring of P-Card and T-Card activity increases the risk of fraud, misuse, or wasteful spending. Proactively reviewing P-Card and T-Card practices should also assist the university in demonstrating compliance with the UNC System Office *Regulation on University Procurement and Purchasing Card Programs* adopted on 11/7/24.

The P-Card process is overseen by the Purchasing Department. The Purchasing Department strives to assist customers by identifying, selecting, and acquiring quality goods and services at competitive pricing. The P-Card is a standard Visa card issued to an employee, empowering this person to purchase goods and services on behalf of the University. The T-Card process is overseen by Disbursement Services. The primary purpose of the Disbursement Services unit is to pay vendor invoices, employee reimbursements, and travel expenditures efficiently and accurately. The T-Card is a standard Visa card issued to an employee that is used for travel purposes.

OBJECTIVE:

The objective of the review is to provide limited assurance of P-Card and T-Card activity through data analytics to detect fraud, waste, or abuse.

To conduct the review, IA performed the following procedures:

- Reviewed university policies and procedures;
- Interviewed university employees;
- Examined relevant documents and records; and
- Performed analytical procedures related to P-Card and T-Card activity.

SCOPE:

The scope of the review was P-Card and T-Card activity during fiscal year 2024.

This report presents the results of IA's review.

RESULTS

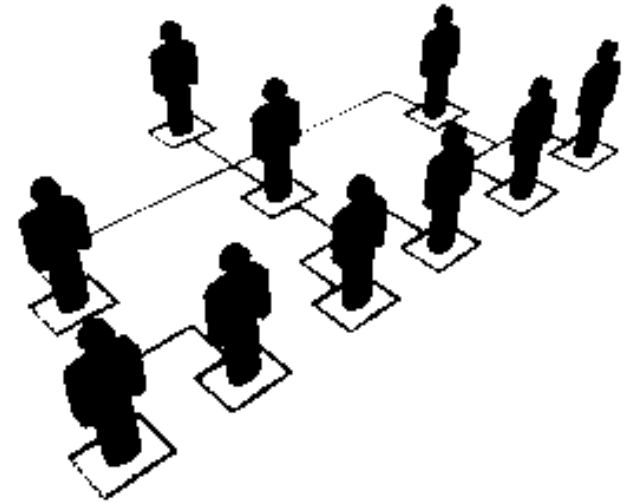
The objective of the review was to provide limited assurance of P-Card and T-Card activity through data analytics to detect fraud, waste, or abuse. IA's review did not result in any observations of employee fraud, waste, or abuse of P-Cards or T-Cards. Purchasing (for P-Card) and Disbursement Services (for T-Card) have guidelines in place to govern employee use of P-Cards and T-Cards, and processes to monitor card activity. Specifically, IA's review revealed the following:

- P-Card and T-Card amounts for FY24 were \$3,372,264.62 (149 cardholders and 6,076 total purchases) and \$1,642,498.18 (279 cardholders and 5,019 total purchases) respectively.
- Purchasing and Disbursement Services monitor card activity manually for instances of noncompliance or improper usage.
 - IA provided Purchasing and Disbursement Services with an analytic tool that was designed to enhance the review of P-Card and T-Card activity.
- The support for P-Card and T-Card activity is documented in the Bank of America Works (Works) system.
 - Transaction details, supporting documentation, and manager/supervisor sign off records are documented in Works.
- IA's examined data in Works and a listing of terminated employees and noted that no terminated employees held an active P-Card or T-Card.

While IA's review did not result in any reportable observations, given the associated risk and as the persons responsible for monitoring P-Card and T-Card activity, IA is writing to encourage you to exercise greater than routine vigilance to ensure the appropriate controls are in place to mitigate risks.

Internal Audit Operations Update

- IA Student Success Program (IA's Awareness & Outreach Strategic Initiative)
 - IA Student Success Program, which is part of IA's student engagement efforts, is a student intern/student employment opportunity that provides students industry experience and an opportunity to build and enhance communication, critical thinking, and problem-solving skills.
 - Collaborative effort with the Department of Accounting, Economics, & Finance
 - IA has onboarded two students in the department for the Spring
 - ❖ Mr. Asaiah Leggett
 - ❖ Mr. Adereyan Martin



OTHER ACTIVITIES & MATTERS

External Quality Assessment Review (QAR):

IA onsite portion of the QAR has been completed, and the draft report has been issued. The assessment is a requirement of the audit standards, that takes place every **5 years** and ensures conformance.



OTHER ACTIVITIES & MATTERS

Update on the New Global Internal Audit Standards:

- The new Global Internal Audit Standards, which governs IA practices, became effective January 2025. As part of the new standards, a strategic plan for IA must be in place and our new plan is enclosed. IA's strategic plan was developed by soliciting feedback from senior management and the board, conducting a SWOT analysis, and assessing periodicals and third-party reports developed by experts identifying trends and best practices for the audit profession. IA's new strategic plan is designed to assist the audit function with evolving and enhancing the value provided to the university. *See the associated strategic plan.*
- The new standards also identify essential conditions, which are part of Domain III, "Governing the Internal Audit Function", which are activities of the board and senior management that enable the internal audit function's success. Thus, the board, senior management, and internal audit have a unique partnership in driving organizational success. Domain III consists of three principles and nine standards. See the associated *Essential Relationship with Board document.*

OTHER ACTIVITIES & MATTERS

Annual Risk Assessment:

IA will be commencing their annual risk assessment process this quarter which allows the unit to assess the current risk landscape and update the audit plan which will be presented to ARCC for review and approval next quarter.

Based upon risk management professionals and experts, for 2025, two of the top three risks for executive perspectives as well as the higher education industry:

- ❖ Cybersecurity
- ❖ Talent Management.

See the associated risk documents.



OFFICE OF INTERNAL AUDIT STRATEGY



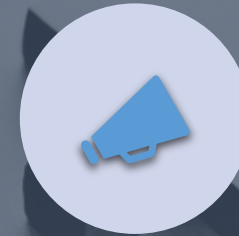
OPTIMAL RISK
COVERAGE



TALENT
MANAGEMENT



QUALITY AUDIT
EXECUTION &
ENGAGEMENT



AWARENESS &
OUTREACH



DATA &
TECHNOLOGY

IA STRATEGIC PLAN

(FY2025 – FY2028)

The Office of Internal Audit (IA) strives to be a high performing unit, who propels the university forward by challenging the status quo. IA's strategic plan is designed to **support** the strategic objectives and success of the **university**. Through communication and engagement, the goal is to ensure the plan aligns with the **expectations** of the board, senior management, and other key stakeholders and will be assessed and updated as needed every three years which allows for **continuous growth** of the function.

The purpose of IA is to **strengthen** the university's ability to create, protect, and **sustain** value by providing the board and management with independent, risk-based, and objective assurance, advice, insight, and foresight.

Internal auditing is an **independent, objective** assurance and consulting activity designed to **add value** and **improve** an organization's operations. It **helps** an organization accomplish its objectives by bringing a systematic, **disciplined** approach to evaluate and improve the effectiveness of risk management, control and governance processes.

IA STRATEGIC PLAN

VISION:

To be recognized as a **trusted advisor** for the university by assisting management with **improving** operations, **achieving** strategic success, and **enhancing** value through high quality services.

VALUES:

- Demonstrate integrity,
- Communicate effectively,
- Demonstrate courage,
- Ensure competency,
- Continuously seek improvement,
- Maintain respect, and
- Support each other (team)

IA STRATEGIC SUMMARY

- **Goal 1: Optimal Risk Coverage** - Effectively identify the best use of limited audit resources with collaboration of other assurance providers to maximize coverage of key risk areas.
- **Goal 2: Talent Management** - Employ and maintain a highly-effective team that possess the skill set to optimize the services of the audit function by keeping pace with risk
- **Goal 3: Quality Audit Execution & Engagement** - Employ effective and high-quality practices that comply with auditing standards and promote efficient use of limited resources.
- **Goal 4: Awareness & Outreach** - Increase awareness of the audit function by providing valuable resources and education to the campus community that assist the campus in meeting their objectives.
- **Goal 5: Data & Technology** - Increase the use of data and technology to streamline audit practices and enhance audit capabilities to deliver deeper insights into information and risks

GOAL 1 - OPTIMAL RISK COVERAGE

Effectively identify the best use of limited audit resources with collaboration of other assurance providers to maximize coverage of key risk areas.

- *Task 1 – Prepare the audit plan based upon annual risk assessment over all major functional areas.*
 - ❖ **Measures:** Annual audit coverage of key risks and major functional areas.
 - Target: Annual audit plan to include audits and engagements in at least six of the 11 major functional areas (Governance and Leadership, Academic Affairs, Student Affairs, Finance & Administration, Human Resources, Information Technology, Advancement, Marketing & Communications, Athletics, Facilities, Campus Safety)
 - Target: Risk assessment conducted in 100% of the 11 major functional areas annually
- *Task 2 – Use data to proactively assist with continuous monitoring of key risk areas.*
 - ❖ **Measure:** Key performance indicators identified by management
 - Target: Assist management with developing at least one dashboard or monitoring report for risk mitigation purposes and trend analysis

GOAL 1 - OPTIMAL RISK COVERAGE

Effectively identify the best use of limited audit resources with collaboration of other assurance providers to maximize coverage of key risk areas.

- *Task 3 – Coordinate with other assurance functions, internally and externally, to enhance risk coverage and minimize duplication.*
 - ❖ **Measures:** Assurance map of top risks.
 - Target: Ensure assurance map has identified coverage of top 5 risks annually
 - ❖ **Measure:** Collaborative risk assessment
 - Target: Annual risk assessment discussions are coordinated with ERM
- *Task 4 – Collaborate with management to identify opportunities to expand audit’s advisory services.*
 - ❖ **Measure:** Advisory engagement projects
 - Target: Complete at least two advisory projects annually

GOAL 2 – TALENT MANAGEMENT

Employ and maintain a highly-effective team that possess the skill set to optimize the services of the audit function by keeping pace with risk .

- *Task 1 – Provide routine feedback to auditors during and after audit engagements and complete formal evaluations annually.*
 - ❖ **Measures:** Post-engagement evaluations are completed timely.
 - Target: Written feedback provided within 10 days of the audit report date
 - ❖ **Measure:** Annual staff performance evaluations
 - Target: 100% of evaluations are completed on time with a good rating or higher
- *Task 2 – Develop training goals for each staff member and support individual growth strategy.*
 - ❖ **Measure:** Number of professional development hours obtained
 - Target: Each staff member must obtain at least 30 hours of CPE annually
 - ❖ **Measure:** Talent development plan
 - Target: Each team member develops an annual talent growth strategy at the beginning of each performance cycle

GOAL 2 – TALENT MANAGEMENT

Employ and maintain a highly-effective team that possess the skill set to optimize the services of the audit function by keeping pace with risk .

- *Task 3 – Ensure team is appropriately resourced to meet the demands and expectations of management and key stakeholders.*
 - ❖ **Measures:** Staff Analysis.
 - Target: Internal staffing Analysis completed by 6/30/25
 - Target: External staffing analysis completed by 6/30/27
- *Task 4 – Promote professional association involvement and pursuit of certifications.*
 - ❖ **Measure:** Certifications obtained and maintained
 - Target: All staff members must hold at least one professional certification and be in good standing (Note that new hires without a certification will have three years from their date of hire to obtain a certification.).

GOAL 2 – TALENT MANAGEMENT

Employ and maintain a highly-effective team that possess the skill set to optimize the services of the audit function by keeping pace with risk .

- *Task 5 – Ensure succession and continuity planning is in place.*
 - ❖ **Measures:** Succession Plan.
 - Target: IA leadership succession plans completed by 6/30/25
 - Target: IA leadership succession plans are reviewed and updated annually
 - ❖ **Measure:** Continuity Plans
 - Target: IA continuity of operations are reviewed and updated annually
- *Task 6 – Ensure team members feel valued by fostering inclusion, encouraging engagement, and promoting wellbeing.*
 - ❖ **Measure:** 1-on-1 wellness meetings with team members
 - Target: CAO meet quarterly individually with team members
 - ❖ **Measure:** Team bonding and engagement
 - Target: One offsite team event each year

GOAL 3 – QUALITY AUDIT EXECUTION & ENGAGEMENT

Employ effective and high-quality practices that comply with auditing standards and promote efficient use of limited resources.

- *Task 1 – Formalize agile auditing practices to increase efficiency and effectiveness.*
 - ❖ **Measures:** Agile Audit Framework
 - Target: Prepare framework by 6/30/25
- *Task 2 – Monitor completion of audit plan.*
 - ❖ **Measure:** Audit plan completion percentage
 - Target: 80% annually
- *Task 3 – Audit reports are issued timely to management.*
 - ❖ **Measure:** Total engagement time from audit planning to report issue date
 - Target: Average of 100 days from plan to draft report

GOAL 3 – QUALITY AUDIT EXECUTION & ENGAGEMENT

Employ effective and high-quality practices that comply with auditing standards and promote efficient use of limited resources.

- *Task 4 – Ensure successful implementation of value-added recommendations.*
 - ❖ **Measures:** Follow-up reviews
 - Target: The annual recommendation implementation rate equals 90%
- *Task 5 – Ensure engagements are of good quality and meets client’s expectations.*
 - ❖ **Measure:** Satisfaction surveys
 - Target: A survey will be issued for 100% of engagements
 - Target: Surveys received should have an overall favorable rating
 - ❖ **Measure:** Quality assurance and improvement program (QAIP)
 - Target: Annual internal assessments will support conformance
 - Target: All engagements should receive a quality assessment review within 30 days of the final report issuance date

GOAL 4 – AWARENESS & OUTREACH

Increase awareness of the audit function by providing valuable resources and education to the campus community that assist the campus in meeting their objectives.

- *Task 1 – Conduct campus trainings to assist with risk mitigation and office awareness.*
 - ❖ **Measures:** Trainings offered
 - Target: Two trainings will be offered annually
- *Task 2 – Participate in university/system-wide meetings to enhance collaboration, maintain trusted partnerships, and assist with risk mitigation.*
 - ❖ **Measure:** University committees and meetings
 - Target: Attend board meetings annually
 - Target: Ensure office representation on key strategic committees
 - Target: Integrate IA onboarding as part of new employee orientations
- *Task 3 – Create opportunities for student engagement to assist improving student success.*
 - ❖ **Measure:** Number of student focused initiatives
 - Target: At least 1 student intern per year
 - Target: At least 1 student activity per year

GOAL 5 – DATA & TECHNOLOGY

Increase the use of data and technology to streamline audit practices and enhance audit capabilities to deliver deeper insights into information and risks.

- *Task 1 – Enhance the use of audit’s software and maximize features to improve audit effectiveness and efficiencies and minimize the use of spreadsheets.*
 - ❖ **Measures:** Use of audit software support center
 - Target: Implement two strategic initiatives annually
 - ❖ **Measures:** Automation and minimization of spreadsheets
 - Target: Identify a key practice to automate annually
- *Task 2 – Enhance audit effectiveness and influence by leveraging advanced data analytics.*
 - ❖ **Measure:** Data analytics framework
 - Target: Develop data analytic framework by 6/30/25
 - Target: At least one project each year should contain data analytics
- *Task 3 – Artificial Intelligence – Integrate Artificial Intelligence (AI) practices within the audit process to enhance efficiency.*
 - ❖ **Measure:** Audit procedures using AI capabilities
 - Target: Integrate AI into planning for engagements by 6/30/25

Global Internal Audit Standards

The Essential Relationship
Between the Board and
the Internal Audit Function:
Opportunities for Board Engagement



The Institute of
Internal Auditors

The Importance of Internal Auditing

An effective internal audit function will enhance:



The board's ability to exercise its oversight responsibilities.



Senior management's ability to achieve organizational objectives.



The organization's ability to create, protect, and sustain value.

Thus, the board, senior management, and internal audit have a unique partnership in driving ***organizational success***.

All three parties must support each other to enable that success.



Enabling Effective Internal Auditing



Key to successful achievement of organizational objectives.



Appropriate governance arrangements enable internal audit to fulfill expectations.



The board and senior management are essential to the internal audit function's success.



“Essential conditions” build an effective partnership between the board, senior management, and the CAE.

Governing the Internal Audit Function

Principle 6 – Authorized by the Board

The board establishes, approves, and supports the mandate of the internal audit function.

Principle 7 – Positioned Independently

The board establishes and protects the internal audit function's independence and qualifications.

Principle 8 – Overseen by the Board

The board oversees the internal audit function to ensure the function's effectiveness.



What We Need from You –

Principle 6 Authorized by the Board

- ❖ Determine the appropriate authority, role, and responsibilities of the internal audit function (internal audit mandate).
- ❖ Approve charter, plan, budget, and resource plan.
- ❖ Ensure the CAE reports to a level that allows internal audit to fulfill its mandate.
- ❖ Specify that internal audit should have unrestricted access to data, records, information, personnel, and physical properties.
- ❖ Inquire whether any restrictions exist that limit the internal audit function's ability to carry out its responsibilities.
- ❖ Meet periodically with the CAE in private.

What We Need from You –

Principle 7 – Positioned Independently

- ❖ A direct reporting relationship with the CAE and the internal audit function.
- ❖ Authorize the appointment and removal of the CAE.
- ❖ Engage with senior management to appoint a qualified, competent CAE to manage the internal audit function.
- ❖ Provide input to support the CAE's performance evaluation and remuneration.
- ❖ Approve CAE roles or responsibilities beyond the scope of internal auditing.
- ❖ Establish appropriate safeguards if CAE roles and responsibilities impair the internal audit function's independence.

What We Need from You

Principle 8 – Overseen by the Board

- ❖ The board's perspective on organizational strategies, objectives, and risks to assist the CAE with determining internal audit priorities.
- ❖ Set expectations with the CAE for:
 - The frequency with which the board wants to receive communications from the CAE.
 - The criteria for determining which issues should be escalated to the board.
 - The process for escalating matters of importance to the board.

What We Need from You

Principle 8 – Overseen by the Board *(continued)*

- ❖ Discuss any disagreements with senior management or other stakeholders.
- ❖ Collaborate with senior management to ensure internal audit has sufficient resources.
 - Consider the impact of insufficient resources on the internal audit mandate and plan.
 - Engage with senior management and the CAE on a solution if resources are determined to be insufficient.

What We Need from You

Principle 8 – Overseen by the Board *(continued)*

- ❖ Discuss the QAIP with the CAE.
- ❖ Approve internal audit's performance objectives at least annually.
- ❖ Assess the effectiveness and efficiency of the internal audit function.
- ❖ Discuss an EQA of the internal audit function conducted by an independent, qualified assessor or assessment team.
- ❖ Collaborate with the CAE to determine the scope and frequency of the EQA.
- ❖ Review and approve the CAE's plan for an EQA.
- ❖ Receive EQA results from the assessor.
- ❖ Review and approve the CAE's plans to address deficiencies and opportunities for improvement.
- ❖ Approve a timeline for action plan completion and monitor progress.

Summary



An effective internal audit function enables good corporate governance and the organization's ability to create, protect, and sustain value.



A partnership among the board, senior management, and the CAE is critical to achieving effective internal auditing.



The Global Internal Audit Standards require much from the CAE that, if achieved, will result in an effective internal audit function.



The board and senior management provide necessary support to the CAE and enable effective internal auditing.



COPYRIGHT NOTICE

The Global Internal Audit Standards and related materials are protected by copyright law and are operated by The Institute of Internal Auditors, Inc. (“The IIA”). ©2024 The IIA. All rights reserved.

No part of the materials including branding, graphics, or logos, available in this publication may be copied, photocopied, reproduced, translated or reduced to any physical, electronic medium, or machine-readable form, in whole or in part, without specific permission from the Office of the General Counsel of The IIA, copyright@theiia.org. Distribution for commercial purposes is strictly prohibited.

For more information, please read our statement concerning copying, downloading and distribution of materials available on The IIA’s website at www.theiia.org/Copyright.

EXECUTIVE PERSPECTIVES ON TOP RISKS for the Near- and Long-Term

Stay Future-Ready with Global Risk Insights

Organizations are facing an increasingly complex and uncertain landscape. Now more than ever, it's essential to anticipate global risks and adopt a proactive, strategic approach.

2- TO 3-YEAR OUTLOOK

TOP 10 RISKS

- 1 Economic conditions, including inflationary pressures
- 2 Cyber threats
- 3 Ability to attract, develop and retain top talent, manage shifts in labor expectations, and address succession challenges
- 4 Talent and labor availability
- 5 Increases in labor costs
- 6 Heightened regulatory change, uncertainty and scrutiny
- 7 Third-party risks
- 8 Rapid speed of disruptive innovations enabled by new and emerging technologies and/or other market forces
- 9 Adoption of AI and other emerging technologies requiring new skills in short supply
- 10 Emergence of new risks from implementing artificial intelligence

10-YEAR OUTLOOK

TOP 3 MACROECONOMIC RISKS

- 1 Economic conditions, including inflationary pressures
- 2 Talent and labor availability
- 3 Increases in labor costs

TOP 3 STRATEGIC RISKS

- 1 Heightened regulatory change, uncertainty and scrutiny
- 2 Rapid speed of disruptive innovations enabled by new and emerging technologies and/or other market forces
- 3 Adoption of AI and other emerging technologies requiring new skills in short supply

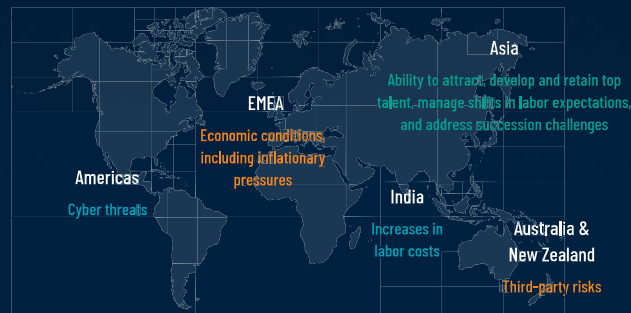
TOP 3 OPERATIONAL RISKS

- 1 Cyber threats
- 2 Ability to attract, develop and retain top talent, manage shifts in labor expectations, and address succession challenges
- 3 Third-party risks

REGIONAL PRIORITIES

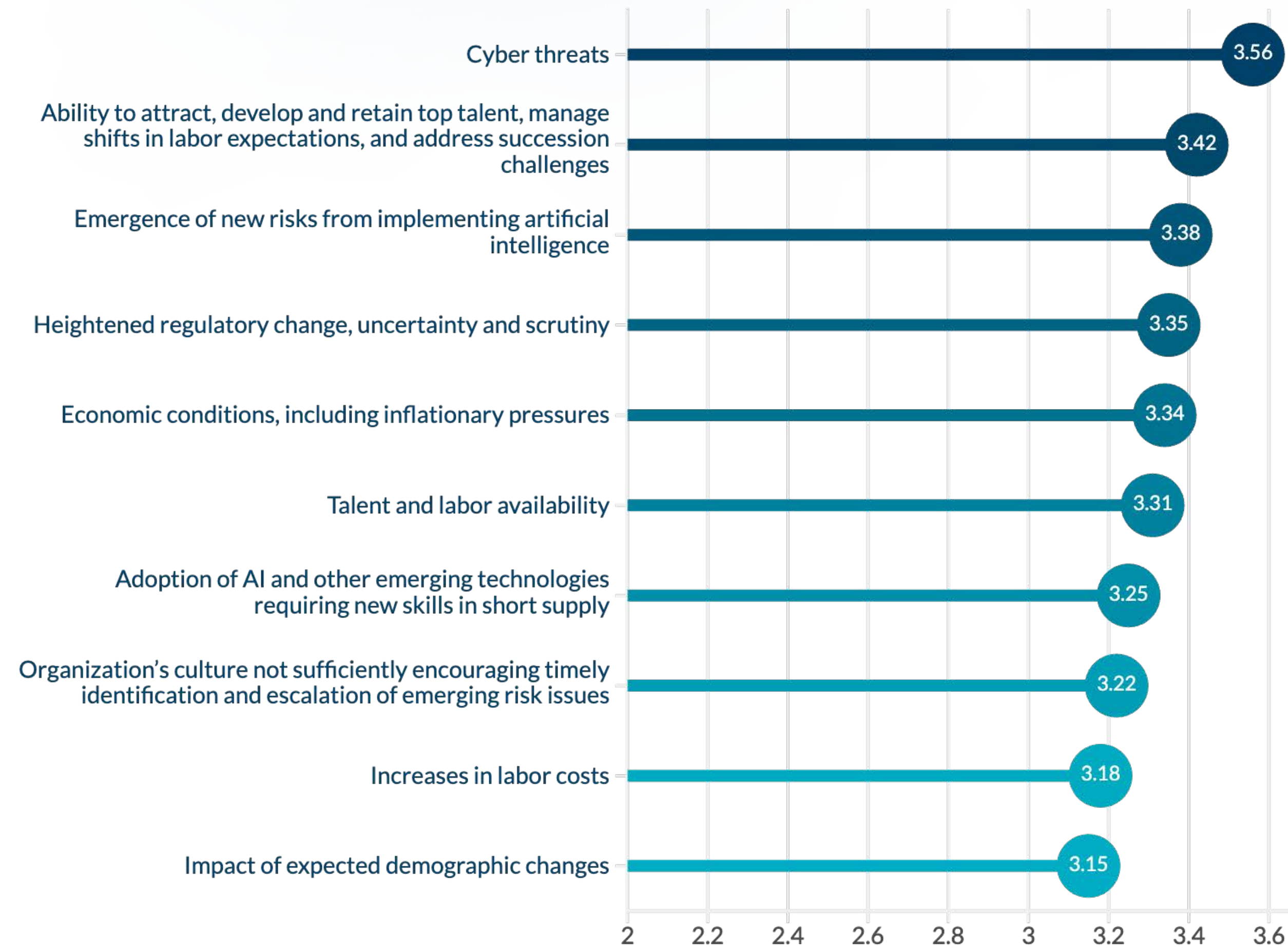
Economic instability and inflation dominate near-term risk rankings across all geographies. Widespread concern reflects the integrated nature of global commerce.

A consolidated view of the No. 1 leading risk by region indicates a shared perspective.



Not-for-Profit and Higher Education — near-term outlook

Figure 27A: Top 10 near-term risks



Not-for-Profit and Higher Education — long-term outlook

Figure 27B: Macroeconomic

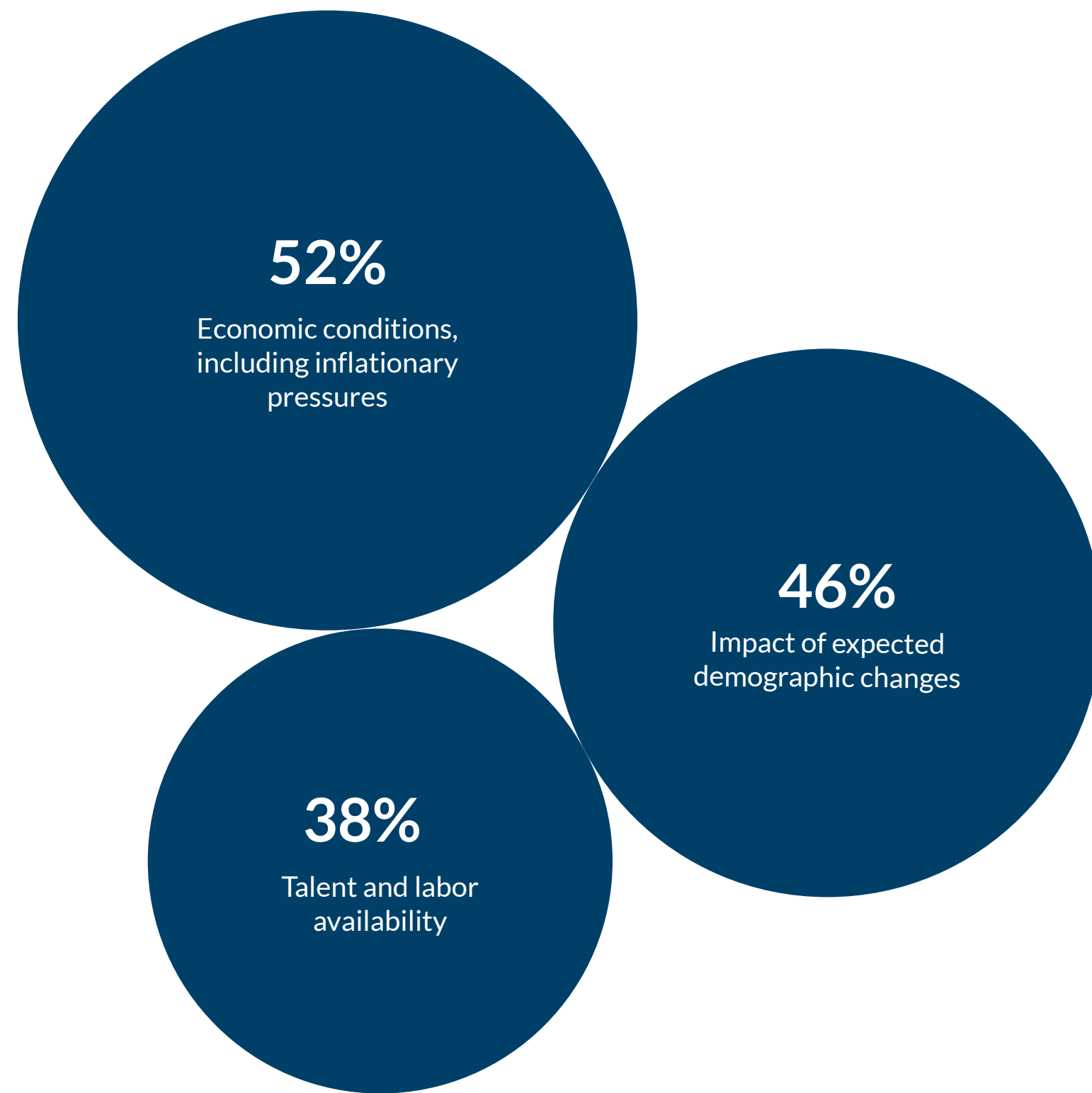


Figure 27C: Strategic

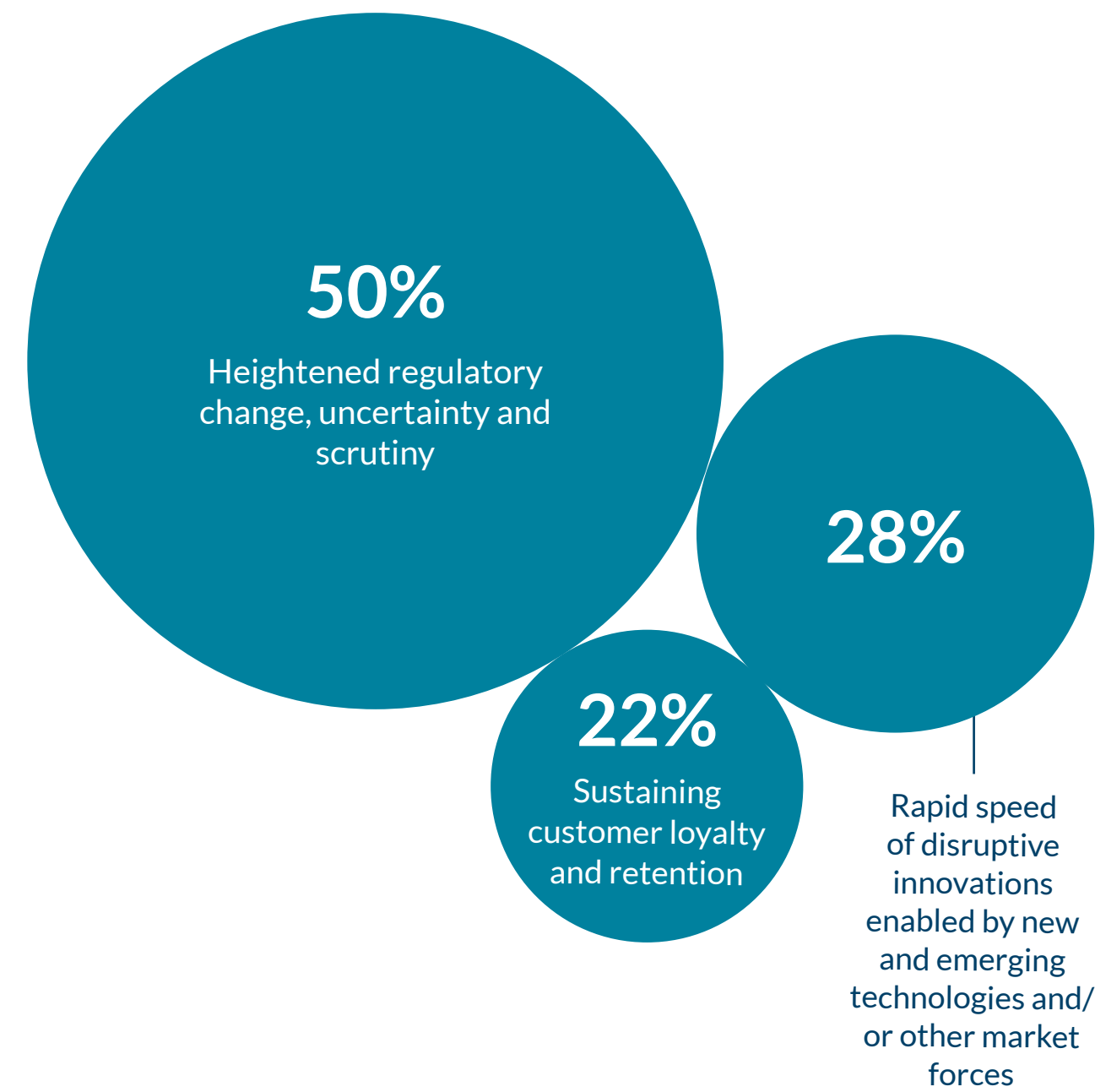
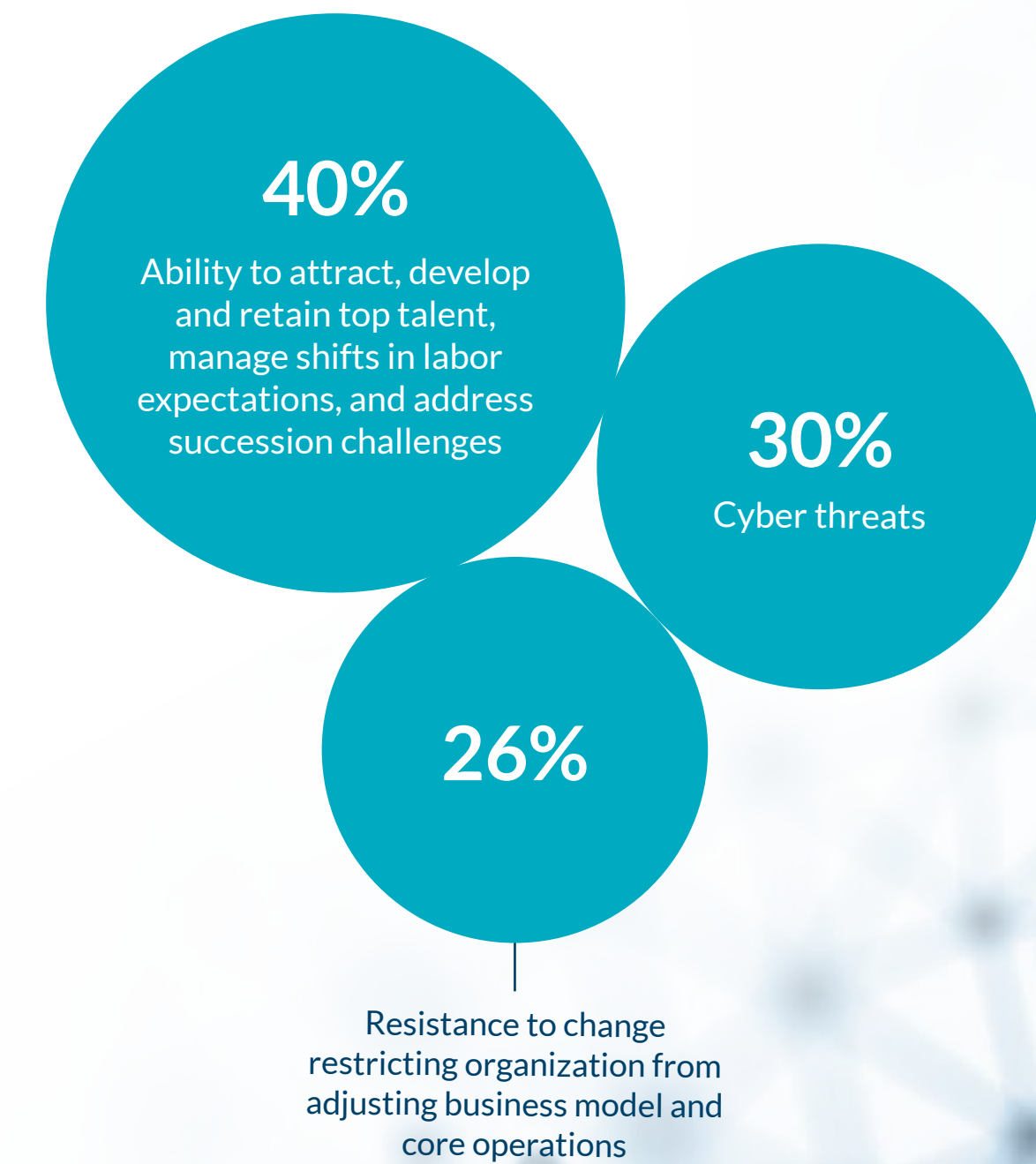


Figure 27D: Operational



Note: Respondents were asked to identify the “top two” risks in each category (macroeconomic, strategic, operational) separately. That is, respondents identified six risks (two in each category) as “top two” risks. For each category, the three risk issues (including ties) receiving the most responses by percentage are shown.



WSSU BOT Academic and Student Experience Committee Meeting

Winston-Salem State University

Thursday, March 13, 2025 at 11:00 AM EDT to Thursday, March 13, 2025 at 12:15 PM EDT

Agenda

I. Call to Order

Presenter: Robert Barr

II. Conflict of Interest Statement

All board members are reminded of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest as required by this Act. Each member has received the agenda and related information for this Board of Trustees' meeting. If any board member knows of any conflict of interest or appearance of conflict with respect to any matter coming before the Board of Trustees at this meeting, the conflict or appearance of conflict should be identified at this time

III. Roll Call

1. Robert Barr -Chair
2. Brent Moore - Vice Chair
3. L'Tanya Bailey
4. Tyrone McNair, Jr.
5. Laura Gerald
6. Pam Oliver
7. Ricky Sides

IV. Action Item | Approval of Meeting Notes from December 5, 2024 Academic Affairs Committee

V. Action Item | Endorsement of Promotion and Tenure Recommendations

VI. Action Item | Endorsement of Emerita Faculty Recommendation

VII. Information and Discussion Item | Presentation on Student Career Expo

VIII. Information and Discussion Item | Academic Affairs Update from Provost McKenzie

IX. Informational Item | WSSU Proposed Peer List

X. Informational Item | Report on 120+ Credit Hour Programs

XI. Closed Session

Following a successful motion to convene in closed session, the Board will discuss the following matters.

A. Action Item | Endorsement of Honorary Degree Nominations
XII. Adjournment

WINSTON-SALEM STATE UNIVERSITY
Office of the Provost
Academic Affairs Division

MEETING NOTES

Academic Affairs Committee of the Board of Trustees
December 5, 2024

Board members present: Robert Barr, L'Tanya Bailey, Anthony Graham (ex-officio), Alex Johnson, Kathleen Kelly, Bill Miller, Brent Moore, Ricky Sides, Tyrone McNair, Jr. and Carlos Pauling. A quorum was present.

University staff present: Leslee Battle, Ivey Brown, Manju Bhat, Montrale Boykin, Steffany Gallman, Haley Gingles, Frank Ingram, Richard Davis, Edward Shealy, Etienne Thomas, Latoya Wiley, Keisha Rogers, Kinard Douthit, Angela Blue, Kimberly Reese, Charles Parrott, Cheryl Pollard, Shawn Holt, Lamonica Sloan-Wilhelmi, Lisa McClinton, Shannon Henry, London Mickle, Tiffany Turner-Lynn, Tony Artimisi, Deidra Gillard, Shawn Odum, Kelley Mills, Orlando Mitchell and Dionne Evans.

1. Robert Barr called the meeting to order at 9:45 a.m.
2. Robert Barr read the Conflict-of-Interest Statement.
3. Frank Ingram completed the roll call. A quorum of board members was present.
4. Robert Barr motioned, and Brent Moore seconded the motion to approve the minutes from the June 12, 2024, committee meeting. The motion was approved.
5. The Chair of the Faculty Senate, Dr. Keisha Rogers, provided these updates during her report:
 - The approval of The Faculty Handbook on May 7, 2024; however, current edits are underway to include the College of Business and Entrepreneurship, which was established during the summer.
 - The Faculty Workload Policy, which provides flexibility while aligning with the UNC System policy and the Institutions mission. The he policy also considers faculty teaching, scholarship, and service activities.

- The Succession Planning for Faculty Senate, that fosters continuity of leadership, development and retention, strategic alignment and sustained relationships. A revised plan to change the verbiage so that Vice Chancellor reflects a Chair Elect role, add past presidents as a new role to the Executive Committee and change term limits to six years (three two-year terms) which, will allow President Elect to stay as voting member (i.e, matriculation as Vice Chair, President, Past President).
 - Faculty Grants with 33 external grants awarded totaling \$11,419,580.00 to new and continuing faculty, with 50% going toward funding for student support and research assistantships.
 - Sixty faculty are completing the Association of College and University Educators (ACUE) Generative AI Quick Study Series course, with twenty-four completing a 25-week course, “Effective Online Teaching Practices”. Faculty will be recognized in May 2025.
 - Recruitment Activities, which included the Chancellor’s Bus Tour, with faculty participating in academic fair segments in Charlotte – Fall 2024, Forsyth County, Greenville, Raleigh, Atlanta and Baltimore (CIAA) – Spring 2025. Fall Open House: October 2024 and Admitted Students Day, April 5 & 26 and May 2025, Ram Rush, July 17-18, 2025
 - Provost Graham presented an overview of the policies approval process: Initiate Process, Continue Process, Shared Governance, Chancellor’s Cabinet and General Counsel Process.
6. Dr. Artimisi presented an overview of the Academic Program Review Policy in Alignment with UNC System **Policy 400.1 Academic Program Planning**
 7. Robert Barr motioned, and Brent Moore seconded the motion to approve the **Policy 400.1 Academic Program Planning**. The motion was approved.
 8. Dr. Ingram provided an overview on the Post-Tenure Review Policy in Alignment with the UNC System **Policy 400.3 Teaching Effectiveness Policy and Policy 400.3.3 Performance Review of Tenured Faculty and Chapter VI of The Code**

9. Dr. Graham provided the Board of Trustees with an update on the institutions **Chancellor Exceptions defined by Policy 302.9 Undergraduate Admissions** of demographic data on exceptions admitted for Fall 2024, with **NO Exceptions granted during 2021-2023**.
10. Mr. Daly, **rpk Group** provided an Academic Portfolio and Resources Review of WSSU to ensure student demand and success is informing the university's decision-making process when it comes to course scheduling, faculty hiring, program development and management to leverage institutional data to improve management of academic operations and empower academic leaders at all levels to engage in the process.

The meeting was adjourned at 10:45 a.m.

Respectfully submitted,
Dionne Evans



WSSU

Academic and Student Experience Committee Agenda Item Cover Sheet

Meeting Date:	March 13, 2025
Background:	Policy 602 of the UNC System code and Section IV of the WSSU Faculty Handbook outline the process for applying, evaluating, and awarding promotion and tenure.
Situation:	<p>Administration has conducted this process for the 2024-2025 year and is submitting 6 names for the Board's consideration and approval.</p> <p>Executive summaries of each candidate's qualifications have been included in the supporting material attachments. Requests for full promotion and tenure application packets can be to the provost prior to the date of the committee meeting scheduled for March 13, 2025.</p>
Impact/Benefit:	<p>WSSU benefits from these productive faculty members being rewarded for their past efforts. We expect that they will keep their productivity consistent with their professorial rank. Tenure and promotion helps us retain top talent, improving the quality of education, research, and service at WSSU.</p> <p>Promotion to associate professor comes with a \$3000 raise, while full professor comes with a \$4000 raise.</p>
Requested Action:	<p>In accordance with 602 NS Section IV, the following names are recommended by the Provost and Chancellor for promotion to the following rank:</p> <p>Melissa Robin Bowman Foster (Promotion to) Full Professor Mueni Muiu (Promotion to) Full Professor Nathan Savage(Promotion to) Associate Professor and Tenure Rennae Stowe (Promotion to) Full Professor Dawn Tafari (Promotion to) Full Professor Gregory Taylor (Promotion to) Full Professor</p> <p>It is requested that the Committee endorse the promotion and tenure recommendations noted above and forward them to the full Board for approval on March 14, 2023.</p>



WSSU

Attachments:

Promotion and Tenure Application Executive Summaries for:

- Melissa Robin Bowman Foster
- Mueni Muiu
- Nathan Savage
- Rennae Stowe
- Dawn Tafari
- Gregory Taylor

WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA

APPLICATION FOR PROMOTION/TENURE OR REAPPOINTMENT

Date 8/31/2024

Name Foster Melissa Robin Bowman
Last First Middle

Department Healthcare Management School or College School of Health Sciences

Date of initial appointment to faculty July 2016 Rank Visiting Professor
At time of initial appointment

Current Rank Associate Professor

Area or Field of Specialization Healthcare Management/HIT/Radiology/Imaging/Phlebotomy/Emergency
Care/Infectious Disease Control/Competency-Based Education

Highest Degree Earned Doctorate of Health Administration

Is faculty member working towards an advanced degree? N/A

Degree _____ Institution _____

Indicate Type of Action: (select all that apply)

Reappointment:
Conferral of Tenure:
Promotion:

Effective Date of Action: _____

Contract Period: Administrative Appointment: 9 mo. 12 mo.
Faculty Appointment: 9 mo. 12 mo.

**WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA**

PERSONNEL DATA FORM FOR PROMOTION AND/OR TENURE APPLICATION

Name	Foster	Melissa	R B
	Last	First	Middle Initial

1. Educational Background: (Indicate degree, date earned and institution, field of specialization, note additional study & training).

Bachelor of Science in Radiologic Science - 2005 - UNC Chapel Hill
 Masters in Health Administration - 2007 - University of Phoenix
 Doctorate in Health Administration - 2013 - University of Phoenix

2. Teaching and other professional experience: (Show inclusive dates, rank and/or title, institution or agency, and indicate first appointment at current institution with rank and any changes to date).

UNC Healthcare - 2003 - 2005 - CT technologists
 Novant Health - 2005 - 2009 - Radiology Technologists (CT primary), student preceptor
 ECPI University - 2010 - 2016 - health sciences professor
 WSSU - 2016 - 2017 - Visiting Professor
 2017 - 2021 - Assistant Professor, Graduate Program Coordinator
 2021 - present - Associate Professor, Graduate Program Coordinator

3. Scholarly & Creative Activity

<u>Type</u>	<u>Number</u>
Book	_____
Edited Book	_____
Chapter	2
Referred Journal Article	3
Other Journal Article	_____
Juried Performance/Show	13
Non-juried Performance Show	_____
Other	_____

4. Membership in professional organizations (list and include dates):

American Registry of Radiologic Technologists (ARRT) - 2005 - present
 American Society of Radiologic Technologists (ASRT) - 2005 - present
 National Healthcareer Association (NHA) - 2014 - present
 American Medical Technologists Association (AMT) - 2015 - present

5. Professional service on campus (list and include dates).

SOHS Awards & Pinning Committee - (August 2016 - January 2021)
 Virtual Hospital Committee - (August 2016 - present)
 CITI Advisory Board - (Spring 2017 - present)
 Faculty Senate - Fall 2018 - present (Parliamentarian Fall 2019 - Spring 2023)
 Graduate Council - Fall 2017 - present (Secretary beginning Fall 2024)
 SOHS Steering Committee - (Fall 2023 - present)
 SOHS Marketing Committee (Spring 2024 - present)
 IPE Committee (Fall 2021 - present)
 Cancer Awareness Committee (Spring 2023 - present)

6. Professional service off campus (list and include dates).

Salvation Army, 2015 - present
 NORT (2013 - present)
 ARRT (2005 - present)
 ASRT (2005 - present)
 Toys - 4 - Tots (2007 - present)
 AHS CPR Instructor - Children's Home Society and Forsyth Family Services (2010 - present)
 Humane Society 2001 - present

**WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA
RECOMMENDATION FORM FOR PROMOTION AND/OR TENURE ONLY**

Name of Faculty Member

Last Name First Name Middle Initial

Department _____ School or College _____

Current Rank _____ Other Titles _____

Proposed Rank _____

Proposed Tenure Action _____ Yes _____ No _____ Not Applicable

Action by Senior Faculty on Promotion: ___# Voting Yes ___# Voting No ___# Abstaining ___# Absent

Action by Senior Faculty on Tenure: ___# Voting Yes ___# Voting No ___# Abstaining ___# Absent

Department Chair's Appraisal and Recommendations:

Signature _____ Date _____
Department Chairperson

Dean's Appraisal and Recommendations:

Signature _____ Date _____
Dean

Action by Personnel Committee on Promotion: ___# Voting Yes ___# Voting No ___# Abstaining ___# Absent

Action by Personnel Committee on Tenure: ___# Voting Yes ___# Voting No ___# Abstaining ___# Absent

Faculty Personnel Committee's Comments and Recommendations:

Signature _____ Date _____
Chairperson of Personnel Committee

Provost and Vice Chancellor for Academic Affairs Comments and Recommendations:

Signature _____ Date _____
Provost and Vice Chancellor for Academic Affairs

Action of Chancellor:

Signature _____ Date _____
Chancellor

**WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA**

RECOMMENDATION FORM FOR REAPPOINTMENT AT CURRENT RANK ONLY

Instructions: Faculty member should complete pages 1 and 4 of this application form and should attach a current curriculum vitae. Application should be submitted to the departmental chair by the deadline established by the university (around September 26th of each fall term).

Name of Faculty Member

Last Name First Name Middle Initial

Department _____ School or College _____

Current Rank _____ Other Titles _____

Date of initial appointment to faculty _____ Rank _____
At time of initial appointment

Action by Senior Faculty on Reappointment: ____ # Voting Yes ____ # Voting No ____ # Abstaining ____ # Absent

Reappoint at end of current contract ____ Yes ____ No

If yes, indicate term and dates of contract _____

Signature _____ Date _____
Department Chairperson

Dean's Appraisal and Recommendations:

Signature _____ Date _____
Dean

WINSTON-SALEM STATE UNIVERSITY
Application for Promotion to Full Professor

Date: 2024-09-09

Name: Muiu, Mueni W

Department

School or College

Date of initial appointment to faculty August 12, 2004

Rank

Current Rank

Area of Field of Specialization Piano

Highest Degree Earned No

Degrees MS

Institution The University Of Georgia

Indicate Type of Action: (select all that apply)

Reappointment:

Conferral of Tenure:

Promotion:

Effective Date of Action:

PERSONNEL DATA FORM FOR PROMOTION AND/OR TENURE APPLICATION

Name: Name: Muiu, Mueni W

1. Educational Background: (Indicate degree, date earned and institution, field of specialization, note additional study & training).

MS, Piano. The University Of Georgia.

PHD, Comparative Politics, International Relations, Political Theory, African Politics, American, International political economy, security studies. Howard University, 2003.

PHD, Philosophy. Howard University, 2003.

PHD, Political Science. Howard University, 2003.

MA, African & African Amer Studies. Howard University, 1991.

MA in African Studies, African Development, Politics, Gender, Political Economy, gender, Africa. Howard University, 1991.

BA, Political Science. Univ Of The District Of Columb, 1988.

BA Political Science, Political Science, Politics. University of the District of Columbia, 1988.

2. Teaching and other professional experience: (Show inclusive dates, rank and/or title, institution or agency, and indicate first appointment at current institution with rank and any changes to date).

Associate Professor, Winston Salem State University. (August 2004 - Present).

3. Scholarly & Creative Activity

Not Funded: Muiu, M. W. (Principal), "Toleration and Free Speech: "The Atkins Scholar in Civic Engagement", " Sponsored by Charles G. Koch Foundation, Private, \$273,822.00. (February 14, 2020 - Present).

"Claude Ake: Beyond Representative Democracy" (Planning). (January 1, 2024 - December 15, 2025).
An original study based on the intellectual biography of Claude Ake who died in a plane crash in 1996 (Book manuscript). The project examines his diverse works' themes that shaped his political thought. It also dissects the key authors and events that influenced his early life as well as the development of his political thought.

4. Membership in professional organizations (list and include dates):

Executive Committee Member Scholarship & Publications, African Studies & Research Forum. (May 2017 - Present).

Member, Council for Development and Social Research in Africa. (June 2006 - Present).

5. Professional service on campus (list and include dates).

6. Professional service off campus (list and include dates).

WINSTON-SALEM STATE UNIVERSITY

Application for Promotion/Tenure or Reappointment

Date: 2024-09-04

Name: Savage, Nathan James

Department: Physical Therapy

School or College: Health Sciences

Date of initial appointment to faculty: July 12, 2021

Rank: Assistant Professor

Current Rank: Assistant Professor

Area of Field of Specialization: Physical Therapy

Highest Degree Earned PhD

Degrees PhD

Institution University of Utah, Salt Lake City

Indicate Type of Action: (select all that apply)

Reappointment:

Conferral of Tenure: X

Promotion: X

Effective Date of Action:

PERSONNEL DATA FORM FOR PROMOTION AND/OR TENURE APPLICATION

Name: Name: Savage, Nathan James

1. Educational Background: (Indicate degree, date earned and institution, field of specialization, note additional study & training).

PHD, Rehabilitation Science. University of Utah, 2013.

DPT, Doctor of Physical Therapy. University of Kansas, 2009.

MS, Physical Therapy. University of Rhode Island, 2000.

BS, Exercise Physiology. University of Utah, 1997.

2. Teaching and other professional experience: (Show inclusive dates, rank and/or title, institution or agency, and indicate first appointment at current institution with rank and any changes to date).

Assistant Professor, Winston-Salem State University. (July 12, 2021 - Present).

3. Scholarly & Creative Activity

Savage NJ, McKell JS. Median nerve cross-sectional area and carpal tunnel syndrome in specific populations: sonographic analysis of patients with type 2 diabetes or bifid anatomy. *Journal of Ultrasound in Medicine*, 2024; 43:1683-1694.

Savage NJ, McKell JS. Sonographic measurement of median nerve cross-sectional area to determine severity of carpal tunnel syndrome: a cautionary tale. *Journal of Ultrasound in Medicine*, 2024; 43:1645-1659.

Savage NJ, Hodges N, Condo M. The status of ultrasound imaging education in Doctor of Physical Therapy program curricula: results of a national survey. *Bulletin of Faculty of Physical Therapy*, 2024; 29(18):1-9.

Savage NJ, McKell JS. "Mild", "Moderate", or "Severe" carpal tunnel syndrome? Depends on who you ask: analysis of existing classification systems in 665 hands. *Journal of Musculoskeletal & Neuronal Interactions*, 2024; 24(2):216-227.

Savage NJ, Bell-Linnea KT, Heston DJ, Smith PG, Sparks KN, Ward LC. Ultrasonographic evaluation of medial meniscal extrusion during common orthopedic physical therapy examination procedures. *Journal of Orthopaedic & Sports Physical Therapy Open*, 2024; 2(2):134-140.

Savage NJ, Bell-Linnea KT, Heston DJ, Smith PG, Sparks KN, Ward LC. Accuracy of medial tibiofemoral joint space palpation among second-year Doctor of Physical Therapy students using ultrasound verification: an observational study. *International Journal of Physiotherapy*, 2023; 10(2):47-53.

Savage NJ, Heston DJ. Clinical examination and electrodiagnostic testing in a rare case of long thoracic nerve palsy following surgeries related to an emergency appendectomy: a case report. *Journal of Orthopaedic & Sport Physical Therapy Cases*, 2023; 3(1):53-58.

Savage NJ. Course-specific video-based laboratory manual for training Doctor of Physical Therapy students in orthopedic clinical examination and intervention skills: perceptions and preliminary results. *Medical Science Educator*, 2022; doi.org/10.1007/s40670-022-01687-7.

Savage NJ, Didericksen M, Fonnesbeck B. Effects of low-carbohydrate diet in individuals medicated for type 2 diabetes on long-term glycemic control and medication usage in context of workplace-sponsored wellness program. *Journal of Diabetes in Clinical Practice*, 2021; 4(2).

Savage NJ, Albano J. Marrying tendon and nerve gliding exercises with hydrodissection following injection for carpal tunnel syndrome – a new treatment approach? *Journal of Orthopedic Case Reports*, 2020; 10(9):38-46.

- Savage NJ, Bell-Linlinear KT, Heston DJ, Smith PG, Sparks KN, Ward LC. Accuracy of medial tibiofemoral joint space palpation among second-year DPT students using ultrasound verification: an observational study. *Journal of Ultrasound in Medicine*, 2024; 43(S1):S66.
- Savage NJ, Bell-Linlinear KT, Heston DJ, Smith PG, Sparks KN, Ward LC. Ultrasonographic evaluation of medial meniscal extrusion during common orthopedic physical therapy examination procedures. *Journal of Ultrasound in Medicine*, 2024; 43(S1):S173-74.
- Savage NJ. Relationship between electrodiagnostic and sonographic classifications of median neuropathy in patients with suspected CTS. *THE PROCEEDINGS: 35th Annual Electroneuromyography Symposium*, 2024; 196.
- Savage NJ, Hodges N, Condo M. The status of ultrasound imaging education in DPT program curricula: results of a national survey. *Journal of Physical Therapy Education*, 2024; 38(3S):39532.
- Rawat M, Kostopoulos D, Savage NJ. Neuromuscular ultrasound: should it be added to electrodiagnostic laboratories? *THE PROCEEDINGS: 31st Annual Electroneuromyography Symposium*, 2021; 258.
- Savage NJ, Albano J. Clinical and neurophysiologic impact of ultrasound-guided carpal tunnel injections in a patient with electrodiagnostically-confirmed bilateral carpal tunnel syndrome: a triple-blind case study. *THE PROCEEDINGS: 30th Annual Electroneuromyography Symposium*, 2019; 144.
- Savage NJ, Fritz JM, Thackery A. Relationship between history and physical examination findings and the outcome of electrodiagnostic testing in patients with sciatica referred to physical therapy. *THE PROCEEDINGS: 28th Annual Electroneuromyography Symposium*, 2017; 31.
- Savage NJ, Fritz JM, Kircher JC, Thackeray A. Prognostic value of electrodiagnostic testing in patients with suspected lumbosacral radiculopathy receiving physical therapy. *THE PROCEEDINGS: 24th Annual Electroneuromyography Symposium*, 2013; 15.
- Savage NJ, George K, Gibson E, Taylor K. Sonographic evaluation of lumbar segmental motion following common joint mobilization techniques. *APTA NC 2024 Annual Conference*, High Point University, North Carolina, October 11, 2024 (Poster Presentation).
- Savage NJ. Why fly blind? Ultrasound-guided needling interventions in the upper extremity. *APTA NC 2024 Annual Conference*, High Point University, North Carolina, October 12, 2024 (Education Session).
- Rice D, Purdom TM, Savage NJ, Wendt C, Jones B. Prevalence of LEA and relative energy availability syndrome (REDS) in D1 collegiate volleyball athletes. *2024 Southeast Chapter – American College of Sports Medicine Annual Meeting*, Greenville, South Carolina, February 22–24, 2024 (Poster Presentation).
- Savage NJ, Bell-Linlinear KT, Heston DJ, Smith PG, Sparks KN, Ward LC. Accuracy of medial tibiofemoral joint space palpation among second-year DPT students using ultrasound verification: an observational study. *APTA Combined Sections Meeting*, Boston, Massachusetts, February 16, 2024 (Poster Presentation).
- Savage NJ. Ultrasound imaging in contemporary orthopedic physical therapy practice. *APTA NC 2023 Annual Conference*, Elon, North Carolina, October 14, 2023 (Education Session).
- Savage NJ, Bell-Linlinear KT, Heston DJ, Smith PG, Sparks KN, Ward LC. Ultrasonographic evaluation of medial meniscal extrusion during common orthopedic physical therapy examination procedures. *APTA NC 2023 Annual Conference*, Elon, North Carolina, October 14, 2023 (Platform Presentation).
- Savage NJ, Bell-Linlinear KT, Heston DJ, Smith PG, Sparks KN, Ward LC. Accuracy of medial tibiofemoral joint space palpation among second-year Doctor of Physical Therapy students using ultrasound verification: an observational study. *APTA NC 2023 Annual Conference*, Elon, North Carolina, October 13, 2023 (Poster Presentation).

- Savage NJ. Course-specific video-based laboratory manual for training Doctor of Physical Therapy students in orthopedic clinical examination and intervention skills: perceptions and preliminary results. WSSU Faculty Festival 2023, Center for Innovative and Transformative Instruction, Winston-Salem State University, Winston-Salem, North Carolina, May 15, 2023 (Platform Presentation).
- Savage NJ, Barnes K, Barret P, Dobbins A. Training entry-level Doctor of Physical Therapy students in ultrasound imaging: in-person vs virtual approaches (IRB-FY2025-5) (Data collection phase).
- Savage NJ, Carboni J, Holder O, Langley CA. Frailty and medical management of orthopedic patients: All of Us database. (IRB-FY2024-61) (Data collection phase).
- Steiner B, Beneck G, Dauber J, Umlauf J, Krimmel M, Savage NJ, et al. The American Physical Therapy Association's Academy of Orthopaedic Physical Therapy and Imaging Special Interest Group – Physical Therapist-Administered Ultrasound Imaging: A Review of History, Current Realities, Use, and Institutional Support (Manuscript under review).
- Savage NJ, McKell JS. Agree to disagree: analysis of hands with divergent electrodiagnostic- and ultrasound imaging-based diagnoses of carpal tunnel syndrome (IRB-FY2023-3) (Manuscript under review).
- Savage NJ, Purdom TM, Wendt C. Sonographic findings and body composition analysis in division I female volleyball athletes: a novel pilot study (IRB-2023-79) (Manuscript under review).
- Savage NJ, George K, Gibson E, Taylor K. Evaluation of segmental lumbar spinal motion and neurophysiologic responses following common spinal mobilization techniques using ultrasound imaging and tibial H-reflexes (IRB-2024-7) (Manuscript development phase.).
- Savage NJ, Steiner B, Nitz A, Nielsen R, Rawat M. Electrodiagnostic testing and ultrasound imaging: powerful point-of-care tools for the primary care physical therapist (Manuscript development phase.).
- PI: Savage NJ, Foxworth J. Sonographic evaluation of lumbar segmental motion following spinal mobilizations in patients with low back pain: a mechanistic study. Orthopaedic Physical Therapy Research Grant (\$50,000), Foundation for Physical Therapy Research (July 2024).
- PI: Savage NJ, Foxworth J. Sonographic evaluation of lumbar segmental motion following spinal mobilizations in patients with low back pain: a mechanistic study. Letter of Intent, Paris Patla Manual Therapy Research Grant (\$200,000), Foundation for Physical Therapy Research, April 2024 (not selected).
- PI: Savage NJ, Foxworth J. Evaluation of lumbar spinal kinematics following joint mobilization. Force-Based Manipulation (ForceNET) Pilot Award (\$50,000), NCCIH grant #U24AT011969, May 2023 (not selected).
- PI: Savage NJ, Bell-Linnea KT, Heston DJ, Smith PG, Sparks KN, Ward LC. Ultrasonographic evaluation of medial meniscal extrusion during common orthopedic physical therapy examination procedures. Future Healthcare Legends Award (\$2,500), Northwest Area Health Education Center, Wake Forest University of Medicine (October 2022).
- PI: Savage NJ, Didericksen M, Fannesbeck B. Effects of low-carbohydrate diet in individuals medicated for type 2 diabetes on long-term glycemic control and medication usage in context of workplace-sponsored wellness program. Ideal Protein®, Gatineau, Quebec. Provided stipend and dietary meal replacements/supplements for study (\$30,240) (May 2017 – January 2019).
- Research Publication Grant. Professional Development Committee, Winston-Salem State University. \$300 (February 2024).
- Research Publication Grant. Professional Development Committee, Winston-Salem State University. \$500 (January 2024),
- Research Grant. Professional Development Committee, Winston-Salem State University. \$700 (May 2023).
- Research Start-Up Funds. Winston-Salem State University. \$3,000 (2022 – 2023).

Research Start-Up Funds. Winston-Salem State University. \$3,000 (2021 – 2022).

4. Membership in professional organizations (list and include dates):

Imaging Special Interest Group, Academy of Orthopaedic Physical Therapy. (January 18, 2022 - Present).

North Carolina Physical Therapy Association. (January 18, 2022 - Present).

American Institute of Ultrasound in Medicine. (July 1, 2018 - Present).

Academy of Orthopaedic Physical Therapy. (May 21, 1997 - Present).

American Physical Therapy Association. (May 21, 1997 - Present).

5. Professional service on campus (list and include dates).

Panelist, New Faculty Orientation, “What I Wish I Knew in the First Year”, Winston-Salem State University, Hill Hall (August 2024).

Senator, Faculty Senate, Winston-Salem State University (2023 – Present).

Vice Chair, Committee on Faculty Welfare & Salaries, Faculty Senate, Winston-Salem State University (2023 – Present).

Panelist, New Faculty Orientation, “Conversation with WSSU Assistant Professor Faculty Panel”, Winston-Salem State University, Donald J. Reeves Student Service Center (August 2022).

Member, Travel Subcommittee, Professional Development Committee, Winston-Salem State University (2021 – 2023).

Chair, Research Workgroup, School of Health Sciences Steering Committee, Winston-Salem State University (August 2024 – Present).

Faculty Representative, Host faculty and students visiting from Hubei University of Chinese Medicine, School of Health Sciences, Winston-Salem State University (July 2024).

Member, Research Advisory Committee, School of Health Sciences, Winston-Salem State University (2022 – Present).

Chair, Assessment Committee, Department of Physical Therapy, School of Health Sciences, Winston-Salem State University (2024 – Present).

Co-Chair, Wrap-Up Week Committee, Department of Physical Therapy, School of Health Sciences, Winston-Salem State University (2023).

Member, Scholarship and Awards Committee, Department of Physical Therapy, School of Health Sciences, Winston-Salem State University (2022 – Present).

Member, Orthopedic Residency Program Development Team, Department of Physical Therapy, School of Health Sciences, Winston-Salem State University (2021 – Present).

6. Professional service off campus (list and include dates).

Item Reviewer, Maintenance of Certification - Musculoskeletal Sonography (Physicians), American Registry for Diagnostic Medical Sonography (August 2024 – Present).

Manuscript Reviewer, Quantitative Imaging in Medicine and Surgery (July 2024 – Present).

Manuscript Reviewer, Journal of Musculoskeletal and Neuronal Interactions (February 2024 – Present).

Item Writer & Member, Specialization Academy for Content Experts, Clinical Electrophysiologic Specialty Council, American Board of Physical Therapy Specialties, American Physical Therapy Association, 2-year term (January 2024 – December 2025).

Manuscript Reviewer, Journal of Physical Therapy Education, Academy of Physical Therapy Education, American Physical Therapy Association (December 2023 – Present).

Abstract Reviewer, American Institute of Ultrasound in Medicine, UltaCon 2024 (October 2023).

Item Writer, Examination Development - Musculoskeletal Sonography (Physicians), American Registry for Diagnostic Medical Sonography (2023 – Present).

WINSTON-SALEM STATE UNIVERSITY
Application for Promotion to Full Professor

Date: 2024-09-13

Name: Stowe, Rennae

Department

School or College

Date of initial appointment to faculty August 1, 2018

Rank Associate Professor

Current Rank

Area of Field of Specialization Kinesiology

Highest Degree Earned Yes

Degrees EDD

Institution UNC-Greensboro

Indicate Type of Action: (select all that apply)

Reappointment:

Conferral of Tenure:

Promotion:

Effective Date of Action:

PERSONNEL DATA FORM FOR PROMOTION AND/OR TENURE APPLICATION

Name: Name: Stowe, Rennae

1. Educational Background: (Indicate degree, date earned and institution, field of specialization, note additional study & training).

EDD, Kinesiology. UNC-Greensboro, 2007.

MED, Physical Education, Sport Studies. The University Of Georgia, 2003.

BA, Exercise Science. UNC-Chapel Hill, 2001.

2. Teaching and other professional experience: (Show inclusive dates, rank and/or title, institution or agency, and indicate first appointment at current institution with rank and any changes to date).

3. Scholarly & Creative Activity

Not Funded: Stowe, R. (Principal), Goodson, A. (Co-Principal), "MyMVP App: Monitoring Student-Athlete Holistic Mental Health and Well-Being," Sponsored by NCAA, \$25,000.00. (September 2018 - Present).

Currently Under Review: Zhang, J. (Principal), Stowe, R. (Co-Principal), Atay, M. (Co-Principal), "Targeted Infusion Project: Enhancing Undergraduate Computer Science Education Through Esports," Sponsored by NSF, Federal, \$400,000.00. (July 1, 2024 - June 30, 2027).

"NUTRITION-MATTERS: A Food is Medicine Intervention for African-American Adults with Multiple Chronic Conditions (American Heart Association)" (Planning). (November 2023 - Present).

Chronic diseases and their risk factors are more common and severe for African Americans (AAs) and other racial and ethnic minority groups. The CDC (2019) reports that non-Hispanic Blacks are 30% more likely to have high blood pressure and twice as likely as White adults to be diagnosed with diabetes and heart disease or suffer a stroke. In addition, middle-aged non-Hispanic Black adults have higher levels of chronic disease burden and develop multiple chronic conditions (MCCs) at an earlier age. Since chronic diseases share most of the same risk factors including poor diet, inherent potential exists for prevention.

Food is Medicine refers to a spectrum of services and health interventions that recognize and respond to the critical link between nutrition and chronic illness. By addressing nutritional needs within the context of health care, Food is Medicine interventions play an important role in preventing and/or managing many of the chronic conditions that drive health care costs.

Research shows that Food is Medicine is an important strategy to reduce the burden of chronic conditions. Thus, this project **proposes to pilot a 6-month Food is Medicine intervention to improve awareness, knowledge, and healthy lifestyle behaviors - primarily nutrition in a cohort of AA adults with MCCs.**

The project will (1) develop a culturally tailored 12-week Food is Medicine program focused on reducing MCC risk factors; and (3) partner with community organizations to serve as a support resource for participants' lifestyle changes.

The overall goals of this project are (1) to evaluate the effectiveness of the intervention and (2) to determine barriers and supportive factors that impact nutritional behavior changes.

This project will address the following specific aims:

Aim 1: Evaluate the effectiveness of chronic disease risk factors outcomes among AA middle-aged adults with MCCs participating in either a faith-based intervention group or a community-intervention comparison group.

o Hypothesis: Participants enrolled in the faith-based intervention will (1) improve health behaviors, including nutrition and physical activity (increase steps per day and fruit and vegetable intake) (primary outcome), (2) decrease cardiometabolic markers (HDL, LDL, Triglycerides, HbA1c, fasting blood glucose, BP, BMI) (secondary outcome) compared to participants enrolled into the community-intervention.

Aim 2: Evaluate the impact of various Food is Medicine intervention components in a cohort of AA adults with MCCs. At least 4 focus groups will be conducted that will include participants from a wide range of cases. Aim 2 will address the following research questions: The proposed project will address the following research questions: (1) What cultural factors impact nutritional behavioral changes in AAs; (2) What are the perceived barriers to healthy eating and accessing nutritious foods? (3) What cultural factors influence AA recruitment into research interventions?

The incidence of chronic diseases is particularly high among AAs but can be successfully reduced with nutritional lifestyle changes. Studies point to the need for comprehensive, culturally appropriate, and relevant interventions; the proposed project provides such an intervention. The proposed project will focus on health equity in that it will include nutrition education, interactive cooking demonstrations, and the provision of free or subsidized healthy food necessary for improved rates of behavior change and the formation of new habits. The project will help add to the body of knowledge related to improvements in healthy food consumption and outcomes in AA adults. In addition, this project will help determine the influence of Food as Medicine approaches on managing MCCs and improving preventive health care for the population most at risk for debilitating effects of chronic disease.

"Perception of Sport Management faculty and administrators on accreditation at HBCUs and PWIs" (On-Going). (December 2021 - Present).

There has been a trend of increased specialization in accreditation across many academic disciplines the past few decades (CHEA, 2012).

According to Fielding et al., (1991, p. 4), "accreditation by a nationally recognized agency made up of professional educators within a particular field is the highest level assessment. It implies that the professional membership of a field, such as sport management, is willing to accept the responsibility for ensuring educational quality and is willing to be held accountable for the quality of its collective graduates."

"Program accreditation ensures that students will gain the knowledge and skills needed to flourish in a career that is based on the best practices of the industry" (Laird et al., 2015, p. 27).

The Commission on Sport Management Accreditation (COSMA) is the accrediting body for Sport Management programs. Like many other accreditation bodies, the COSMA accreditation process focuses on a mission-based and outcomes-driven process (COSMA, 2016).

Multiple researchers have reported the perceived benefits of and motivations for seeking specialized accreditation (Prather, 2006; Roller et al., 2003; Tullis & Camey, 2007). Some of those found were: increased program attractiveness when recruiting (Prather, 2006), accountability for program improvement, marketing advantages, and recognition as a superior institution, among others (Roller et al. 2003). Conversely, others have reported decisions not to seek specialized accreditation. Some of those studies found that "disagreements based on required curriculum coverage...competing and overlapping accreditation programs, evidence of success from other sources (placement rates, etc.), and lack of demand from the marketplace (Williams & Colles, 2009, p. 29)" were important factors in decisions to not apply for accreditation. Another barrier for many institutions is the cost of pursuing accreditation (Tullis & Camey, 2007). This is a very common issue for HBCUs considering many are struggling financially (Morris, 2016).

Sport management programs have continued to increase in popularity over the past few decades (Pitts, 2001; Yiamouyiannis et al., 2013), with currently 525 schools in the US that offer an undergraduate degree in sports and 372 with graduate degrees (Degrees in Sports, 2020). There are 54 programs currently accredited by the Commission on Sport Management Accreditation (COSMA, 2020), with no HBCU programs accredited and only one HBCU member thus far.

There is a dearth of research related to specialized accreditation at HBCUs in general and none specifically for Sport Management accreditation. Therefore, this study aims to fill the void of research on perception of Sport Management program accreditation by faculty and administrators at HBCUs, and compare it to PWIs.

"Mindfulness Based Psychoeducation Course to Address Mental Wellness in HBCU College Students" (On-Going). (August 2021 - Present).

Racial and ethnic minorities are more likely to experience chronic and severe mental health symptoms (SAMHSA, 2020). African Americans (AA) experience disproportionate rates of morbidity and mortality due to stress-related illnesses compared to White Americans (Brown et al., 2020; Gelaye et al., 2020). Black college students have utilized mental health services at a lower rate and yet experienced the effects of mental illness at a higher rate when compared to their white peers (Masuda et al., 2012). Black college students can experience emotional distress as any other group but are less likely to utilize mental

health services (Williams, 2014). Historical issues related to help seeking attitudes, mental health stigma, cultural mistrust of mental health providers and self-concealment prove to be barriers to the usage of counseling related services. Black college students are at high risk for developing a depressive episode in part due to the impact of racism, stress and sleep deprivation in addition to a lack of academic and/or social support (Stansbury et al., 2011). College students who suffer from unmet mental health needs are at a significantly higher risk of lower graduation rates along with higher rates of unemployment, homelessness and other comorbidities (Williams, 2014).

African Americans have been disproportionately affected by the COVID-19 pandemic in the US. Since the start of COVID-19, psychological distress among college students have increased. Due to the COVID-19 pandemic, evidence suggests that there has been an increase in levels of stress, anxiety and depression among the general US population, and college students specifically (Ren et al., 2021; Son et al., 2020; Wong et al., 2020). In a study of 195 college students, 71% indicated increased stress and anxiety, 86% experienced disruptions to sleeping patterns, and some indicated adopting negative coping mechanisms due to the COVID-19 outbreak (Son et al., 2020). In a study by Soria and colleagues (2020), when asked about feelings of nervousness or feeling on edge, 40% of Black college students met diagnostic criteria for anxiety. Respectively, when asked about symptoms of depression such as feelings of hopelessness or loss of interest, 40% of Black college student respondents met criteria for Major Depression (Soria et al., 2020). There is evidence to indicate that current mental health treatment modalities are not adequate for ethnic minorities (Biggers et al., 2020; Woods-Giscombe et al., 2019). Numerous research studies have identified the many health benefits of Mindfulness-Based Practices as it relates to perceived stress and stress management, improved quality of life, depressive symptoms, reduced anxiety, psychological well-being, sleep quality, exercise frequency, eating behaviors, among other things. Mindfulness-based practices offer a means to address disparities among racial/ethnic minorities.

Despite the significant increase in mindfulness-based intervention research, there is a dearth of studies focused on the effectiveness of mindfulness-based practices among the African American population, and even less examining emerging adult college students.

"Effectiveness of a Fatigue Mgmt App" (On-Going). (May 1, 2020 - Present).

This study will be a descriptive research study which will examine the effectiveness of a fatigue management app. Participants will be asked to participate in a 10 min orientation on how to provide details of the app. During the study, participants will be asked to send at least 2 (subjects will be encouraged to send as many as they want) 15 seconds videos each week for six weeks.

4. Membership in professional organizations (list and include dates):

North American Society for the Sociology of Sport. (August 2019 - Present).

North American Society for Sport Management. (January 2019 - Present).

Commission on Sport Management Accreditation. (2017 - Present).

Association for Applied Sport Psychology. (2016 - Present).

Phi Epsilon Kappa Fraternity. (2012 - Present).

VP, President Elect, President, North Carolina Alliance for Health, Physical Education, Recreation, Dance, and Sport Management. (2010 - Present).

North Carolina Athletic Trainers Association. (2005 - Present).

National Athletic Trainers Association. (2000 - Present).

5. Professional service on campus (list and include dates).

Editor, Journal Editor, NCAAPERD-SM, Winston-Salem, North Carolina. (January 2019 - Present).

6. Professional service off campus (list and include dates).

Editor, Journal Editor, NCAAPERD-SM, Winston-Salem, North Carolina. (January 2019 - Present).

WINSTON-SALEM STATE UNIVERSITY
Application for Promotion to Full Professor

Date: 2024-09-03

Name: Tafari, Dawn N

Department Education

School or College CASBE

Date of initial appointment to faculty August 1, 2013

Rank Clinical Faculty

Current Rank Associate Professor

Area of Field of Specialization Educational Studies

Highest Degree Earned Yes

Degrees PHD

Institution UNC-Greensboro

Indicate Type of Action: (select all that apply)

Reappointment:

Conferral of Tenure:

Promotion: X

Effective Date of Action: 9/5/2024

PERSONNEL DATA FORM FOR PROMOTION AND/OR TENURE APPLICATION

Name: Name: Tafari, Dawn N

1. Educational Background: (Indicate degree, date earned and institution, field of specialization, note additional study & training).

Certificate in Effective College Instruction, Association of College and University Educators (ACUE) and American Council on Education (ACE), 2022

PHD, Educational Studies, Cultural Studies. UNC-Greensboro, 2013.

Post Baccalaureate Certificate, Women's & Gender Studies, African-American Boys & Schooling. UNC-Greensboro, 2010.

Master of Arts in Teaching, Elementary Education. Johns Hopkins University, 2003.

2. Teaching and other professional experience: (Show inclusive dates, rank and/or title, institution or agency, and indicate first appointment at current institution with rank and any changes to date).

Associate Professor, Elementary Education, Winston-Salem State University. (August 2020 - Present).

Program Coordinator, Elementary Education, Winston-Salem State University. (August 2022 - Present).

Interim Program Coordinator, Birth through Kindergarten Education, Winston-Salem State University. (January 2017 – May 2022).

Assistant Professor, Elementary Education, Winston-Salem State University. (August 2017 - July 2020).

Clinical Faculty, Elementary Education, Winston-Salem State University. (August 2013 - July 2017).

3. Scholarly & Creative Activity

Funded: Zubov, L. R. (Principal), Tafari, D. H. (Co-Principal), "Future Teachers of North Carolina," Sponsored by NC Department of Public Instruction, State, \$13,360.00. (March 1, 2022 - October 2022).

Funded: Zhang, J. (Supporting), Dance-Barnes, S. (Principal), Brown, K. (Co-Principal), Markert, C. (Co-Principal), Guy, B. (Co-Principal), Tafari, D. (Co-Principal), "Life STEM: Promoting STEM Career Awareness, Engagement, and Identity, via a Culturally Relevant and Technology-Infused STEM-Based Curriculum," Sponsored by NSF, Federal, \$400,000.00. (April 1, 2019 - March 31, 2022).

Funded: Markert, C. D. (Co-Principal), Dance, S. T. (Principal), Guy, B. S. (Co-Principal), Brown, K. J. (Co-Principal), Tafari, D. N. (Co-Principal), "Exploratory: Life STEM: Promoting STEM Career Awareness, Engagement, and Identity, via a Culturally Relevant and Technology-Infused STEM-Based Curriculum," Sponsored by NSF, Federal, \$400,000.00. (2019 - 2021).

Tafari, D. N., Refining the Mind Virtual Women's Conference 2021, "Faith without Works is Dead: Service & Activism as Tools in My Healing HandBag." (September 19, 2021).

Tafari, D. N., "edTPA & You: Let's Talk Task 2," Winston-Salem State University Department of Education, Winston-Salem, NC. (September 18, 2021).

Tafari, D. N., "Becoming Culturally Responsive: An Exercise in Understanding & Appreciating Cultural Diversity," Wake Forest University Genetic Counseling Program, Winston-Salem, NC. (September 13, 2021).

Tafari, D. N., "Becoming Culturally Responsive: Inclusive Mentoring Training," Wake Forest School of Medicine, Winston-Salem, NC. (June 11, 2021).

- Tafari, D. N., "Becoming Culturally Responsive: REU Site Inclusive Mentoring Training," Wake Forest University School of Medicine, Winston-Salem, NC. (May 25, 2021).
- Tafari, D. N., Leadership Live with Dr. Renita and Friends, "The Important of a Powerful Village," Instagram Live. (May 24, 2021).
- Tafari, D. N. (Presenter & Author), ITEST Teacher PD, "STEM 4 EVERYONE: Teacher Professional Development," Innovative Technology Experiences for Students and Teachers (ITEST) Initiative funded by the National Science Foundation (NSF), Winston-Salem, NC. (April 1, 2021).
- Tafari, D. N., EDUC 732: Critical Race Methodologies for Qualitative Research, "Becoming a Critical Race Scholar," University of Michigan, University of Michigan, MI. (March 3, 2021).
- Tafari, D. N., "Becoming a Critical Race Scholar," University of Michigan, Michigan. (March 3, 2021).
- Tafari, D. N., "Mo Students Matter: Creating Culturally Responsive Learning Experiences for Students of Color," Missouri State University Diversity, Equity, and Inclusion Council, MO, Missouri. (November 30, 2020).
- Tafari, D. N., "Healing through Social Unrest, Police Brutality, and the Presidential Election," Four Heads Talk Show, Ram TV, Winston-Salem State University, Instagram. (November 11, 2020).
- Tafari, D. N., "Push Out: the Criminalization of Black Girls in Schools," The Office of Student Research, Winston-Salem State University, Winston-Salem, NC. (October 23, 2020).
- Tafari, D. N., "Life Lessons for Lions" series, "Walk Like A Lion: an Exercise in Turning Pride into Purpose," Leo Catholic High School, Chicago, IL. (May 14, 2020).
- Tafari, D. N., The Alpha Kappa Alpha Sorority, Inc. Sigma Kappa Omega Chapter Women's Wellness Summit, "Love.Eat.Build: Empowered Wellness for Our Minds, Bodies, and Spirits," The Sigma Kappa Omega Chapter, Alpha Kappa Alpha Sorority, Inc., Greensboro, NC. (October 12, 2019).
- Tafari, D. N., Whitt-Glover, M., Williams, T., The Summit on Project Pipeline Repair: Restoring Minority Male Participation and Persistence in Educator Preparation Programs, "Determining Best Practices and a Commitment to Action," Southern University and A&M College, Baton Rouge, LA. (October 5, 2019).
- Tafari, D. N., Whitt-Glover, M., Williams, T., The Summit on Project Pipeline Repair: Restoring Minority Male Participation and Persistence in Educator Preparation Programs, "Determining Best Practices (Sessions 1 & 2)," Southern University and A&M College, Baton Rouge, LA. (October 4, 2019).
- Guy, B. S., Zhang, J., Dance-Barnes, S., Tafari, D. N., Brown, K. J., Markert, C. D. (in press). *Digitizing the Draw-A-Scientist Test*.
- Tafari, D. N., Sutton, M. E., Martin, G., Pemberton, K. D., Lynn, Z. R. *Reforming Rites of Passage Activities among Traditional Black Greek-letter Organizations*.
- Tafari, D. N. *Sisters of the Boogie: An Exploration of the Hip-Hop Feminist Epistemology of a Project Girl Turned Professor*.
- Guy, B. S., Tafari, D. N., Markert, C. D., Brown, K. J., Dance-Barnes, S., Zhang, J. *NSF-ITEST Project Final/Outcome Report*.
- Tafari, D. N., Guy, B. S., Dance-Barnes, S., Brown, K. J., Markert, C. D., Zhang, J. (2022). *Reimagining University-School District Grant Relationships: Revolutionizing Culturally Responsive Practice by Practicing What We Preach*. Center for the Education and Equity of African American Students (CEEAAAS) 5th Annual Equity in Education Conference.
- Tafari, D. N., Wilson, J. (2021). *Black Male Teachers*.
- Tafari, D. N., Cook, D. A., Williams, T. M. (2021). *Critical Race Theory in Teacher Education*.

Tafari, D. N., Simpkins, L., Ricks, S. A. (2020). *bell hooks*.

Tafari, D. N., Newton, V. A. (2020). In Edited by Shirley R. Steinberg & Barry Down. (Ed.), *They Laugh 'Cause They Assume I'm in Prison": Hip-Hop Feminism as Critical Pedagogy*. Sage Publications, Ltd..

Tafari, D. N., Jackson, K. K., Jackson, H. (2019). *We Belong in the Discussion: Including HBCUs in Conversations about Race and Writing*.

Tafari, D. N., Tafari, N. (2019). In M. Billye Sankofa Waters, Venus E. Evans-Winters, and Bettina L. Love (Ed.), *Care for Me! Care for Me!": One Black Girl's Road to Acknowledging the Ex-Factor*.

Tafari, D. N. H., Simpkins, L. (2019). Introduction to The Special Issue - Breaking The Silence: Telling Our Stories As An Act of Resistance.

Tafari, D. N., Simpkins, L. (2019). On Being An Academic Side Chick: Tales Of Two Adjunct Faculty In The Academy That Trained Them.

4. Membership in professional organizations (list and include dates):

American Education Research Association. (April 2016 - Present).

Executive Council Member; Parliamentarian, American Educational Studies Association. (November 2010 - Present).

Hospitality Chair, Critical Race Studies in Education Association. (January 2017 - May 2022).

Immediate Past President, Distinguished, Intellectual, Virtuous, Academic Sistas (2010-Present).

5. Professional service on campus (list and include dates).

Service on University-wide committees:

- 2023-Present: Task Force on Classroom Management and Disruptions
- 2020-Present: Faculty Senate (Senator)
- 2020- Present: Tenure & Promotion Committee
- 2019- Present: Male Student Success Committee
- 2021–2023: Community Standards and Civility Council Board member
- 2018-2023: Faculty Grievance Committee (Alternate)
- 2018-2023: Simon Green Atkins Scholars Society Advisory Council
- 2020-2022: Strategic Planning Committee - Academic Climate subcommittee
- 2018-2022: Committee on Shared Governance
- 2020: Reopening Academic Operation Advisory Council

Service on Departmental committees:

- 2020-Present: Senior Faculty
- 2017-Present: Dr. Alex Johnson Education Scholarship Luncheon Committee, Chair
- 2016-Present: Professional Education Council
- 2015-Present: Community Service/Partnership Committee
- 2015-Present: Social/Hospitality Committee, Chair

Search Committees:

- 2024: Department of Psychological Sciences Faculty Search Committee
- 2022: Department of Education Faculty Search Committee, Co-Chair
- 2021: Birth-Kindergarten Education Faculty Search Committee, Chair

Service as a Coordinator:

- 2022-Present: Elementary Education Program
- 2017-2022: Birth-Kindergarten Education Program

Service as an Advisor

- 2022-Present: Student North Carolina Association of Educators (SNCAE) WSSU Chapter, Advisor

- 2018-2020: Women Involved in Leadership Development (W.I.L.D.), Co-Advisor Curriculum Development:
- 2023: EDU 6xxx: Appreciating the Diverse Needs of Diverse Students
- 2020: BKE 5320: Developmentally Appropriate Instruction and Assessment in Early Childhood Education
- 2019: BKE 5325: Developmentally Appropriate Instruction and Assessment for Infants and Toddlers
- 2019: BKE 5328: Developmentally Appropriate Instruction and Assessment for Preschool and Kindergarten
- 2019: BKE 6335: Language and Literacy in Early Childhood Education

6. Professional service off campus (list and include dates).

Parliamentarian, American Educational Studies Association (AESA). (2018 - Present).

Chairperson, Critical Race Studies in Education Association (CRSEA). (2017 - Present).

Editorial Review Board Member, Educational Studies. (2021 - 2024).

Editorial Review Board Member, The Urban Review: Issues and Ideas in Education. (2017 - 2021).

Reviewer, Journal Article, The Urban Review: Issues and Ideas in Education. (2017 - 2021).

Editorial Review Board Member, Western Journal of Black Studies. (2018 - 2020).

Editor, Associate Editor, Special Issue, Taboo: The Journal of Culture and Education. (2019).

Reviewer, Journal Article, Western Journal of Black Studies. (2018 - 2019).

Reviewer, American Educational Research Association Annual Meeting. (2016 - 2019).

Reviewer, Conference Paper, Critical Race Studies in Education Association Annual Conference. (2016 - 2019).

Reviewer, Conference Paper, American Educational Studies Association Annual Conference. (2014 - 2019).

WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA

APPLICATION FOR PROMOTION/TENURE OR REAPPOINTMENT

Date 13 Sep 2024

Name Taylor, Gregory, C.
Last First Middle Initial

Department Business Administration School or College College of Business and Entrepreneurship

Date of initial appointment Aug 1991 Rank at time of initial appointment Associate Professor

Current Rank Associate Professor

Area or Field of Specialization Business Administration

Highest Degree Earned PhD

Is faculty member working towards an advanced degree? No

If yes, degree and institution: _____

Indicate Type of Action Sought: (select all that apply)

Reappointment:

Tenure & Promotion:

Promotion:

Effective Date of Action: July 1, 2025

Contract Period: Administrative Appointment: 9 months 12 months
Faculty Appointment: 9 months 12 months

**WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA
PERSONNEL DATA FORM FOR PROMOTION AND/OR TENURE APPLICATION**

Name Taylor, Gregory, C.
Last, First Middle Initial

1. **Educational Background:** (Indicate degree, date earned and institution, field of specialization, note additional study & training).

Ph.D., Texas Tech U., Lubbock, TX, 1985.

Major: Business Administration, Specialization: Business Statistics

Minor Areas: Management Information Systems, Mathematics

M.S., Texas Tech U., Lubbock, TX, 1983.

Major: Business Administration, Specialization: Management Information Systems

B.S., Miami University, Oxford, OH, 1980 (General Honors)

Major: Mathematics and Statistics

Certificate in Statistics, 1980

2. **Teaching and other professional experience:** (Show inclusive dates, rank and/or title, institution or agency, and indicate first appointment at current institution with rank and any changes to date).

ACADEMIC EXPERIENCE

Winston-Salem State University, Associate Professor, Winston-Salem, NC, 1991-present

Faculty Fellow, Center for the Study of Economic Mobility, 2017-18

Interim Chair & Chair, Department of Accounting and MIS, 2001-06

Management Information Systems Area Coordinator, 1995-2001

Interim Chair, Department of Business Administration, 1993-94

Miami University, Visiting Assistant Professor, Oxford, OH, 2014-2015.

Taught Business Statistics.

Wake Forest University, Assistant Professor, Winston-Salem, NC, 1988-91

Babcock Graduate School of Management, Winston-Salem, NC

Texas Tech University, Teaching Assistant & Instructor, Lubbock, TX, 1982-85

University of Michigan, Teaching Assistant, Ann Arbor, MI, 1982

PROFESSIONAL EXPERIENCE

Battelle, Research Scientist, Applied Statistics and Computer Applications, Columbus, OH, 85-87.

Principal statistical and computing consultant on interdisciplinary teams that provided solutions to scientific, business, and engineering problems. Designed experiments and surveys, developed statistical and forecasting methodology, provided statistical analyses, created databases, and supervised programmer/analysts.

Consultant, Statistical analyses for medical research at Wake Forest U., 1990

Coordinated disaster recovery planning efforts for Piedmont Publishing Co., 1996

**WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA**

3. Scholarly & Creative Activity

<u>Type</u>	<u>Number</u>
Book	_____
Edited Book	_____
Chapter	_____
Refereed Journal Article	<u>6</u>
Other Journal Article	_____
Juried Performance/Show	_____
Non-juried Performance Show	_____
Other - Conference Proceedings	<u>10</u>
Other – Presentations w Published Abstracts	<u>7</u>
Other – External Grants >= \$150K	<u>1</u>
Other – Internal Grants (WSSU)	<u>6</u>
Other – Internal Grants (other institutions)	<u>2</u>

Integrating Artificial Intelligence Ethics into WSSU Curriculum (2019-present). [Co-PI on a 2023-24 grant with WSSU's Center for Data Science](#) to ensure a high proportion of WSSU graduates can assess the ethical implications of developing and using AI-based tools. Grant provided monetary incentives and workshops for seven campus faculty to integrate AI ethics into coursework. Organized [Responsible AI Day@WSSU](#) with [TV](#) and [on-line](#) news coverage and over 100 attendees. Activities included a keynote address from an ethics scholar, faculty, student and community panels. We are planning to embed AI ethics into WSSU's First Year Experience course sequence with a follow-on Mozilla grant.

Taylor G. and Deb, D. "Teaching AI Ethics in a Flipped Classroom," **Journal of Computing Sciences in Colleges**, V36(5), 2021, 67-76.

Deb, D., Taylor G., et. al. 2025 (under review, notification by 30 Sep 2024) "Enhancing University Curricula with Integrated AI Ethics Education: A Comprehensive Approach" **SIGSE 2025: Proceedings of the 56th ACM Technical Symposium on Computer Science Education** (acceptance rate 35%)

Center for the Study of Economic Mobility – Faculty Fellow (2017-18). Investigating local bankruptcy policies, including attorney pay, that encourage expensive and often unsuccessful Chapter 13 filings. Such filings are more common in the southeast than in other regions and may impede economic mobility while discouraging risk-taking and entrepreneurship in the poorest communities.

**WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA**

4. Membership in professional organizations (list and include dates):

Consortium on Computing Sciences – Southeast, 2021
Inmar Analytics Conference, attended sessions, 2016
Lilly Conference on College Teaching, attended annual meeting, 2014
American Statistical Association, member, 1983-2021
 Attended Annual Meetings 1985-1990, 1992, 2006 Chaired Sessions
 Attended Conference on Teaching Statistics in Business Schools, 1993, 1994
Mathematical Association of America, member, 2006-2009
Association for Computer Information Systems, 2007-2009
 Attended Annual Meetings 2007, 2008
Decision Sciences Institute member, 1984-1992, 1995-1997, 2000-2001
 Attended Annual Meetings 1984, 1985, 1988-1992, 1996, 2000
 Chaired Sessions, Discussed Papers, Reviewed Papers
 Attended SE Regional Meetings 1988, 2001
Association for Information Systems, member, 1995-1996, 1999-2005
 Attended Annual Meetings 1995, 2001
International Conference on Information Systems, attended annual meeting 1998
Association of Information Technology Professionals, member, 1997-1998
Decision Support Systems Conference, attended annual meeting, 1988
American Society of Quality Control, member, 1990-1997
Society for Information Management, member, 1988-1991

**WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA**

5. Professional service on campus (list and include dates).

WSSU MIS Program Development (1991-2006). Developed one of a very small number of significant sources of African-American information systems graduates in the 1990's. Starting with just one other full-time faculty member shortly after the program's inception in 1992, I recruited IT executives as adjunct faculty, taught most major courses, and managed all facets of the program. Placement was excellent and MIS rapidly grew to the 2nd largest campus program by 1999.

WSSU Department-level Academic Administration (1993-2006). Held multiple administrative positions in the School of Business Administration between 1993 and 2006. Scheduled courses, hired adjuncts, organized committee work including faculty/staff searches, evaluated faculty and staff, coordinated advising and ensured graduation requirements were met.

Initial AACSB Accreditation for the WSSU School of Business and Economics (1995-2000). As part of the school leadership team, I was involved with team-based planning and execution of several facets of the successful AACSB accreditation effort in 2000.

WSSU MBA Program Development (2001-2004). The MBA Planning Committee successfully launched the WSSU MBA program in fall of 2002. As part of this committee, I developed the course offering sequence that allows well-prepared evening students to graduate within 2 years. As chair of the MBA Admissions Committee, I developed admissions guidelines and processes to admit students on a rolling basis.

WSSU DEPARTMENTAL SERVICE

Chair, Strategic Planning Committee, 2015-16, 2018.
Marketing Faculty Search Committees, 2015-17
Business Communications Improvement Task Force 2016
Senior Faculty – Tenure / Promotion / Reappointment / Post-Tenure Committees 1996-present
Marketing Degree Assessment 2016
Student Advising 1991-present
Review Academic Requirements - All Management/Marketing Majors, 2008-14
Chair, Management Faculty Search Committee, 2012-13
Marketing Faculty Search Committee, 2012
Staub Leadership Workshop, 2008
Chair, Operations and Supply Chain Management Search Committee, 2006-07
MIS Area Coordinator, Interim Chair & Chair, Department of Accounting and MIS, 1995-06
Developed advisement sheets for Accounting and MIS programs 2001-06
Developed advisement sheets for MIS programs 1993-2001
Chair, MIS Faculty Search Committee, 1993
Chair, MIS Curriculum Revisions, 1992-93

WSSU COLLEGE / SCHOOL SERVICE

Restructuring FoB Degree Programs and Majors 2016
New freshman summer orientations – advise and register students for classes 2004-06
School Leadership Council, 1997-2006
Developed Advisement Sheets for all SBE programs 2001-04

**WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA**

University Catalog Committee 2003, 2005

MBA Program Development

Chair, MBA Admissions Committee, 2002-04

Developed & Maintained MBA Applicant / Student Database, 2002-04

MBA Director Search Committee, 2002

MBA Planning Committee, 2000-04

Developed and revised course offering/scheduling scheme

AACSB Accreditation Responsibilities

Steering Committee, 2001-05

Strategic Management Committee, 2002-05

Chair, Strengths, Weaknesses, Opportunities & Threats Sub-committee, 2003-05

New Mission Statement Committee, 2002

Faculty Development and Intellectual Contributions Committee, 2001-04

Students and Instructional Resources Committee, 1998-2000

Curriculum Committee, 1997-2000

Developed Student Placement Information for 2000 AACSB Report

Chair, School of Business Information Technology Planning Committee, 2001-04

Chair, General Business Faculty Search, 1998-1999

Chair, Community College Course-by-Course Transfer Agreements, 1997

Chair, Calculus for Business Content Input Committee, 1996

Chair, Quantitative Req. in the Business Curriculum Committee, 1993

Chair, Academic Credit for Internships Committee, 1992-1993

Research and Professional Activities Committee, 1991

WINSTON-SALEM STATE UNIVERSITY SERVICE

Academic Standards and Curriculum Committee, 2015-present.

General Education SLO Implementation Committee, 2021-22

Student Learning Outcome Faculty Committee, 2017-19.

Faculty Hearing on Discharge and Non-reappointment, alternate, 2017.

Faculty Learning Community (Written Communications SLO), 2015-16, 18-present

University Strategic Planning – Stewardship Task Force 2015-16

Faculty Senate, 2013-14

Chair, Senate Budget Subcommittee 2013-14

Tuition and Fees Committee, 2013

Co-chair, Department Chair Compensation Committee, 2011

UNC Textbook Taskforce, 2007, 2009

Graduate Council, 2002-03, 2006-08, 2013-14(alt)

Academic Standards Committee, 1993-2006

Repetition of Course Subcommittee, 1995-1996

Dean, School of Business and Economics Search Committee, 2004-06.

Director, Center for Design and Innovation Search Committee 2006

Transfer Student Orientations – advise and register students for classes 2001-06

Marketing - Open Houses, Evening-Weekend College information sessions 1993-06

Meet with Industry Executives and Recruiters (Phillip Morris, Wachovia, Dell,...) 1993-06

Institutional Planning – Learning Outcomes Assessment, 2004-06

Evening-Weekend College Advisory Committee 2004-06

Career Services Improvement Group 2002-03

Information Technology Planning Committee, 2000-02

Course Equivalencies for International Baccalaureate Committee, 2002

Technology Liaison Committee, 2000-02

**WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA**

Technology Requirement Initiative Planning Committee, 2000-2001
SACS Organization and Administration Committee, 1999-2000
Community College Transfer Articulation Agreements Committee, 1997-2001
Division Director, Business and Economics, Search Committee, 1994-1995
University Council, 1993-1994
Non-Traditional Student Task Force, 1993-1994
Long-Range Planning Committee, 1993-1996
Community Development Task Force, 1993-1994
Partner's Program (local industry) 1993-1997
WSSU Board of Visitors 1993-1995

**WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA**

6. Professional service off campus (list and include dates).

COMMUNITY SERVICE

Non-profit Board Management (1997-2005, 2009-11, 2020-present). Chaired two non-profit boards during successful executive transitions. Significant tasks included signature authority over contracts and line authority over several employees. I was able to showcase my leadership skills in these roles to professionals in a variety of areas. Currently on the board of visitors at the Wauhtown Branch of the State Employees Credit Union.

Math Team Coach (2004-2015). Established the Hanes Middle School and Mt. Tabor High School math teams with the help of teachers and other volunteers. The teams practice weekly and are competitive with the best teams in the state. Many students place highly in state and national contests. These successes have created math cultures within the schools that attract many highly gifted students.

State Employees Credit Union - Walkertown Rd Branch, Board of Visitors, 2020-present
Hanes Middle School Math Team Coach 2004-14, Winston-Salem, NC

Volunteer of the Year, 2004-05 & 2006-07

Over 50 students participate in 10 state and national math contests.

NC State MATHCOUNTS regularly finish in top 5 out of 300+ schools.

Mt. Tabor High School Math Team Coach 2007-14, Winston-Salem NC

NC MATHCOUNTS Team Coach 2005.

10th place of 57 teams at national competition in Detroit MI. Organized practice sessions.

[Art of Problem Solving](#) **Discussion Forum/Wiki Contributor** (alias: gt59) 2005-09.

Advise avid math students, provide information on careers and educational opportunities

Stokes Partnership for Children Board of Trustees, 1997 - 2005

Chair, 2002-2003; Vice-Chair, 2000-2001; Raleigh News & Observer Interview

Executive Committee, 2000-2005; Executive Director Search, 2001-02

Evaluation/Allocation Committee 2002 – 2005, Nominations Committee 2002 – 2004

Speaker, Winston-Salem Civitan Club, 2002, 2007

Nancy Reynolds, Mt. Olive, Chestnut Grove Schools, 1996-2004

Chestnut Grove MATHCOUNTS team coach (2004)

Field day volunteer, field trip chaperone, Career Day participant, etc.

King Moravian Church

Supervised construction work at week-long Youth Mission Camp for needy people.
2004

Board of Trustees 1999-2000, 2009-2011; Chair, Board of Trustees, 2000, 2009-2011

Finance Committee 1998-2000; Stewardship Committee 1999, 2003,

Teach Sunday School 2009-21

Summer Computer Camp at WSSU, 1995, 80 hour program for middle school students

Hill Middle School, Volunteer Teaching Assistant & Tutor, 1992-93

WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA

RECOMMENDATION FORM FOR PROMOTION AND/OR TENURE ONLY

Name of Faculty Member

Taylor Gregory C
Last Name First Name Middle Initial

Department Business Administration School or College College of Business and Entrepreneurship

Current Rank Associate Professor Other Titles _____

Proposed Rank Full Professor

Proposed Tenure Action _____ Yes No _____ Not Applicable

Action by Senior Faculty on Promotion: _____ # Voting Yes _____ # Voting No _____ # Abstaining _____ # Absent

Action by Senior Faculty on Tenure: _____ # Voting Yes _____ # Voting No _____ # Abstaining _____ # Absent

Department Chair's Appraisal and Recommendations:

Signature _____ Date _____
Department Chairperson

Dean's Appraisal and Recommendations:

Signature _____ Date _____
Dean

Action by Personnel Committee on Promotion: _____ # Voting Yes _____ # Voting No _____ # Abstaining _____ # Absent

Action by Personnel Committee on Tenure: _____ # Voting Yes _____ # Voting No _____ # Abstaining _____ # Absent

Faculty Personnel Committee's Comments and Recommendations:

Signature _____ Date _____
Chairperson of Personnel Committee

Provost and Vice Chancellor for Academic Affairs Comments and Recommendations:

Signature _____ Date _____
Provost and Vice Chancellor for Academic Affairs

Action of Chancellor:

Signature _____ Date _____
Chancellor

**WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA**

RECOMMENDATION FORM FOR REAPPOINTMENT AT CURRENT RANK ONLY

Instructions: Faculty member should complete pages 1 and 4 of this application form and should attach a current curriculum vitae. Application should be submitted to the departmental chair by the deadline established by the university (around September 26th of each fall term).

Name of Faculty Member

Last Name First Name Middle Initial

Department _____ School or College _____

Current Rank _____ Other Titles _____

Date of initial appointment to faculty _____ Rank _____
At time of initial appointment

Action by Senior Faculty on Reappointment: ___ # Voting Yes ___ # Voting No ___ # Abstaining ___ # Absent

Reappoint at end of current contract ___ Yes ___ No

If yes, indicate term and dates of contract _____

Signature _____ Date _____
Department Chairperson

Dean's Appraisal and Recommendations:

Signature _____ Date _____
Dean



WSSU

Academic and Student Experience Committee Agenda Item Cover Sheet

Meeting Date:	March 13, 2025
Background:	Winston-Salem State University Policy 104.2 provides for the recognition of emeritus/emerita status tenured faculty members who have served for ten or more years at Winston-Salem State University.
Situation:	<p>In accordance with that policy, Dr. Lynn Zubov has been recommended by the Chancellor and Provost for emerita status.</p> <p>The attached memo and curriculum vitae are provided in support of this recommendation and as confirmation that Dr. Zubov has met the requirements.</p>
Impact/Benefit:	<p>Policy 104.2 outlines the privileges that emeriti/emera faculty receive, which are:</p> <ul style="list-style-type: none">• A university ID card, designated as Emeritus Faculty• The same access to electronic resources as the active faculty• A university e-mail account, if requested, subject to periodic renewal• Use of library facilities and library electronic resources under the same conditions as the active faculty• A free parking permit for the shuttle lot, with the option of purchasing a permit for another lot if space is available (The cost for the second lot is the difference between its price and the price for the shuttle lot. Parking permits must be renewed each year.)• Receipt of the university and alumni publications that are sent to active faculty• The same rights to campus facilities as the active faculty• Opportunity to purchase tickets to university athletic, cultural, and entertainment events at faculty rates• Invitation to general faculty events• Listing in university catalogs and the campus directory; and• Continuance of eligibility to march in formal convocations, wearing appropriate regalia
Requested Action:	It is requested that the Committee endorse the recommendation for emerita status for Dr. Lynn Zubov and forward it to the full Board for approval on March 14, 2025.
Attachments:	Memo from Dr. Manju Bhat to Dr. Mike McKenzie Re: Dr. Lynn Zubov's Appointment as Professor Emerita



WINSTON-SALEM
STATE UNIVERSITY

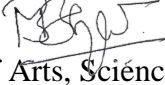
*College of Arts, Sciences,
and Education*

601 S. Martin Luther King, Jr. Drive • 130 Carolina Hall • Winston-Salem, NC 27110 • 336-750-2400

MEMORANDUM

DATE: February 21, 2025

TO: Dr. Mike McKenzie, Provost and Vice Chancellor for Academic Affairs

FROM: Dr. Manju Bhat 
Dean, College of Arts, Sciences, and Education

RE: **Dr. Lynn Zubov's Appointment as Professor Emerita**

It is with great pleasure that I recommend Dr. Lynn Zubov for the Professor Emerita status. Dr. Zubov retired in June 2024 after 24 years of distinguished service in the Department of Education at Winston-Salem State University. During her long career at WSSU, Prof. Zubov taught both undergraduate and graduate level courses in Special Education -her field of expertise. Dr. Zubov was recognized for her outstanding service as an educator with the UNC Board of Governors Excellence in Teaching award in 2021.

Dr. Zubov played a key role in establishing the Master of Art in Teaching (MAT) program at WSSU and served as its Program Coordinator. She also served as the program coordinator for the Special Education undergraduate program. She also led the curriculum coherency project at the University level and as Chair of the Academic Standards and Curriculum Committee (ASCC).

Dr. Zubov's scholarly work is as impressive as her teaching. She published more than 25 articles and made more than 40 presentations at regional and national conferences.

Attached to this memo is the letter from the Department Chair recommending Dr. Zubov for Professor Emeritus status and Dr. Zubov's Vita.

Thank you for your consideration.

If you have any questions, feel free to contact me at (336)750-2214 or bhatmb@wssu.edu.

CURRICULUM VITAE

LYNN ROCHE ZUBOV

PROFESSIONAL PREPARATION:

Ph.D. Special Education, Vanderbilt University, Nashville, Tennessee (May 1996)

Professional Diploma, Educational School Administration and Supervision, Saint John's University, Jamaica, NY (May 1990)

MS Special Education, Saint John's University, Jamaica, NY (May 1988)

BS Elementary and Special Education Saint John's University, Jamaica, NY (September 1983)

AS Early Childhood Education, the State University of New York at Farmingdale (May 1981)

Certification in Effective College Instruction, the Association of College and University Educators (April 2022)

PROFESSIONAL EXPERIENCE:

Aug 2024- Present Associate Director, Adverse Events of Special Interest (AESI) Education
Clinical Development Functional Excellence
Daiichi-Sankyo, Inc. Basking Ridge, NJ

July 2021- July 2024 Professor of Education
Department of Education, Winston-Salem State University, Winston-Salem, NC.

Taught various graduate and undergraduate courses such as Exceptional Children in the General Classroom, Behavior Management for the Exceptional Child, Methods & Materials of Teaching Mathematics to Students with Learning Disabilities, Language and Communication Disorders in Children, Assessment and Measurement of Student with Learning Disabilities, and Problems and Characteristics of Students with Behavior Disorders

2021 Recipient of the Winston-Salem State University Board of Governor's Excellence in Teaching Award

August 2016- August 2022 Coordinator, Master of Arts in Teaching Program
Winston Salem State University, Winston Salem, NC

August 2014- Coordinator, BS in Teaching- Special Education Track
August 2022 Winston Salem State University, Winston Salem, NC

July 2005- Associate Professor
July 2021 Department of Education, Winston-Salem State University, Winston-Salem, NC

Taught graduate and undergraduate courses in Exceptional Children in the General Classroom, Behavior Management for the Exceptional Child, and Methods & Materials of Teaching Mathematics to Students with Learning Disabilities, Secondary Learning Disabilities, Language and Communication Disorders in Children, Assessment and Measurement of Student with Learning Disabilities, and Problems and Characteristics of Students with Behavior Disorders

Authored the Request of Authorization to Establish a Master of Art of Teaching Degree program

Developed six courses to be utilized in the MAT program: Introduction to Educational Research, MAT Project, Methods for Teaching Mathematics to Students with Special Needs, Assessment and Evaluation of Students with Special Needs, Understanding High Incidence Handicapping Conditions, and Instructional Strategies for Teaching Students w/High Incidence HC

Developed and taught the online version of SPE 3323 Language Communication Disorder

January 05 Coordinator of Winston-Salem State University's NC TEACH Program
July 2007 Winston-Salem State University, NC

August 04 Project Coordinator of Scimax
Sept 06 SCIMAX is a joint program between WS/FCS, WSSU, and Wake Forest University that provided supplemental math and science instruction to WS/FCS teachers and students.

January 01 Co-Coordinator of the Special Education Program
Dec 04 Winston-Salem State University, NC

July 1999- Coordinator of the Special Education Program
June 2000 Canisius College, Buffalo, NY

May 1996- Program Director of Special Education
June 1999 Canisius College, Buffalo, NY

- Developed the goals and objectives for a total of seventeen new graduate and undergraduate courses

- Developed relationships with local schools that allowed undergraduate courses to be taught on-site.
- Development of Catalog
- Scheduled courses at both graduate and undergraduate levels
- Secured library resources
- Interaction with recruitment
- Over-seeing of the special education budget
- Secured special education student teaching supervisors and adjunct faculty members
- Graduate and undergraduate brochures developed
- Over-sight of website development, the site reflects both the graduate and undergraduate degrees, available: www.canisius.edu/canhp/departments/special_ed/

Sept 1995-
June 00

Assistant Professor

Department of Teacher Education, Canisius College, Buffalo, NY

- Taught graduate and undergraduate courses in Introduction to Special Education, Test, Measurements, and Statistics, Special Education Assessment, Nature and Needs of Students with Behavior Disorders, and Collaboration and Consultation.
- Supervised graduate independent studies designed to increase future teachers' knowledge of effective teaching techniques for students with special needs

Sept 1991-
July 1994

Research Assistant

Department of Special Education, George Peabody College at Vanderbilt University. Principal investigators Douglas Fuchs, Ph.D., Lynn S. Fuchs, Ph.D., and Joseph Murphy, Ph.D.

- Collaborated in the design and implementation of field-based research intended to have an enduring impact on the educational achievement of all students, on a school's curricular practices, and on administrative culture
- Collaborated in the design and implementation of field-based research investigating the effects of peer-mediated instruction for students with mild handicaps within the regular education setting
- Developed materials designed to ease the implementation of Classwide Peer Tutoring
- Developed strategies for including multi-handicapped students in general education classes for meaningful instruction
- Trained teachers in the use of Curriculum-Based Measurement and Classwide Peer Tutoring
- Trained students in intervention procedures

Sept 1987-
June 1991

Health Coordinator of Educational Services for the Physically Handicapped

New York City School District 28, Jamaica, NY.

- Insured the implementation of IEP mandates, emphasizing the delivery of appropriate related services and the obtainment of specialized equipment.
- Served as a resource for general education educators in physical handicaps and children with special needs.
- Provided teacher training focusing on children with physical, health, and orthopedic impairments.
- Provided transitional support to successfully move children with special needs to the least restrictive environment.
- Worked with the general education population to cultivate an environment of acceptance of students with special needs.
- Supervised, scheduled, trained, and prepared assignments for paraprofessionals

Sept 1988- Mainstream Coordinator
June 1991 Public School 80, Jamaica, NY

- Insured the appropriate mainstreaming placement for the school's special education department.
- Acted as a liaison between mainstream and special education teachers.

Dec 1991- Special Educational Consultant
August 1992 The Paul J. Cooper Foundation, Brooklyn, NY

- Established, implemented, and monitored goals for clients of an intermediate care facility.

Sept 1989- Administrative Internship
June 1990 Public School 80, Jamaica, NY

- Wrote the school's responses to city and state audits
- Reorganized the special education department to meet state requirements.
- Assisted in the selection and placement of paraprofessional staff
- Responsible for the school's safety and security plan
- Member of the principal's cabinet

Sept 1986- Teacher for Children with Learning and Behavioral Disorders
Aug 1987 The Poseidon School, Los Angeles, CA (a non-public school)

- Teacher of self-contained class for high school students with learning and behavioral disorders
- Implemented and supervised a continuous school fundraiser
- Developed, implemented, and taught the school's computer program

Sept 1982- Teacher of Children with Learning and Behavioral Disorders
June 1986 Richard S. Grossley, Junior High School 8, Jamaica, NY

- Teacher of self-contained classes for junior high school students with learning and behavioral disorders

January 1981- Teacher Assistant

August 1982 Little Village School for Developmentally Disabled Infants and Children, Garden City, NY

WRITINGS:

Zubov, L. R. (2023). [*A Preliminary Exploration in Adoption Reunions Survey*](#). Winston-Salem State University.

Zubov, L. R., Guillory, M. D., Farmer, D. F. (2021). Can Curricular Reform for Coherence and Efficiency Occur Quickly in Higher Education? *International Journal for Teaching and Learning in Higher Education*. 33, 1, pp 4-22 <https://www.isetl.org/ijtlhe/pdf/IJTLHE3782.pdf>

Fuad, M., Akbar, M., & Zubov, L. R. (2020, June). *Keeping Students Occupied with the Course Contents After Leaving the Classroom*. 2. Trondheim, Norway: Association for Computing Machinery (ACM).

Fuad, M., Akbar, M., & Zubov, L. R. (2020, February 26). *Social Learning and Scaffolding to Improve Student's Self-efficacy and Engagement*. Retrieved from <http://dx.doi.org/10.1145/3328778.3372583>

Hernandez, L., Zubov, L., Goddard, J., & Vargas, M. (2019). Culturally Diverse Families. In Grant, K. B., & Ray, J. A. (Eds) *Home, School, and Community Collaboration: Supportive Family Involvement Practices*, (4th ed). Boston: Sage Publishers

Fuad, M., Akbar, M., Zubov, L. R., & Deb, D. (2019, August). *Out-of-class Activities: What Have We Been Doing and How We Can Change it for the Future*. Retrieved from <http://dx.doi.org/10.1109/iccse.2019.8845513>

Fuad, M., Akbar, M., Zubov, L. R. (2018). Dysgu: A Mobile-Based Adaptive System to Redesign Out-of-class Activities. Conference Proceedings,

Fuad, M., Akbar, M., Zubov, L. (2018). Active Learning for Out-of-class Activities by Using Interactive Mobile Apps. Eprint arXiv:1805.00439 <https://arxiv.org/ftp/arxiv/papers/1805/1805.00439.pdf>

Zubov, L. R. (2019). *NC CEC CAN Newsletter*. North Carolina.

Zubov, L. R. (2018). *NC Council for Exceptional Children (CEC) Children Action Network (CAN) Newsletter*. North Carolina. <https://drive.google.com/file/d/0BxSlxmE5fRRrWTkwV0RINnZDLXRzZGtmbHNFY3FDT0Jkbmpz/view>

- Zubov, L. R. (2018). *North Carolina CEC Children's Action Newsletter*.
https://drive.google.com/file/d/1b_BZW0OR51AIQgLufAOC0elr0s-Nqsk_/view
- Zubov, L. (2014). Using Exercise Balls in the Classroom to Reduce Inappropriate Behavior and Improve Academic Performance. *Educere*, volume 5, pg. 22
- Zubov, L. (2013). Teaching All Learners: UDL and Differentiated Instruction. In Gargiulo, & Metcalf, D. *Teaching in today's Inclusive Classrooms*, 2nd Edition. Plymouth, MA: Cengage Learning
- Zubov, L. (2012). *Teaching all learners: UDL and differentiated Literacy Instruction*, North Carolina Council for Exceptional Children Newsletter, 6, (2)
- Zubov, L. (2012). Act of vandalism over a difference of opinion is appalling, *The Times-News*.
- Zubov, L. (2010). Update *from Capitol Hill*, North Carolina Council for Exceptional Children Newsletter, 4(3), p.5
- Zubov, L. & Metcalf, D. (2009). CAN and Representative Assembly Up-Date, *North Carolina Council for Exceptional Children Newsletter*, 3(3), p.3
- Zubov, L. (2008). NC CAN Up-Date, *North Carolina Council for Exceptional Children Newsletter*, 2(3), p.
- Zubov, L. (2006). Winston-Salem State University, School of Education and Human Performance, Request for Authorization to Establish a Master of Arts in Teaching. Proposal submitted to the University of North Carolina (proposal accepted)
- Zubov, L. & Hall, E. (2004). An Example of Writing A Paper Using 5th Edition APA Style, *New York Exceptional Individuals*, 29, 3, 4-6
- Zubov, L. (2001). Curriculum-based measurement: A Primer. *New York Exceptional Individuals*, pp. 26, 4, 4-6.
- Zubov, L. (1999). Curriculum-based measurement: A conceptual framework. *Journal of New York Association of Colleges for Teacher Education*, pp. 15, 69-75.
- Zubov, L. (1999). Problems with the effective implementation of classwide peer tutoring in inclusive classrooms. *National Forum of Special Education Journal [online]*, 8E.
<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Zubov,%20Lynn%20R%20Problems%20With%20The%20Effective%20Implementation%20of%20Classwide%20Peer%20Tutoring%20in%20Inclusive%20Classrooms.pdf>
- Zubov, L. (1997). Canisius College, School of Education Proposal for Bachelor of Science In Special Education and Bachelor of Science in Elementary and Special Education. Submitted to New York State Board of Regents (proposal accepted)

Zubov, L. (1996). Canisius College, School of Education Proposal for Master of Science in Special Education. Submitted to New York State Board of Regents (proposal accepted)

Zubov, L. (1996). Academic performance and self-concept of students with learning disabilities attending special day schools and regular mainstream schools. (Doctoral dissertation Vanderbilt University, 1996). *Dissertation Abstracts International*

Co-author of New York City District 28 booklet, "*Handbook for the Special Education Paraprofessional.*" New York City Board of Education, NY

GRANT ACTIVITY

Zubov, L. (2023). Preliminary Exploration in Adoption Reunions Survey. Winston-Salem State University's Professional Development Committee \$3,000

Zubov, L & Tafari, D. H. (2022). "Future Teachers of North Carolina," Sponsored by NC Department of Public Instruction, State, \$13,360.00. (May 2022 - January 2023).

Fuad, M., Akbar, M., Zubov, L (2018). A Mobile Learning Environment for Interactive Out-of-class Activities to Improve Student Success, National Science Foundation, \$233,827

Zubov, L. (2015). The effects of using an exercise ball on student academic performance in the classroom. Winston-Salem State University's Professional Development Committee \$2,500

Zubov, L. (2014). Does Using an Exercise Ball in the Classroom Reduce Inappropriate Behavior or Improve Academic Performance? Winston-Salem State University's Professional Development Committee \$2,000

Zubov, L & Johnson, D.T. (2011). Sonia Kovalevsky Day. Association for Women in Mathematics \$1,995.

Zubov, L. (2009). "Using Panopto to Increase Student Success in a College-Level Course" Winston-Salem State University's Center for Excellence in Teaching and Learning-CETL \$3,000.

Zubov, L (November 2005). Collaborative Statewide Preparation Program in Low Incidence Populations: Severe Disabilities and Autism. U. S. Department of Education, Office of Special Education and Rehabilitative Services, Subcontract via UNC-C \$9,288

Zubov, L (November 2004). Collaborative Statewide Preparation Program in Low Incidence Populations: Severe Disabilities and Autism. U. S. Department of Education, Office of Special Education and Rehabilitative Services, Subcontract via UNC-C \$9,288

Zubov, L (December 2003). Collaborative Statewide Preparation Program in Low Incidence Populations: Severe Disabilities and Autism. U. S. Department of Education, Office of Special Education and Rehabilitative Services, Subcontract via UNC-C \$9,288

Zubov, L. & Marable, M. (1999). Support for Modifying Teacher Education Programs for Preparing Teachers for Working Successfully with Students with Special Educational Needs. Funded by the Office of Vocational and Educational Services for Individuals with Disabilities of the New York State Education Department. (Funded)

CONFERENCE, WORKSHOPS, AND IN-SERVICE PRESENTATIONS:

Zubov, L. (2024, August 20). *The Effects of Mother-Child Separation & Reunion Outcomes: A Preliminary Exploration* Presentation made for the Adoption Knowledge Affiliates Quarterly Education Speaker Series. Virtual YouTube recording <https://www.youtube.com/watch?v=woeX3z2PFJA>

Zubov, L. R. (April 2024). *Early results from the Preliminary Exploration in Adoption Reunions Survey*. Poster presentation made during the Annual Untangling Our Roots conference, Denver, CO.

Zubov, L. R. (February 2024). *Let's talk about Adverse Childhood Experiences (ACE)*. Presentation made during the North Carolina Council for Exceptional Children Empowering Educators: Evidence-Based Practices for Exceptional Learners, Raleigh, NC.

Zubov, L. R (August 2023). *Ignite Your Teaching Superpowers: Unleashing the Therapeutic Teaching Mindset*. Presentation made during the North Carolina Council for Exceptional Children Igniting Passion: Empowering Teachers to Inspire Students conference. Wake Forest, NC.

Zubov, L. R., Pennington, R., & Nines, D. (August 2023). *Innovative Strategies and Best Practices for Classroom Management: A Panel Discussion*. Presentation made during the North Carolina Council for Exceptional Children Igniting Passion: Empowering Teachers to Inspire Students. Wake Forest, NC.

Zubov, L. R. (February 2023). *Ignite Your Teaching Superpowers: Unleashing the Therapeutic Teaching Mindset*. Presentation made during the North Carolina Council for Exceptional Children Exceptional Learner Summit, Raleigh, NC.

Zubov, L. R. (Feb 2022). *Networking Session: NC CEC Networking Session: Division for Emotional & Behavioral Health*. Presentation made during the Annual North Carolina Council for Exceptional Children Conference, Virtual Conference.

*Zubov, L. R. (May 2021). *Teaching Problem-Solving Through the Use of Conceptual Knowledge*. Presentation made during the NC CEC Division of Autism and Developmental Disabilities. Virtual conference.

- Zubov, L.R., Berry, C., Guillory, M. D., Walker-Bethea, T., Villagomez, C. (September 2020). *One Institute's Path to Curriculum Reform*. Presentation made during the North Carolina Association of Colleges and Teacher Educators (NCACTE) Conference. Location: Virtual conference
- *Zubov, L. R. (May 2020). *CEC Child Advocacy Network (CAN) CEC/COVID-19 Updates*. Presentation made during the NC CEC Division of Autism and Developmental Disabilities. Virtual conference.
- Zubov, L., Bost, J. I., Mamlin, N, Holzberg, D., & Mason, H. (February 2020). *What's Up with Washington, DC?* Presentation made during the Annual North Carolina Council for Exceptional Children Conference, Greensboro, NC.
- Zubov, L.R. (January 2019). *What's Up with Washington, DC?* Presentation made during the Annual North Carolina Council for Exceptional Children Conference, Wilmington, NC.
- Zubov, L. (June 2018). *What's Up with Washington, DC?* Third Annual Inclusion Conference, Cullowhee, NC
- Berry, C., Guillory, M.D., Walker-Bethea, T., Zubov, L., McKenzie, M. (May 2018). *Achieving a True Liberal Education Curriculum at Winston-Salem State University*, Teagle, AAC&U Meeting, Las Vegas, NV
- Fuad, M., Monika Akbar, M., & Zubov, L. (April 2018). *Active Learning for Out-of-class Activities by Using Interactive Mobile Apps*. New Zealand.
- Zubov, L., Pearson, D. & Tafari, D. (September 2014). *BS in Teaching: WSSU's alternative to low-producing programs*. Raleigh, NC.
- *Zubov, L. (November 2013). *What's Up with Washington, DC?* Presentation made at the NC CEC Western Regional Conference, Boone, NC.
- Zubov, L. & Lee, F (January 2013). *Teacher Evaluation: CEC's position and how NC is moving toward with Teacher Evaluation*, Presentation made during The Annual North Carolina Council for Exceptional Children Conference, Pinehurst, NC.
- *Zubov, L. (November 2012). *Update on what's happening in Washington, D.C. and what CEC is asking us to support*. Presentation made during The NC CEC Regional Conference, Boone, NC.
- *Metcalf, D. & Zubov, L. (November 2012). *Universal design for learning and differentiated instruction: One size does not fit all*, Presentation made during the NC Department of Education Special Education Annual Conference, Greensboro, NC.
- Zubov, L. (August 2011). *Classroom Management*. In-Service workshop for special education teachers. Winston-Salem/Forsyth County School, W-S, NC.

Zubov, L. & Metcalf, D. (February 2011). *How to Differentiate Instruction & Utilize Universal Design for Learning*. Preconference workshop Presentation made during the Annual North Carolina Council for Exceptional Children Conference, Winston-Salem, NC.

Zubov, L. (April 2011). *Brain Power*. Presentation made for the TEAP Center's Attitude Matters: Preparing to Make a Difference conference. Winston-Salem State University, Winston-Salem, NC

Zubov, L. (April 2010). *Critical Thinking*. Presentation made for the TEAP Center's Attitude Matters: Preparing to Make a Difference conference. Winston-Salem State University, Winston-Salem, NC

Zubov, L. & Grammer, B. (January 2010). *Update on Highly Qualified Special Education Teachers*. Presentation made at the Annual Convention of the North Carolina Council of Exceptional Children. Wilmington, NC.

Zubov, L. & El-Amin (January 2009). *Using E-books in your classroom*. Presentation at the Annual Convention of the North Carolina Council of Exceptional Children. Wilmington, NC.

Zubov, L. (2008). *Helping Students Master Multiplication Facts*. Workshop presented during the Differentiating Instruction for Successful Learning by ALL Students. In-service for the Stokes County Public Schools. Winston-Salem, NC.

Zubov, L. (January 2009). *Update from Capitol Hill*. Presentation made at the Annual Convention of the North Carolina Council of Exceptional Children. Wilmington, NC.

Zubov, L. (January 2008). *Update from Capitol Hill*. Presentation made at the Annual Convention of the North Carolina Council of Exceptional Children. Wilmington, NC.

Zubov, L. & El-Amin, C. (January 2008). *The Many Mexicos*. Presentation made at the Annual Convention of the North Carolina Council of Exceptional Children. Wilmington, NC.

Zubov, L. & El-Amin, C. (November 2007). *The Many Mexicos*. Presentation made at the Annual Convention of National Association of Multicultural Education, Baltimore, MD.

Zubov, L. (September 2007). *IDEA updates, current legislative action, and advocacy*. Presentation made at the NC Council for Exceptional Children Western Region Conference, Boone, NC.

Zubov, L. & Grammer, B. (May 2007). *IDEA & article IX- NC SPED Law: Changes and Implications for Practice*. Presentation made at NC CEC Eastern Regional Conference, Greenville, NC.

Molusky, L. Jasmine Hart, J., Warren, M.L., Zubov, L. (March 2007). *Lessons learned from Mexico*. Presentation made at the Annual World View Seminar, Chapel Hill, NC.

- Zubov, L. (February 2007). *A fresh IDEA: A discussion of the new 2004 IDEA regulations*. Presentation made at the Annual North Carolina Conference of the Council for Exceptional Children, Willington, NC.
- Moody, T. & Zubov, L. (February 2007). *From the Dump to the Desk*. Presentation made at the Annual North Carolina Conference of the Council for Exceptional Children, Willington, NC.
- Zubov, L. (March 2006). *Using Peer Assisted Learning Strategies (PALS) to Teach Reading to Students with Varying Abilities*. Presentation made at the 37th Annual North Carolina Reading Association, Winston-Salem, NC.
- Zubov, L. (March-April 2006). *Peer Assisted Learning Strategies: How to use PALS to Improve Reading for All*, Blessed Sacrament School, Burlington, NC. Trained participating teachers in implementing PALS to improve students' reading ability.
- *Zubov, L. (November 2004). *Peer-Assisted Learning Strategies: How to make PALS work, Presentation to be made at the Annual New York State meeting of the Council for Exceptional Children, Albany, NY*. Invited speaker for the Division of the Council for Children with Learning Disabilities
- Zubov, L. (March 2004). *Peer Assisted Learning Strategies: Using PALS to close the achievement gap in reading*. Presentation made at the Raising Achievement and Closing Gaps Conference VIII, Greensboro, NC.
- Zubov, L. (February 2004). *Peer-Assisted Learning Strategies (PALS) for Mathematics* Presentation at the Annual North Carolina Conference of the Council for Exceptional Children, Willington, NC.
- *Zubov, L. (November 2003). *Peer-Assisted Learning Strategies: How to make PALS work, Presentation to be made at the Annual New York State meeting of the Council for Exceptional Children, Albany, NY*. Invited speaker for the Division of the Council for Children with Learning Disabilities.
- Zubov, L. (January 2003). *Peer Assisted Learning Strategies: How to make PALS work, Winston-Salem/Forsyth County School, W-S, NC*. Trained participating special education teachers in implementing Peer Assisted Learning Strategies to improve students' reading ability.
- *Zubov, L. & Day-Hairston, B. (Nov 2002). *Developing Positive Behavioral Support Plans Through the Use of a Functional Analysis of Behavior*. Presentation made at the Council for Exceptional Children Annual New York State meeting, Albany, NY. Invited speaker for the Division of the Council for Children with Behavior Disorders.
- *Zubov, L. (2003). *Creating Newsletters*. Paper presented at the Annual New York State Council for Exceptional Children Leadership Training Institute, Albany, NY.

- *Zubov, L. (2002). *Creating Newsletters*. Paper presented at the Annual New York State Council for Exceptional Children Leadership Training Institute, Albany, NY.
- Zubov, L. (2001). *What we know about how the brain works*. Presentation made at the Annual Teacher Education Forum, Raleigh, NC.
- Zubov, L. (March 2000). *How to Make Inclusion Work*, Public School 54, Buffalo, NY. March 2000 Conducted in-service workshop for general education teachers. This workshop aimed to help develop a shared vision of inclusion within the school.
- Zubov, L., Shanley, D. & McLane, M. (1999). *You show us yours; we'll show you ours: Three institutions share their redesigned programs in special education*. Presentation made at the Annual New York State Conference of the Council for Exceptional Children, Uniondale, NY.
- Marable, M. & Zubov, L. (1998). *A special education pre-service training program: A collaboration between the College and the local schools*. Presentation made at the Council for Exceptional Children New York State Conference, Buffalo, NY.
- Zubov, L. (1996). *Academic performance and self-concept of students with learning disabilities attending special day schools and regular mainstream schools*. Presentation made at the Council for Exceptional Children New York State Conference, Albany, NY.
- Thompson, A., Gift, C., Turbeville, J., Bridwell, J., Roche, L., & Burns, S. (1994). *Restructuring to Improve Educational Outcomes for All Students at Gower Elementary School*. Presentation made at the Joint Conference for Students with Special Needs, Nashville, TN.
- Roche, L (Nov 1994). *Classwide Peer Tutoring: How to implement CWPT*, Willow Hall Academy, Franklin, TN. November 1994. Trained participating special education teachers in the implementation of Classwide Peer Tutoring.
- Mathes, P.G., Bishop, J.N., & Roche, L.F. (1993). *Effectiveness of Peer-Mediated Strategies in Reading and Math for Students with Learning Disabilities in Resource and Mainstream Settings*. Presentation at the Council for Exceptional Children National Conference, San Antonio, TX.
- Fuchs, L.S., Roche, L.F., Bentz, J., Hamlett, C.L., & Bishop, J.N. (1993). *New Directions for Curriculum-Based Measurement: Moving Beyond Basic Skills and into Classwide Decision Making*. Presentation at the Council for Exceptional Children National Conference, San Antonio, TX.
- Roche, L. (1993). *Systemic Change Organizing Reform Efforts (SCORE)*, Vanderbilt University, Nashville, TN. October 1993 and November 1993. Trained participating general education

teachers to administer weekly CBM tests, analyze reports about the students' academic performance, and implement Classwide Peer Tutoring activities in their classroom.

Roche, L. (1991). *Planning, Reviewing, and Ongoing Assessment among Classroom Teachers (PROACT) Teacher Participants*, Vanderbilt University, Nashville, TN. October 1991, 1992, and November 1992. Trained participating general education teachers to administer weekly CBM tests, analyze reports about the students' academic performance, implement Classwide Peer Tutoring activities in their classroom, and apply adaptive instructional strategies for students with chronic math difficulties.

Roche, L (August 1987). *The Personal Computer in the Classroom*, Poseidon School, Los Angeles, Organized and conducted a two-part in-service designed to give classroom teachers essential background and information on how to use the personal computers in the classroom.

***Invited Presentation**

Presentations with Students

Lake, M. & Zubov, L. (February 2024). *Strategies for Teaching Measurement to Low Achieving Students at the Elementary Level*. Presentation made during the Annual North Carolina Council for Exceptional Children Conference, Raleigh, NC.

Thompson-Smith, & Zubov, L. (February 2024). *Strategies for Teaching Geometry to Exceptional Children*. Presentation made during the Annual North Carolina Council for Exceptional Children Conference, Raleigh, NC.

Tucker, L., Johnson, P., & Zubov, L. (February 2024). *Why Progress Monitoring*. Presentation made during the Annual North Carolina Council for Exceptional Children Conference, Raleigh, NC.

Alhazmi, R. & Zubov, L. (January 2019). *Reading Fluency Interventions for Students with Learning Disabilities*. Presentation made during the Annual North Carolina Council for Exceptional Children Conference, Wilmington, NC.

Li, M., Zhang, C., & Zubov, L. (April 2017). Learning Chinese as a second language: Teaching strategies for students in Chinese immersion classrooms. Presentation made during the 20th Annual Southeastern Association of Educational Studies, Chapel Hill, NC

Zubov, L., Evans, T. & Randleman, J. (January 2017). *The effects of using an exercise ball on student academic performance in the classroom*. Presentation at The Annual North Carolina Council for Exceptional Children Conference, Wilmington, NC.

Zubov, L., Davidson, A., Marrs, B., Pitts, & E. Evans, T. (April 2016). *The effects of using an exercise ball on student academic performance in the classroom*. Presentation made during Winston Salem State University Scholarship Day, Winston-Salem, NC

Zubov, L., Evans, T., Davidson, A., & Randleman, J. (October 2016). *The effects of using an exercise ball on student academic performance in the classroom*. Presentation made during the NC CEC Western Regional Conference, Boone, NC.

Zubov, L., McFall, J., & Marable, M. (1997). *Whole Language and Inclusion: Two Trains of Thought on a Collision Course*. Presentation made at the New York State annual meeting of the Council for Exceptional Children, NY.

Anders, L., Cullison, C., Exline, J., Husky, A., Larned, K., Oneal, A., Richardson, A., Ross, A., Smith, L; Smoot, E., & Zubov, L. (February 2004) *Multiplying and Dividing Fourth Grade Fractions*. Poster Presentation made at the 9th Annual NASA/Langley Pre-Service Program, Alexandria, VA.

ADDITIONAL PROFESSIONAL INFORMATION:

North Carolina State Council for Exceptional Children Children's Action Network coordinator (2005-2014, 2019-2022, 2024-)

2023 Recipient of NC Council for Exceptional Children NC CEC Division of Emotional and Behavioral Health Subdivisions Distinguished Service Award

North Carolina State Council for Exceptional Children Subdivision President of the Division for Behavioral and Emotional Health (2021-)

2021 recipient of Winston-Salem State University Board of Governor's Excellence in Teaching Award.

Peer-Reviewer for The Journal of Healthcare, Science, and the Humanities, Tuskegee, AL

Conference Chair, Creating New Horizons. North Carolina State Council for Exceptional Children, January 30-February 1, 2014, Pinehurst, NC
Recipient of the New York State Council for Exceptional Children Service Award, November 2003

Recipient of the Winston-Salem State University Nontraditional Adult Student Organization Award, April 2002

Co-chair, Educational Site Visits/Video Theatre Subcommittee, CEC Annual Convention and Expo, NY, NY, April 2002

Conference Chair, Special Education in the New Millennium: Where are we going? New York State Council for Exceptional Children, October 19th-21st, 2000. Niagara Falls, NY

President of New York State Federation of Chapters of the Council for Exceptional Children, 2000

Quest Reviewer for Teaching Exceptional Children, 1999-2004

Recipient of the Horace G. Hill Scholarship Fund.

Former secretary of Public School 80's Pupil Personnel Committee (a screening process for referrals from mainstream teachers before the initiation of testing for special education services).

Former member of Project Basic (an NYC program designed to increase the academic success of At-Risk students)

PROFESSIONAL AND ACADEMIC ASSOCIATION:

International Council for Exceptional Children

- CEC Division for Learning Disabilities
- CEC Division for Behavioral and Emotional Health

Association for Supervision and Curriculum Development

Kappa Delta Pi

Phi Delta Kappa

CERTIFICATION:

North Carolina Certification, K-12 Special Education: General Curriculum

North Carolina Certification, K-12 Cross-Categorical Special Education

North Carolina Certification, Elementary School

North Carolina Certification, School Administrator

New York State Certification, Teacher of Special Education (K-12)

New York State Certification, Elementary School Teacher

New York State School Administrator and Supervisor (expired)

REFERENCES:

Dr. M. Dee Guillory
MBA Director and Associate Professor of Marketing at
Winston-Salem State University
601 S. Martin Luther King Jr. Drive, R. J. Reynolds Center 300
Winston-Salem, NC 27110
P: 336-750-2359, E: Guillorymd@wssu.edu

Dr. Glenda McKeithan
Department of Special Education, Program Kansas University ASD MSE Associate
University of Kansas
1122 West Campus Rd, Joseph R. Pearson Hall, Rm. 521
Lawrence, Kansas 66045-3101
P: (785) 864-6987, E-mail: gmckeithan@ku.edu

Dr. Tanya Walker, Ph.D.
English Department Chair and Associate Professor of African-American Literature
Winston-Salem State University
601 S. Martin Luther King Jr. Drive, Hall Patterson 220
Winston-Salem, NC 27110
P: 336-750-2300, E: Walkerte@wssu.edu



WINSTON-SALEM STATE UNIVERSITY

DEPARTMENT OF EDUCATION

Winston-Salem State University

Kim D. Pemberton, Ph. D. –Chairperson

Anderson Center C131A or 254D

Winston-Salem, NC 27110

P: 336-750-2551 | F: 336-750-2892 | E: pembertonkd@wssu.edu

June 1, 2024

Dean Bhat & Provost Stitts,

This letter comes as a supportive endorsement and recommendation for **Dr. Lynn Zubov's Professor Emerita** request. Dr. Zubov has served Winston-Salem State University (WSSU) in many capacities during her tenure of approximately 20 years. Her years of service and hours of tireless work demonstrated her passion and commitment to the field of education. She served faculty and students, the department, university, and the community. Additionally, Dr. Zubov represented the Department of Education and served as a loyal supporter of its initiatives on campus and throughout the greater community.

According to the Winston-Salem State University Faculty Handbook, the request for Professor Emerita warrants many rights and privileges. In addition to those outlined in the University Policy, with which I concur, I am also in full support of the continued use of Dr. Zubov's university assigned email account (zubovl@wssu.edu). Additionally, Dr. Zubov's research that she plans to continue, is connected to that account and her ability to access Qualtrics surveys and data she has gathered. These simple gestures acknowledge the department's sincere appreciation for the remarkable qualities exhibited by Dr. Zubov on behalf of the university. Therefore, it is my pleasure to acknowledge this request and recommend **Dr. Lynn Zubov** for **Professor Emerita** status from Winston-Salem State University.

Thank you in advance for your attention to this matter. I can be reached at the enclosed contact information if further endorsement is needed.

Sincerely,

Kim D. Pemberton

Kim D. Pemberton, Ph. D.
Chairperson; Department of Education

A constituent institution of the University of North Carolina.

Career & Graduate School Expo

List of Employers:

Business Administration: Allegacy Federal Credit Union, African-American Credit Union Coalition, Lincoln Financial, UNC Master of Accounting.

Nursing: Novant Health, University of St. Augustine for Health Sciences, NC State Laboratory of Public Health, FirstHealth of the Carolinas, Roper St. Francis Healthcare, Liberty Health, ECU Health, Atrium Health Wake Forest Baptist, UNC Health, Catawba Valley Health, etc.

Health Administration: Medical University of South Carolina.

Sports: City of Winston-Salem Recreation & Parks, Duke Univ. SOM Doctor of Physical Therapy, WSSU Occupational Therapy Department, Methodist University Doctor of Occupational Therapy Program.

Psychology: Elevation Pediatric Therapy, Methodist University Doctor of Occupational Therapy Program, WSSU Occupational Therapy Department, Duke Univ. SOM Doctor of Physical Therapy.

Education: Winston-Salem State University (Graduate College), Clark Atlanta University, Wake Forest University School of Business, North Carolina Central University, Many public-school districts.

Government: NC State Bureau of Investigation, United States Secret Service, Federal Air Marshal Service, City of Lexington.

Career & Graduate School Expo *Student* Attendance

Spring 2024

712

Spring 2025

1100

Career & Graduate School Expo *Employer* Attendance

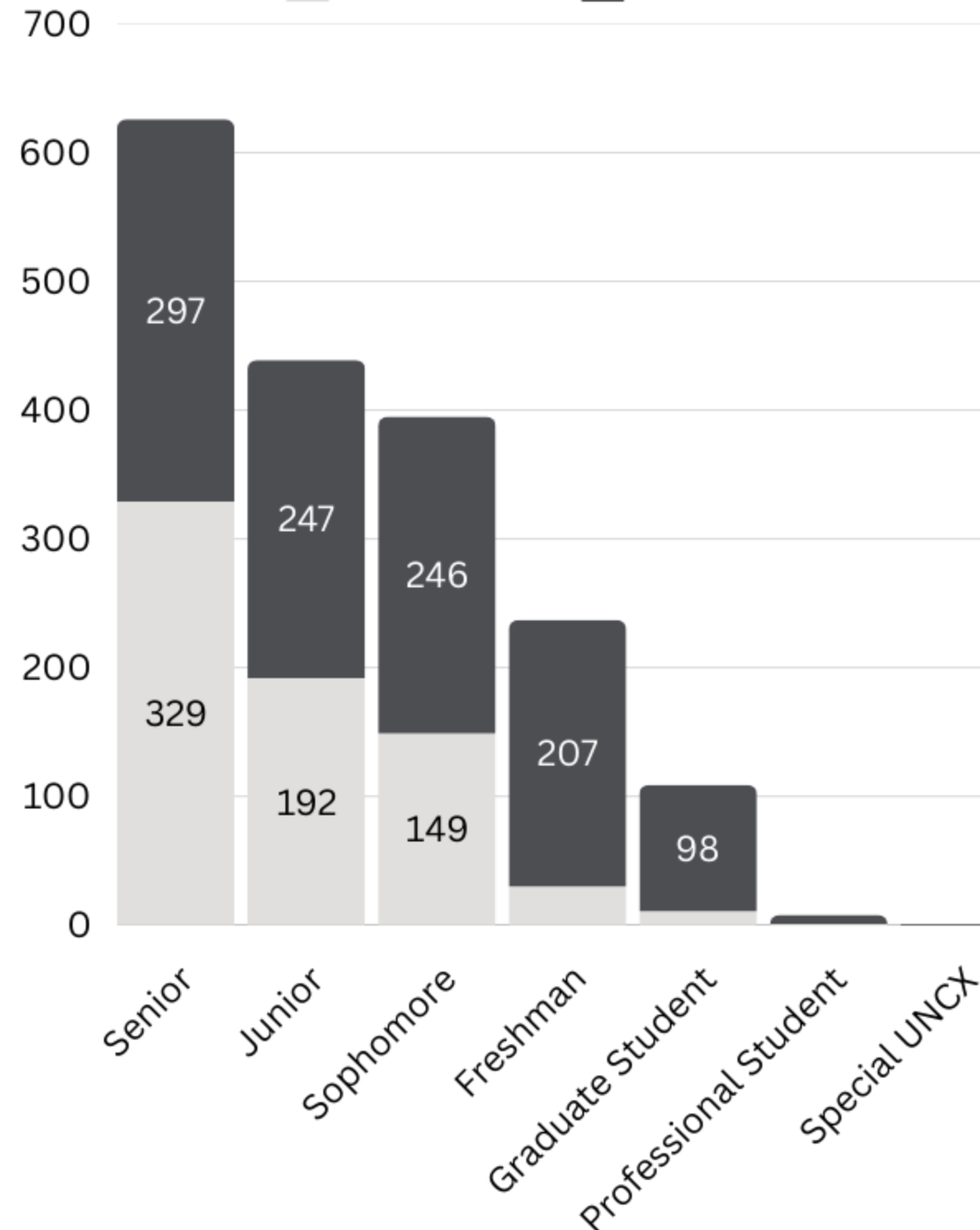
Spring 2024

130

Spring 2025

150

Spring 2024 Spring 2025



WINSTON-SALEM STATE UNIVERSITY
CAREER DEVELOPMENT SERVICES

Career & Graduate School Expo

Top Majors Spring 2024

Business Administration	68
Pre-Nursing	55
Psychology	44
Healthcare Management	39
Pre-Business Administration	37

Top Majors Spring 2025

Pre-Nursing	175
Business Administration	91
Nursing	77
Psychology	48
Biology	43



“Study Away” & Excursions

So far this term, we have supported **three major events**: The Washington Center in Washington, D.C., the CIAA in Baltimore, MD, and the HBCU Legacy Bowl in New Orleans, LA.



HBCU Legacy Bowl
New Orleans, LA



CIAA
Baltimore,
MD



The Washington Center
Washington, D.C.



WINSTON-SALEM STATE UNIVERSITY
**CAREER DEVELOPMENT
SERVICES**



WSSU

Academic and Student Experience Committee Agenda Item Cover Sheet

Meeting Date:	March 13, 2025
Background:	<p>In higher education, peer lists are helpful tools often used in benchmarking, comparison, and institutional planning efforts.</p> <p>Periodically, the UNC System Office oversees a process, in partnership with campus representatives, to review and update the peer lists of its constituent institutions.</p>
Situation:	<p>The System's current Peer Study expires on June 30, 2025 and the UNCISO charged all constituent institutions to update their peer institution lists. WSSU's work has concluded and resulted in the attached list of peer recommendations.</p> <p>The attached document also includes background on the methods and process that was used to arrive at the recommended list.</p>
Impact/Benefit:	
Requested Action:	<p>The attached is for information and does not require an action by the Academic and Student Experience Committee or the Board of Trustees.</p> <p>Questions can be directed to the Provost prior to March 13, 2025.</p> <p>Following the conclusion of the Board of Trustees meeting on March 13, WSSU Administration will provide a final list of recommendations to the UNC System Office, no later than April 7. The UNC Board of Governors will consider and approve the final list.</p>
Attachments:	Document: WSSU Board of Trustees Peer Institution Recommendation

WSSU Board of Trustees Peer Institution Recommendation

100724	Alabama State University
106412	University of Arkansas at Pine Bluff
140960	Savannah State University
175342	Alcorn State University
175856	Jackson State University
207209	Langston University
218733	South Carolina State University
226152	Texas A & M International University
227526	Prairie View A & M University
232937	Norfolk State University
234155	Virginia State University

The UNC System Office (UNCISO) delivered two analyses based on different variables to identify institutions to consider as Board of Governors Peer Institutions. The activity is designed to assist with the selection of 10 to 12 institutions for the group. The required variables are FTE fall enrollment, percent of undergraduate students receiving a Pell grant, undergraduate enrollment as a percent of total enrollment, percent of faculty that are full-time, instructional expenditures per FTE, and academic program mix: critical workforce STEM, Health, and Education. Institutions were instructed to select four variables to complete the analysis. The variables selected for the initial analysis were percent of undergraduate students that are transfers, percent five-year change in fall FTE enrollment, research expenditures per FTE, and Core operational revenue per FTE. The second percent analysis replaced the Core operation revenue per FTE variable with percent of undergraduate students that are 25 and older which is more in line with WSSU's strategic goals.

The first analysis contained a list of 34 institutions, and the second analysis contained 35. Several institutions appear on both lists suggesting that they may be strong candidates for the recommendation. Alabama State University, South Carolina State University, Norfolk State University, and Virginia State University are current peer institutions. University of Arkansas at Pine Bluff, Langston University, Texas A & M International University, and Prairie View A & M University also appeared on both lists.

The committee completed a holistic review of the remaining institutions present on the second analysis that was delivered. Savannah State University and Alcorn State University are both system institutions in their respective states, HBCUs, have a similar percentage of undergraduate students as a percentage of total enrollment, serve a high percentage of students who receive Pell grants, have a similar percentage of undergraduate students over the age of 25, and percentage of full-time faculty.

Additionally, Jackson State University (JSU) is being recommended by the committee as a peer institution. It is an HBCU in the Mississippi Institutions of Higher Learning system. Holistically reviewed, JSU has many similar attributes including the percentage of undergraduate students who receive a Pell grant, percentage of full-time instructional staff, percentage of undergraduate students who are transfers, percentage of undergraduate students that are 25 and older, as well as several financial metrics.

Committee members: Tony Artimisi, Rachelle Barnes, Leslee Battle, Manju Bhat, Montrale Boykin, Shawn Holt, LaVie Leasure, Lisa McClinton, and Cheryl Pollard



**Academic and Student Experience Committee
Agenda Item Cover Sheet**

Meeting Date:	March 13, 2025
Background:	<p>On February 17, 2025, the Board Chairs of all the constituent institutions of the UNC System were sent a memo by from the Chair of the Board of Governors and the Chair of the Committee on Educational Planning.</p> <p>In that memo, it was requested that WSSU's board of trustees review and report to the Board of Governors promptly on the continued need, if any, for waivers granted by the board of trustees for the award of undergraduate degrees requiring more than 120 semester credit hours.</p>
Situation:	<p>In 2018, WSSU's prelicensure nursing program received system approval to establish a curriculum comprising 128 credit hours.</p> <p>This decision was made after careful consideration of the educational requirements necessary to adequately prepare our students for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and to ensure they meet the competencies expected in the nursing workforce.</p> <p>The rationale for expanding the curriculum in 2018 remains that same and is outlined on the attached supporting document.</p>
Impact/Benefit:	
Requested Action:	Informational, as no new programs have been added since last approval.
Attachments:	<ul style="list-style-type: none">• Memorandum to Chairs, Board of Trustees, distributed February 17, 2025• Document: 128 Credit Hours in the Prelicensure Nursing Program

To: Chairs, Boards of Trustees

CC: Peter Hans, President, UNC System
Chancellors
Wade Maki, Chair, Faculty Assembly
Campus Board Professionals

From: Wendy Murphy, Chair, Board of Governors
Terry Hutchens, Chair, Committee on Educational Planning

Re: Report on Waivers for Exceeding 120-Credit Hour Limits

Date: February 17, 2025

We ask that your board of trustees review *at your next regularly-scheduled board meeting* and report to us promptly on the continued need, if any, for waivers granted by your board of trustees for the award of undergraduate degrees requiring more than 120 semester credit hours. Exhibit A reflects available statistics on existing waivers.

We also ask you to identify any undergraduate degree programs that require more than 120 semester credit hours *without* having obtained the necessary waiver from your board.

Membership of boards of trustees has changed since 2018. Therefore, we write briefly on the context for our request. In 2018, the Board of Governors amended [Section 400.1.5](#) of the UNC Policy Manual to cap at 120 the number of semester credit hours required to award undergraduate degrees. Waivers by boards of trustees are allowed for compelling reasons. Compelling reasons include: programmatic accreditation standards; licensure requirements; and other state, federal, or professional regulations. See [Section 400.1.5\[R\]](#) of the UNC Policy Manual.

At the time the 120-credit hour cap was imposed, campus approaches varied—some programs required as many as 134 semester credit hours for an undergraduate degree. Others required less. The 2018 policy change imposed system-wide structure where none had existed.

Since 2018, the Board of Governors, the System Office, and campus administrations have redoubled efforts to lower the whole cost of education. Consistent with the UNC Strategic Plan, few stones have been left unturned on ways to drive down the costs of a college degree. That effort, among many, has resulted in

the UNC System keeping in-state, undergraduate tuition flat for eight successive years.

Sound policymaking requires a reassessment of the need for these waivers. Once a waiver has been granted, there appears to be no formal mechanism to revisit periodically the continued need for that waiver. We do not presume that your reassessment will prompt discontinuance of any waivers. However, the 2018 policy was passed over seven years ago, and the drive to continually improve our operations counsels a degree-by-degree reassessment of the need for these waivers.

Separately, if programs exist where a needed waiver has not been obtained, we need to know that, too. Therefore, we ask you to look into these matters and report back to us.

Please lead your boards in undertaking the reassessment we have requested *at your next regularly-scheduled meeting*. You will need to work with your chancellors and chief academic officers. Please assess whether compelling reasons for current waivers still exist and whether there are other programs for which a waiver is needed. Promptly following your meeting, please make a written report to us detailing why your board has concluded that each existing waiver does or does not remain necessary and identifying non-compliant programs for which a waiver is needed.

Thank you for your work to continually improve the University of North Carolina. It takes a “whole of System” effort to maintain the University’s status as the best public university system in the United States. If in the course of this work, you have other ideas on ways the System can improve to further that goal, please let us know.

EXHIBIT A

UNC System 120 Credit Hour Exempted Programs

Count and Percent of Exempt Programs			
Institution	Count of Programs	Count of Exemptions	% Exempt
Appalachian State University	78	2	2.6%
Elizabeth City State University	27	0	0.0%
East Carolina University	80	2	2.5%
Fayetteville State University	36	2	5.6%
NC Agricultural and Technical State University	59	3	5.1%
North Carolina Central University	35	5	14.3%
NC State University	91	19	20.9%
UNC Asheville	32	0	0.0%
UNC-Chapel Hill	72	10	13.9%
UNC Charlotte	71	1	1.4%
UNC Greensboro	66	2	3.0%
UNC Pembroke	37	0	0.0%
UNC Wilmington	57	3	5.3%
UNC School of the Arts	5	1	20.0%
Western Carolina University	66	10	15.2%
Winston-Salem State University	34	1	2.9%
UNC System	846	61	7.2%

128 Credit Hours in the Prelicensure Nursing Program

In 2018, our prelicensure nursing program received system approval to establish a curriculum comprising 128 credit hours. This decision was made after careful consideration of the educational requirements necessary to adequately prepare our students for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and to ensure they meet the competencies expected in the nursing workforce.

Rationale for 128 Credit Hours

1. **Accreditation Standards:** The Department of Nursing (DON) believes that reducing the number of nursing credits could negatively impact our ability to meet accreditation standards. Accreditation bodies require nursing programs to demonstrate that their graduates possess the necessary knowledge and skills to provide safe and effective care. A robust curriculum with sufficient credit hours is essential to meet these standards.
2. **Professional Competencies:** The nursing profession demands a high level of competency and critical thinking skills. The 128 credit hours are designed to cover essential content areas that are critical for success on the NCLEX-RN. Reducing the credit hours could lead to the omission of vital topics that prepare students for real-world nursing challenges.
3. **Unique Needs of Our Student Population:** Our curriculum has been specifically tailored to address the unique needs of our student population. While 120 credit hours may suffice for other academic programs, nursing education requires a comprehensive approach that encompasses both theoretical knowledge and practical skills.
4. **Collective Voice of Nursing Programs:** The collective voice of nursing programs within the system has indicated that any changes to the upper division nursing course credit hours could result in the exclusion of critical content necessary for licensure exam success. This consensus underscores the importance of maintaining the current credit structure to ensure our graduates are well-prepared for their roles in the healthcare system.
5. **Impact on the Nursing Workforce:** The nursing workforce is currently facing significant shortages, and it is imperative that our graduates are equipped to meet the demands of the profession. A well-structured program with adequate credit hours is essential for producing competent, highly-functioning nurses who can contribute effectively to patient care and healthcare teams.

In conclusion, the decision to maintain the 128 credit hours in our prelicensure nursing program is rooted in a commitment to excellence in nursing education. This is consistent with multiple nursing programs across the UNC system. It ensures that our graduates are not only prepared for the NCLEX-RN but also equipped to meet the challenges of the nursing profession. It was submitted to the Dean of the SOHS in Dec. 2018 for approval by the Board of Trustees.



WSSU BOT Committee on Trustees and Governance Meeting

Winston-Salem State University

Thursday, March 13, 2025 at 1:00 PM EDT to Thursday, March 13, 2025 at 1:45 PM EDT

Agenda

I. Call to Order

II. Conflict of Interest Statement

All board members are reminded of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest as required by this Act. Each member has received the agenda and related information for this Board of Trustees' meeting. If any board member knows of any conflict of interest or appearance of conflict with respect to any matter coming before the Board of Trustees at this meeting, the conflict or appearance of conflict should be identified at this time.

III. Roll Call

1. Carlos Pauling- Chair
2. Alex Johnson-Vice Chair
3. Kathleen Kelly
4. Drewry Nostitz
5. L'Tanya Bailey
6. Ricky Sides

IV. Action Item | Approval of Meeting Notes from December 5, 2024 Governance, Advocacy, Trustees and Ethics Committee

V. Action Item | Endorsement of 2025-2026 Board Meeting Calendar

VI. Action Item | Endorsement of Membership Recommendations for the Board of Trustees of the Endowment Fund of Winston-Salem State University (BoTE)

VII. Adjournment

Winston-Salem State University
Governance, Advocacy, Trusteeship, and Ethics Committee Meeting Notes
December 5, 2024
8:30 a.m.

I. Call to Order

Trustee Bill Miller called the meeting to order.

II. Conflict of Interest Statement

Chair Miller read the following statement: *“All Board Members are reminded of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest as required by this Act. Each member has received the agenda and related information for this Board of Trustees’ meeting. If any board member knows of any conflict of interest or appearance of conflict with respect to any matter coming before the Board of Trustees at this meeting, the conflict or appearance of conflict should be identified at this time.”* There were no conflicts noted.

III. Roll Call

Committee members present: Bill Miller, Alex Johnson, Kathleen Kelly

IV. Action Items | Adoption of Meeting Minutes from June 10, 2024 GATE Committee Meeting

A motion to adopt the minutes from the June 10, 2024 GATE Committee meeting was made, seconded, and unanimously approved.

V. Review of Revised Committee Structure

After introductory remarks, Trustee Miller called on Dr. Kelley Mills to provide an overview of the proposed new model for the Board’s committees. The proposed restructure would take the board’s committees from 9 to 6. It was noted that the adjustments would support a structure for more integrated and deep-dive conversations, as well as making board scheduling more efficient and predictable. It was also noted that the proposed plan included the board taking action on the revised structure in early March, in time for the new structure to be applied to the Board’s Regular meeting in March.

VI. Review and Endorsement of the 2025 Legislative Agenda

Trustee Miller called on Mr. Richard Davis to present WSSU’s proposed 2025 Legislative Agenda. Mr. Davis’ report highlighted WSSU’s priorities of 1) U (Re)turn Degree Completion Pilot, 2) Nursing Fellows Program, 3) Selma Burke Scholarship for Exceptional Students, and 4) Teaching Education Apprentice Program

VII. Briefing on New Associated Entities Regulation

Trustee Miller called on Dr. Ivey Brown and Mrs. Tiffany Turner Lynch to provide an briefing on the progress towards compliance with the Associated Entities regulation. Dr. Brown and Mrs. Turner Lynch provided an update on the progress of the RamCheck project towards achieving compliance with the regulation.

VIII. Unfinished Business

None

IX. New Business

None

X. Adjournment

A motion to adjourn was made and seconded. The meeting was adjourned.



**Committee on Trustees and Governance (COTG)
Agenda Item Cover Sheet**

Meeting Date:	March 13, 2025
Background:	The Charter for the Committee on Trustees and Governance (COTG) calls for the committee to make recommendations on the board's meeting dates.
Situation:	<p>A board calendar for the 2025-2026 year has been drafted and is proposed for the committee's consideration.</p> <p>The draft calendar includes 4 regular meetings, a special called meeting to conduct officer elections, an orientation date for new trustees, and a retreat.</p>
Impact/Benefit:	Approval of a board calendar at this juncture in the year will allow for better planning on both the part of the board and administration.
Requested Action:	It is requested that the Committee on Trustees and Governance endorse the attached calendar and forward it to the full board for approval at the March 14, 2025 meeting.
Attachments:	WSSU Board of Trustees Proposed Board Meeting Schedule 2025-2026

**WSSU Board of Trustees
Proposed Board Meeting Schedule
2025-2026**

Day	Month	Date(s)	Approx Time	Board Event(s)
Monday	July	14	5pm	Conduct Elections
Friday	August	1	Noon-4pm	Orientation for New Board Members
Friday	Late July / Early August	Date pending consultant's availability		Board Retreat and Board Dinner
Monday	September	15	Virtually, beginning at approximately 10am	Committee Meetings
Tuesday	September	16	Virtually 9am	Regular Board Meeting
<i>Friday</i>	<i>September</i>	<i>19*</i>		<i>Chancellor's Installation</i> <i>*Informational Date</i>
Thursday	December	4	10am-7pm	Committee Meetings and Board Dinner
Friday	December	5	9am-11am	Regular Board Meeting
Thursday	March	5	10am-5pm	Committee Meetings
Friday	March	6	9am-11am	Regular Board Meeting
Thursday	June	11	10am-5pm	Committee Meetings
Friday	June	12	9am-11am	Regular Board Meeting



WSSU

Committee on Trustees and Governance (COTG) Agenda Item Cover Sheet

Meeting Date:	March 13, 2025
Background:	Pursuant to North Carolina General Statutes 116-36, the UNC Board of Governors has established the Policy on Endowment Funds 600.2.1 ("Policy"). This Policy prescribes the terms and conditions under which the Winston-Salem State University Board of Trustees ("BoT") shall establish and maintain an endowment fund.
Situation:	<p>Consistent with law and policy, the Board of Trustees of the Endowment Fund of Winston-Salem State University ("BoTE") was established to oversee the management and administration of endowment funds.</p> <p>Further, policy states that the board of trustees of the endowment fund shall consist of no fewer than six members and no more than nine members, as determined by the board of trustees of the constituent institution. One member of the board of trustees of the endowment fund shall be the chair of the board of trustees of the constituent institution, one member shall be the chancellor of the constituent institution, and a third ex officio member shall be designated by the board of trustees of the constituent institution from among the officers of that board or of the committees of that board. The remainder of the members may be (but need not be) members of the board of trustees of the constituent institution and shall be elected by the board of trustees of the constituent institution for overlapping terms of three years each.</p> <p>As the result of transition, attrition, and new board leadership appointments, the membership of the BoTE needs to be re-established and re-appointed.</p>
Impact/Benefit:	Making these reappointments will return WSSU into alignment with policy.



WSSU

Requested Action:

It is requested that the Committee on Trustees and Governance endorse the following recommendations and terms of appointment to the Board of Trustees of the Endowment Fund of Winston-Salem State University (“BoTE”) and move them forward to the full board for approval on March 14, 2025. The recommendations are as follows:

1. Bill Miller, Chair, WSSU Board of Trustees (*term would end at expiration of WSSU Board Chair term*)
2. Bonita Brown, Chancellor, WSSU)(*term would end at expiration of Chancellor appointment*)
3. Matt Cullinan, Chair, WSSU Finance, Administration and Stewardship Chair (*term would end at expiration of term as Finance Administration and Stewardship Committee Chair*)
4. Laura Gerald, Member, WSSU Board of Trustees (*term would end on June 30, 2027*)
5. Alex Johnson, Member, WSSU Board of Trustees (*term would end on June 30, 2027*)
6. Brent Moore, Members, WSSU Board of Trustees (*term would end on June 30, 2027*)

Appointments number 4, 5, and 6 are for a partial year (March 14, 2025 – June 30, 2025) and two subsequent full years (July 1, 2025 – June 30, 2026 and July 1, 2026-June 30, 2027). This partial year appointment is necessary due the lapse in membership and board activity due to transition, attrition and new board leadership appointments. The end term of June 30, 2027 also coincides with these trustee term expirations.

Attachments:

None



WSSU External Relations Committee

Winston-Salem State University

Thursday, March 13, 2025 at 2:00 PM EDT to Thursday, March 13, 2025 at 2:45 PM EDT

Agenda

I. Call to Order

Presenter: Drewry Nostitz

II. Conflict of Interest Statement

Presenter: Drewry Nostitz

All board members are reminded of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest as required by this Act. Each member has received the agenda and related information for this Board of Trustees' meeting. If any board member knows of any conflict of interest or appearance of conflict with respect to any matter coming before the Board of Trustees at this meeting, the conflict or appearance of conflict should be identified at this time.

III. Roll Call

1. Drewry Nostitz - Chair
2. Robert Barr – Vice Chair
3. Tyrone McNair, Jr.
4. Pam Oliver
5. Ricky Sides

IV. Action Item | Approval of Meeting Notes from December 5, 2024 Advancement Committee Meeting

V. Discussion Item | Legislative Activities Update

Presenter: Richard Davis

VI. Discussion Item | Gift Acceptance Policy Preparations

Presenter: Kevan Turman

VII. Adjournment

**Winston-Salem State University
Board of Trustees
Advancement Committee Meeting
December 5, 2024**

Call to Order: Trustee Sides called the meeting to order at 11:00 a.m. Trustee Sides read the Conflict-of-Interest statement.

Members Present: Trustee Sides, Trustee McNair, Trustee Miller, and Trustee Oliver.

Guest Trustee: Trustee Moore, Trustee Bailey, Trustee Johnson, Trustee Kelly, and Trustee Barr.

Staff Present: Chancellor Brown, Provost Kelley Mills, Ivy Brown, Deidra Gilliard, Kevan Turman, LaMonica Sloan Wilhelmi, Dionne Evans, Etienne Thomas, LaToya Wiley, Lisa McClinton, Haley Gingles, Shannon Henry, Richard Davis, Charles Parrott, Cheryl Pollard, Edward Shealy, and Thesha Woodley.

Approval of the June 13, 2024 Minutes

Trustee Miller moved to approve the June 13, 2024 meeting minutes. There was a second to the motion by Trustee Moore.

Advancement Divisional Highlights

Vice Chancellor Turman introduced himself to the committee and went directly into his presentation. He had the committee to look at the money that came to the university last year. Presently, \$2.3 million has been donated to the University. Adobe donated \$1Million dollars in 2024. Last year, at this time, the school had \$1.9 Million dollars. Yet, it did not have an Adobe gift. Basically, we are down in donations from alumni, friends and other sources of income. The real number collected so far this year is \$1.3 million. When he compared 2024 with 2025, he was pleased with the work the team had done, particularly in view of the staffing, or lack thereof, in the department.

Mr. Turman mentioned that there were many factors that contributed to the giving numbers as they stand at this time. The markets are high currently and the rich are getting richer. WSSU has a lot of work to do, and it does not want to miss a window of opportunity. He stated that the CCS Report stated that in 2023, the total giving in the US was up by 1.9 percent. Individuals, corporations, foundations, and bequest all grew in current dollars. This growth in total giving remains an all-time high in current dollars and remains above pre-pandemic levels. This exists even after counting inflation. Total giving reached \$557.2 billion. North America remains the home to the highest networked individuals. Foundation giving surpassed \$100 billion and there is an estimated existence of 2 million donor advised funds.

He stated that he had just had a meeting with the Moravian Church Foundation. That Foundation received large amounts of money from donor advised funds. [Note: there was a fire drill, and the committee had to stop its meeting. All people had to evacuate the building in which the meeting was being held.] Upon the continuation of the meeting, Mr. Turman said that data must drive our decisions. Also, WSSU was in a good season where there was money to be made. The school was good at spending but needed to press a reset button and become better at choosing its opportunities. Basically, he stated while looking at our new path, the economy and philanthropy had outperformed his expectations.

The Advancement Strategic Plan

Mr. Turman invited the committee members to look at the handouts that he provided on the Strategic Priorities for the Division of University Advancement and Risk Assessment for the Office of University Advancement. With him being on board for approximately 30 days, he wanted to know where the potential land mines were and what he was truly stepping into. He stated that both documents were aggressive but fluid. Some of the points would change and he had noted some that had already changed.

Mr. Turman asked the committee members to show their hand if they thought WSSU was ready for a 100-million-dollar campaign. Only one member raised his hand. Mr. Turman stated that WSSU was not ready for such a campaign. That campaign would take up much work. He suggested that a 50-million-dollar campaign be executed via the outline he had laid out in his handout entitled, "Rams Take Charge: Path to 2030." Mr. Turman gave the committee the following key points in the three below-listed summaries:

- (1) Strategic Priorities for the Division of University Advancement.
- (2) Risk Assessment for the Office of University Advancement at Winston-Salem State University, and
- (3) An Organizational Chart for University Advancement 2024-2025.

(1) Strategic Priorities for the Division of University Advancement

The "Rams Take Charge: Path to 2030" strategic plan is designed to align the Division of University Advancement with Winston-Salem State university's broader strategic goals. This plan provides a clear pathway to growing fundraising efforts, building stronger alumni engagement, and enhancing partnerships, all while remaining aligned with the university's overall mission. Below is a breakdown of strategic priorities, timelines, and measurable benchmarks that will lead us toward achieving our goals by 2030.

Comprehensive Campaign Goal: \$50 Million

Timeline: Full campaign Execution by FY 27-28

- **Quiet Phase:** Launch the campaign's quiet phase in **FY25-26**, using the first 18 months to focus on securing significant gifts and setting the tone for the public phase.
- **Public Launch:** Transition to the public phase by **Q2 of FY26-27**, engaging alumni, stakeholders and the community in a broad-reaching campaign that spans approximately two years.
- **Campaign Completion:** the campaign will conclude by the **end of FY27-28**, with a target of raising at \$50 million across the priority areas.

Annual fundraising Goal: \$5.6 Million (FY24-25)

To ensure success, the following segmented goals will be established:

- **Annual Fund: \$1,000,000**
Timeline: Annually, beginning in FY24-25
This will be a consistent yearly goal, with an emphasis on alumni participation, donor retention, and increasing the number of recurring gifts.
- **Individual Major Gifts: \$3,000,000**
Timeline: Annually, beginning in FY24-25
The goal will focus on securing major gifts and developing relationships with high-net-worth alumni corporate partners, and key stakeholders.
- **Corporate and Foundation Relations; \$1,600,000**
Timeline: Annually, beginning in FY24-25
Corporate and foundation giving will be grown by expanding partnerships and aligning WSSU's goals with industry and community initiatives.

Strategic Priorities for University Advancement

Each priority below is aligned with specific timelines and measurable objectives.

1. Strengthening the Foundation

The foundation of University Advancement must be solidified within the first two years to ensure long-term success.

- **Hiring Key Positions:**

Timeline: Complete by end of FY24-25

Fill the following positions:

- **Sr. Director of Development** (by Q2 FY24-25)
- **Assistant Vice Chancellor for Advancement** (by Q3 FY24-25)
- **Annual Fund Associate Director** (by Q2 FY24-25)
- **Director of Stewardship** (by Q3 FY24-25)

- **Data Integrity and Systems Improvements:**

Timeline: Complete by Q2 FY25-26

Implement system upgrades to ensure data integrity, optimize gift processing, and create seamless workflows for donor stewardship and moves management.

- **Gift Processing and Stewardship Overhaul:**

Timeline: Complete by Q4 FY25-26

Overhaul gift processing and donor stewardship programs to ensure efficiency, timely donor recognition, and proper handling of gifts.

- **Pipeline and Moves Management:**

Timeline: fully implemented by Q3 FY25-26

Implement a full pipeline management to cultivate donors from initial identification to final stewardship. Front-line fundraisers will adopt this system to strategically move prospects through the giving process.

2. Major Gifts Program & Front-Line Fundraisers

Developing the Major Gifts Program is critical to ensuring long-term success. The following key activities are set to launch by **FY24-25**:

- **Aligning Major Gift officers (MGOs) with Key Area:**

Timeline: complete by q3 fy24-25

Each MGO will be assigned to an academic college, athletics, or other institutional priority. By the end of FY24-25, all MGOs will be managing aligned portfolios.

- **Increasing Front-Line Fundraisers:**

Timeline: Complete by Q4 FY24-25

Expand the number of front-line fundraisers to support major gift acquisition efforts.

- **Curating the Chancellor's donor portfolio:**

Timeline: ongoing through FY25-26

Build and manage a portfolio of key donors and prospects for the Chancellor to engage with, focusing on high-impact relationships for major gifts.

- **Director of Stewardship:**

Timeline: Complete by Q3 FY24-25

The Director of Stewardship will be hired to ensure proper recognition, acknowledgement, and stewardship of major gift donors.

3. Advancement Services & Development:

Advancement Services and Development will be strengthened as pillars of success for the division.

- **Advancement Services Overhaul:**

Timeline: Complete by FY25-26

This will include:

- **Data Integrity Improvements:** Ensure clean data by Q2 FY25-26.
- **Annual Fund Optimization:** Refine and expand the annual fund by Q4 FY 24-25.
- **Stewardship Improvements:** Upgrade stewardship protocols by Q2 FY25-26.
- **Development Program Growth:**
Timeline: continuous with major milestones in FY24-25 through FY27-28
 Key initiatives include:
 - **Planned Giving Growth:** Introduce enhanced planned giving efforts by Q3 FY25-26.
 - **Front-Line fundraiser Expansion:** Ongoing hiring and training of front-line fundraisers by Q4 FY24-25.
 - **Corporate and Foundation Relations:** Strengthen partnerships by Q4 FY24-25.

Athletics: 1000 Horns program and Major Gift pipeline Activation

The **1000 Horns Program** will be re-energized as a way to activate a pipeline for major gifts to Athletics.

- **Revitalizing 1000 Horns Program**
Timeline: Relaunch by Q1 FY24-25
 Relaunch the program to attract 1,000 donors giving \$1,000 annually. This will serve as a direct pipeline for major gifts in Athletics.
- **Engaging athletics Donors in Major Gifts:**
Timeline: ongoing through FY27-28
 Convert 10% of annual donors to major gifts by the end of FY27-28. This will contribute significantly to the Comprehensive Campaign's focus on **Athletic Facilities Enhancements**.

Campaign Infrastructure and Growth

Once the foundation is strengthened, the division will focus on expanding its efforts.

- **Giving Societies & Donor Recognition:**
Timeline: Launch by Q3 FY25-26
 Develop new giving societies and donor recognition programs that will encourage sustained, long-term contributions.
- **Planned Giving program:**
Timeline: Expanded by Q3 FY25-26
 Grow planned giving initiatives, with a focus on securing legacy gifts that will provide future financial security for the university

Benchmarking and Comparative Analysis

We will continuously measure our success by comparing our progress to other UNC system institutions. Key benchmarks include:

- **Quarterly Reviews of Fundraising Goals**
Timeline: Ongoing from FY24-25 through FY30
- **Annual Comparative Reports**
Timeline: conducted annually at the end of each fiscal year

Strategic Alignment with Institutional Goals

The Division of University Advancement will support the following key institutional priorities with associated timelines:

- **Increase the 4-Year Graduation Rate**
Goal: From 26.9% in FY22-23 to 51.2% by FY30
- **Raise Alumni Participation**
Goal: From 6.1% in FY22-23 to 38.7% by FY30
- **Grow Total Donor Giving**
Goal: From 5.3 million in FY23-24 to 60.5 million by FY30
- **Increasing Athletic Fundraising**
Goal: From \$715,000 in FY23-24 to 10 million by FY30
- **Increase Contracts and Grants**
Goal: From 20.8 million in FY 23-24 to 75 million by FY30
- **Improve WSSU's National Ranking**
Goal: Rise from #15 in FY23-24 to a Top 5 HBCU ranking by FY30

Conclusion: The Road Ahead

The **Rams Take Charge: Path to the 2030** plan sets the course for the Division of University Advancement to not only meet but exceed WSSU's ambitious goals. With \$50 million comprehensive Campaign, strengthened internal systems, and clear timelines for growth, this strategy will drive transformative change. By 2030, WSSU will be positioned as a leading institution among HBCUs, and the Division of University Advancement will have played a pivotal role in making this vision a reality.

(2) Risk Assessment for the Office of University Advancement at Winston-Salem State University

Overview

The Office of University Advancement plays a critical role in the realization of Winston-Salem State University's strategic priorities, especially as it prepares for its **First Major Comprehensive Campaign**. Success depends on strong leadership, sound infrastructure, and effective alignment with the University's strategic goals. This risk assessment identifies potential challenges and offers mitigation strategies to ensure success.

Identified Risks and Mitigation Strategies

1. Staffing Gaps

Risk: the Advancement Team currently has **several key open positions** (e.g., Senior Director of Development, Assistant Vice Chancellor, Annual fund associate Director, Major Gift Officer, and Director of Stewardship). These vacancies may hinder the ability to meet fundraising goals, execute strategic plans, and maintain donor relationships effectively.

Impact Level: High

Likelihood: High

Mitigation:

- Expedite recruitment processes to fill critical roles, prioritizing the **Senior Director of Development** and **Senior vice Chancellor** positions as these are front-line fundraiser roles.
- Leverage interim support and consultants for immediate coverage where possible.
- Develop a **12-week onboarding and training program** for new hires to ensure quick integration into the team.

2. Campaign Readiness

Risk:

The university has conducted **three feasibility studies** in the past decade, creating potential for donor fatigue or skepticism if not leveraged appropriately. A lack of clarity on campaign goals and misalignment with institutional priorities may lead to underperformance in the Comprehensive Campaign.

Impact Level: High

Likelihood: Medium

Mitigation:

- Carefully analyze the findings of previous feasibility studies to identify trends and actionable insights.
- Work with the chancellor to **align campaign priorities** with both the 'Unleash the Genius' Strategic Plan and 'RAMS Take charge' priorities.
- Set **realistic, clearly defined campaign goals** in consultation with key stakeholders.
- Introduce a phased campaign approach, starting with internal readiness and leadership gifts.

3. Foundation Stability

Risk:

The foundational elements of the Office (staffing, systems, policies, and procedures) are not yet fully stable. Issues with **data integrity**, gift processing, and donor stewardship could undermine the Comprehensive Campaign and donor trust.

Impact Level: High

Likelihood: High

Mitigation:

- Hire a **Director of Stewardship** to ensure robust donor engagement and recognition
- Conduct a **data audit** to improve accuracy and reliability in Advancement Services.
- Standardize gift processing procedures to improve efficiency and transparency.
- Develop an **Advancement operations manual** detailing systems, policies and procedures.

4. Limited Pipeline Development and Moves Management

Risk:

Without a robust **pipeline and moves management system**, the office risks inconsistent donor cultivation and solicitation, particularly for Major Gifts.

Impact Level: Medium

Likelihood: High

Mitigation:

- Implement a **Moves Management program** to track and manage donor interactions and progress.
- Align MGOs with specific colleges and Athletics to deepen engagement.
- Build and manage a **donor portfolio for the Chancellor**, ensuring they are integrated into key solicitations.

5. Stakeholder Engagement**Risk:**

Engaging alumni, corporate partners, and donors at the level required for a successful Comprehensive Campaign is a significant challenge. WSSU alumni and corporate giving trends indicate room for improvement in these areas.

Impact Level: Medium

Likelihood: Medium

Mitigation:

- Expand initiatives like the **Month of Time, Talents, and Treasures** to encourage broader alumni and corporate participation.
- Partner with **The Brothers Brunch and the Amon Society** to enhance male alumni engagement.
- Establish a mentorship and engagement pipeline involving **corporate partners and alumni** to strengthen relationships.

6. Change Management**Risk:**

Transitioning leadership within the Advancement Office and launching new strategic priorities (e.g., 'RAMS Take Charge') may cause resistance or delays in execution.

Impact level: Medium

Likelihood: Medium

Mitigation:

- Communicate a **clear vision and strategic plan** to staff and stakeholders, emphasizing the connection between 'RAMS Take Charge' priorities and Advancement goals.
- Schedule regular **town halls and updates** to ensure transparency and foster buy-in.
- Provide **leadership development opportunities** for Advancement staff to build morale and commitment.

7. External Economic Factors**Risk:**

Economic uncertainties, such as inflation or donor apprehension about market conditions, could affect capacity and donor confidence.

Impact Level: Medium

Likelihood: Medium

Mitigation:

- Diversify the donor base to reduce reliance on high-net-worth individuals
- Expand corporate and foundation relations to tap into organizational giving potentials.
- Offer flexible giving options such as **planned giving** and multi-year pledges.

While the risks identified are significant, they are manageable through targeted action and careful planning. By prioritizing **Staffing, infrastructure stability, and stakeholder engagement**, the Office of University Advancement is well-positioned to execute its strategic development plan and launch a successful Comprehensive Campaign.

Next Steps

- Finalize staffing plans and execute hiring timelines.
- Develop a Campaign Readiness Report by Q2 2025.
- Implement operational and procedural improvement by the end of FY 2025.

(3) The Organizational Chart for University Advancement 2024 – 2025

Each of the below-listed job positions would be direct-reports to the Vice Chancellor for University Advancement: (1) Assistant Vice Chancellor; (2) Sr. Director of Development; (3) Executive Director of WSSU Foundation, (4) Director of Alumni Engagement and (5) Executive Assistant

The following positions would report to the **Assistant Vice Chancellor**: (1) Director of Annual Giving; (2) Sr. Director of Advancement Services; (3) Administrative Support Specialist / Development; (4) IT Business Analyst and (5) Senior Gift Processor.

The following positions would report to the **Sr. Director of Development**: (1) Director of Development for Corporate and Foundation Relations; (2) Major Gifts Officer; (3) Major Gift Officer and (4) Major Gift Officer.

The following positions would report to the **Executive Director of the WSSU Foundation**: (1) the WSSU Foundation team; (2) Simon G. Atkins CDC and (3) the National Alumni Association.

The following positions would report to the **Director of Alumni Engagement**: (1) Associate Director of Alumni Engagement and (2) Alumni Engagement Administrative Associate.

There would be two other positions assigned to the University Advancement team: (1) Grant Writer and (2) Donor Associate.

Mr. Turman concluded that if WSSU wanted to do a Comprehensive Campaign now, the University had enough information to start on the quiet phase of the campaign. That portion would take about one year. With other areas of Advancement being changed so that operations and procedures were increased and executed wisely, a Comprehensive Campaign of \$50 Million dollars would be more feasible for accomplishing. There is much work to be done, and we must be prepared to do it. Everything matters when WSSU is trying to set itself up for the future.

One board member stated that she had never been approached by anyone in the Advancement area and asked to donate. Another one stated that he had always been asked to give. Mr. Turman stated that pipeline moves management should be implemented more in the Advancement Department. There should be more execution of development: identification, qualification, cultivation, solicitation, and stewardship. There is a cycle in which the Advancement Department needs to do its work. That approach must be measured when there is a full team.

Mr. Turman makes a contact report with every person that he meets. He wants his team to use contact reports. They will be placed into the system and used by other team members for the development of prospects and making the university be on point with data and the execution of processes.

Another board member asked if the Advancement Department was using a CRM and Mr. Turman stated that WSSU was using Raiser's Edge. There were questions about Raiser's Edge use, but Mr. Turman stated that all CRMs are the same. However, he stated that Raiser's Edge had not been utilized to its fullest capacity by the Advancement team. Presently, there is one person who works mainly with Raiser's Edge. However, Mr. Turman thought that the entire team should be cross trained so that a better workflow would exist. With proper staffing, that process would improve.

Mr. Turman stated that the Advancement Department is not leveraging its relationship with the people it works with at WSSU. For instance, Career Services does not have meetings with the development area in Advancement. With his research, he recalled that WSSU has shown up in a great space within the framework of the city's budget but, we have missed opportunities and lost our footing within the last seven to ten years. We should not have to reintroduce ourselves. Since WSSU has change management issues, presently, it has had to reset its relationships.

External economic factors have been identified as a risk factor for WSSU and have impeded on its ability. If global giving is evaluated, the donors to WSSU continue to climb in terms of the readiness and actual ability of donors. In the first quarter of the calendar year, WSSU will attempt to climb two or three positions. Staffing, stakeholder engagement and restructuring will be primary focuses for the Advancement team. Mr. Turman stated that the next conversation he has with the board should be, "Are we ready?" Also, report on the implementation of the teams' operational and procedural progress.

Mr. Turman asked the board if there were any questions. Since there were no questions, he stated that given the economic impact of the city of Winston-Salem, NC being around \$650 million dollars, every member of the board should be prepared to engage with the leaders of the city and answer the question, 'What does WSSU need.' If WSSU accomplishes a \$50 million dollar campaign, much work needs to be done. The business of WSSU needs to grow with the help of the Advancement Department.

Trustee Sides thanked Mr. Turman for his presentation. He then asked if there were any more questions. Receiving none, he motioned that the meeting be adjourned. It was seconded by Trustee Moore.

Trustee Sides adjourned the meeting at 12:06 p.m.

Respectfully submitted by Edward Shealy

Process Recommendation for Updating the WSSU Gift Acceptance Policy

The following is a plan to guide the updating and operationalizing of the WSSU Gift Acceptance Policy. We may want to consider utilizing the services of an outside consultant group to help us navigate the process.

Phase 1: Research and Assessment (4-6 Weeks)

1. Internal Review and Stakeholder Engagement:

- Form a Policy Review Committee: Assemble a committee including representatives from:
 - University Advancement Staff
 - Vice Chancellor
 - Assistant Vice Chancellor
 - Senior Director Advancement Services
 - Senior Director of Development
 - Major Gift Officer
 - Foundation Staff
 - Chief Operating Officer
 - Interim Finance Director
 - Accounting and Finance Manager
 - Office of Legal Affairs
 - Finance and Administration
 - Enrollment Management
 - Relevant academic departments (if specific gifts impact them).
- Conduct Internal Policy Audit:
 - Review the existing 2014 policy thoroughly.
 - Identify areas that are outdated, unclear, or missing.
 - Document any issues or challenges encountered with the current policy.
 - Gather Stakeholder Input:
 - Conduct interviews or surveys with key stakeholders to understand their experiences and concerns with the current policy.
 - Solicit feedback on potential improvements.

2. External Benchmark and Best Practices Research:

- Review UNC System Policies:
 - Thoroughly examine the UNC System policies related to gift acceptance, fundraising, and financial management.
 - Ensure the updated WSSU policy aligns with these system-wide standards.

- Benchmark with Peer Institutions:
 - Research gift acceptance policies of similar universities (e.g., HBCUs, regional public universities). **See Resources and Examples section**
 - Identify best practices and innovative approaches.
 - Consult Industry Standards:
 - Review guidelines and resources from organizations like:
 - Council for Advancement and Support of Education (CASE): CASE provides resources and best practices on gift acceptance and fundraising.
 - National Association of College and University Business Officers (NACUBO): NACUBO offers guidance on financial management and compliance in higher education.
 - Ensure the policy reflects current IRS regulations related to charitable gifts, including:
 - Qualified charitable distributions.
 - Appraisal requirements for non-cash gifts.
 - Gift substantiation requirements.
 - North Carolina state law regarding charitable giving.

Phase 2: Policy Development and Drafting (4-6 Weeks)

1. Develop a Draft Policy:

- Based on research and assessment, draft a revised Gift Acceptance Policy.
- Ensure the policy addresses:
 - Types of acceptable gifts (cash, securities, real estate, planned gifts, in-kind gifts, etc.).
 - Considerations: Cryptocurrency and other new donation types
 - Gift acceptance criteria and procedures.
 - Expenses Association with Gift Acceptance: Valuation, appraisal, environmental audits, etc.

- Restrictions and limitations on gifts.
- Donor recognition and stewardship.
- Ethical considerations.
- Procedures for declining a gift.
- Gift agreement content.
- Gift naming policy inclusion or reference.
- IRS requirements.
- Use of legal counsel.
- Reporting and counting gifts.
- Update forms in appendices

2. Legal Review:

- University and Foundation legal counsels to review the draft policy for compliance with all applicable laws and regulations.
- Address any legal concerns or ambiguities.

3. Refinement and Feedback:

- Share the draft policy with the Policy Review Committee and other key stakeholders for feedback.
- Incorporate feedback and make necessary revisions.

Phase 3: Approval and Implementation (4-6 Weeks)

1. Obtain Approvals:

- Present the revised policy to the appropriate university and foundation leadership for approval
 - Chancellor, Board of Trustees, Foundation Board
- Adhere to any required university or UNC system governance procedures for policy approval.

2. Communicate and Educate:

- Communicate the updated policy to all relevant university and foundation staff, university and foundation leaders, donors, and strategic partners.
- Provide training and resources to ensure staff understand the policy and its implications.
 - Advancement and Foundation Staff
 - University Board of Governors and Board of Visitors
 - Foundation Board

- Deans and departments heads
- Update website and printed materials.

3. Monitor and Review:

- Establish a process for periodically reviewing and updating the policy to ensure it remains current. Due to evolving legal landscapes, financial regulations, and best practices, regular reviews are essential.

Recommended review frequencies:

- Regular Periodic Review:
 - It's widely recommended that organizations review their Gift Acceptance Policies at least every 1 to 2 years. This allows for timely adjustments to reflect:
 - Changes in IRS regulations.
 - Updates in state laws.
 - Modifications to organizational best practices.
 - Changes in the institutions risk tolerance.
- Triggered Reviews:
 - In addition to regular reviews, certain events should trigger an immediate policy review:
 - Significant changes in tax laws.
 - Major shifts in the organization's fundraising strategies.
 - The emergence of new or complex gift types.
 - Changes in the governing bodies policies, such as in the case of Winston Salem State University, changes to UNC system policies.
- Ongoing Monitoring:
 - Beyond formal reviews, ongoing monitoring is essential. This involves:
 - Staying informed about industry trends and legal updates.
 - Tracking any challenges or ambiguities in the current policy.
 - Gathering feedback from staff and stakeholders.

Additional Policies, Procedures and Forms to Consider Revising

- Fundraising, Sponsorship and Non-Monetary Support Solicitation Guidelines
 - See Delaware State University Example

- https://www.desu.edu/sites/flagship/files/document/31/01-04_solicitations_guidelines.pdf
- WSSU Policy for the Naming of Campus Facilities and Programs
 - See Appendix B of 2014 Gift Acceptance Policy
 - Last revised in 2010
- WSSU Foundation Solicitation Request Form

Resources and Examples:

- CASE: www.case.org
- National Association of Charitable Gift Planners: [Guidelines for Reporting and Counting Charitable Gift](#)
- [University of North Carolina Division of University Advancement Standard Operating Procedures for Acceptance of Gifts](#)
- North Carolina State University Gift Acceptance Policy Example:
 - <https://leadership.ncsu.edu/wp-content/uploads/sites/2/2022/07/SOP-for-Gift-Acceptance.pdf>
- University of North Carolina Greensboro Gift Acceptance Policy Example:
 - https://policy.uncg.edu/university_policies/gift-acceptance/

Key Considerations:

- **Transparency:** Ensure the policy is clear and transparent to both donors and university staff.
- **Flexibility:** While maintaining compliance, allow for flexibility to accommodate unique gift situations.
- **Ethical Standards:** Uphold the highest ethical standards in gift acceptance and donor relations.
- **Documentation:** Maintain thorough documentation of all gift acceptance decisions.



WSSU BOT Finance, Administration, and Stewardship Committee Meeting

Winston-Salem State University

Thursday, March 13, 2025 at 3:00 PM EDT to Thursday, March 13, 2025 at 3:30 PM

EDT

Agenda

I. Call to Order

II. Conflict of Interest Statement

All board members are reminded of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest as required by this Act. Each member has received the agenda and related information for this Board of Trustees' meeting. If any board member knows of any conflict of interest or appearance of conflict with respect to any matter coming before the Board of Trustees at this meeting, the conflict or appearance of conflict should be identified at this time.

III. Roll Call

1. Matt Cullinan-Chair
2. Kathleen Kelly-Vice Chair
3. Robert Barr
4. Alex Johnson
5. Carlos Pauling
6. Brent Moore

IV. Action Item | Approval of Meeting Notes from December 5, 2024 Finance and Administration Committee

V. Information and Discussion Item | Capital Project Updates

VI. Action Item | Endorsement of Campus Master Planning Firm Recommendation

VII. Action Item | Endorsement of Recommendation of the Commissioning Agent for Hauser Renovation and Expansion Project

VIII. Information and Discussion | FY25 Budget Spend Performance

IX. Adjournment



WINSTON-SALEM STATE UNIVERSITY

Board of Trustees, Finance and Administration Committee

Thursday, December 5, 2024

Notes

***Action Item**

I. Call to Order

Chair Cullinan called the Board of Trustees, Finance and Administration Committee meeting to order at 3:00 p.m.

II. Conflict of Interest Statement

Chair Cullinan read the Conflict-of-Interest Statement.

III. Roll Call-Steffany Gallman

Chair Cullinan

Trustee Kelly

Additional BOT Members Present

Board Chair Miller

Trustee Bailey

Trustee Moore

A quorum was established.

IV. *Adoption of the September 20, 2024, committee meeting minutes

Trustee Barr presented a motion to approve the September 20, 2024, committee meeting minutes. Board Chair Miller seconded the motion. The motion carried; minutes were approved.

V. Facilities Management Overview of Major Capital Projects

- The overview highlighted the current phases of the K.R Williams and Hauser Hall renovation & expansions, as well as the Campus Police designer selection and



WINSTON-SALEM STATE UNIVERSITY

wayfinding master plan.

VI. *Action Items

1. Approve commissioning agent for KR Williams renovation and expansion project

The University requests BOT approval for Commissioning WorCx to provide commissioning services for the KR Williams Renovation and Expansion Project

Final Rank Order of Commissioning Agents for KR Williams Reno and Expansion Project		
Project:	KR Williams Reno and Expansion	
Date:	11/20/2024	
Final Rank Order	Firm	Location
1	Commissioning WorCx	Jamestown, NC
2	RMF Engineering	Raleigh, NC
3	SKA Engineers	Greensboro, NC

- Chair Cullinan presented a motion to approve the commissioning agent for KR Williams renovation and expansion project. Board Chair Miller seconded the motion. The motion carried.

2. Approve Master Lease Agreement

The University requests to integrate Metropolitan Village Townhomes as a new off-campus housing option for WSSU students for the Spring 2025 academic semester and beyond.

- Chair Cullinan presented a motion to approve the commissioning agent for KR Williams renovation and expansion project. Trustee Kelly seconded the motion. The motion carried.



3. Approve WSSU Tuition and Fees Proposal

- The University requests BOT to approve the plan of no increases to Tuition and



WINSTON-SALEM STATE UNIVERSITY

Fees but a Decrease to Debt Service Fee. Proposal includes Decrease the Debt Service Fee by \$28 to offset the reduced expenses due to the debt refinancing. (Original fee was \$91, \$63 was reduced in FY25 and the remaining in FY26)

Campus/Project	2024-25 Debt Service Fees	Fiscal Year Fee will Expire*	Current Bond Issue(s)
Civitan Park	28.00	2021	Series 2017
North Campus Acquisition/Improvements	127.00	2043	Series 2022
Restore the Core	139.00	2043	Series 2022
Student Activities Center	66.00	2043	Series 2022
Total	360.00		

Tuition Category	2025-26 Tuition			
	2024-25 Tuition	Proposed Increase	% Change	2025-26 Rate
Undergraduate Resident	\$ 3,401.00	\$ -	0.0%	\$ 3,401.00
Undergraduate Nonresident	\$ 14,057.00	\$ -	0.0%	\$ 14,057.00
Graduate Resident	\$ 3,872.00	\$ -	0.0%	\$ 3,872.00
Graduate Nonresident	\$ 14,407.00	\$ -	0.0%	\$ 14,407.00

General Fees and Debt Service	2025-26 Fees			
	2024-25 Fees	Proposed Increase	% Change	2025-26 Fees
Athletics	\$ 780.00	\$ -	0.0%	\$ 780.00
Health Services	\$ 430.00	\$ -	0.0%	\$ 430.00
Student Activity	\$ 568.00	\$ -	0.0%	\$ 568.00
Educational & Technology	\$ 436.00	\$ -	0.0%	\$ 436.00
Campus Security	\$ 60.00	\$ -	0.0%	\$ 60.00
Subtotal - General Fees	\$ 2,274.00	\$ -	0.0%	\$ 2,274.00
Debt Services	\$ 360.00	\$ (28.00)	-8%	\$ 332.00
Total Proposed Fees	\$ 2,634.00	\$ (28.00)	-1%	\$ 2,606.00

- Chair Cullinan presented a motion to approve the tuition and fees proposals for 2025-26. Board Chair Miller seconded the motion. The motion carried.

VII. Budget Overview

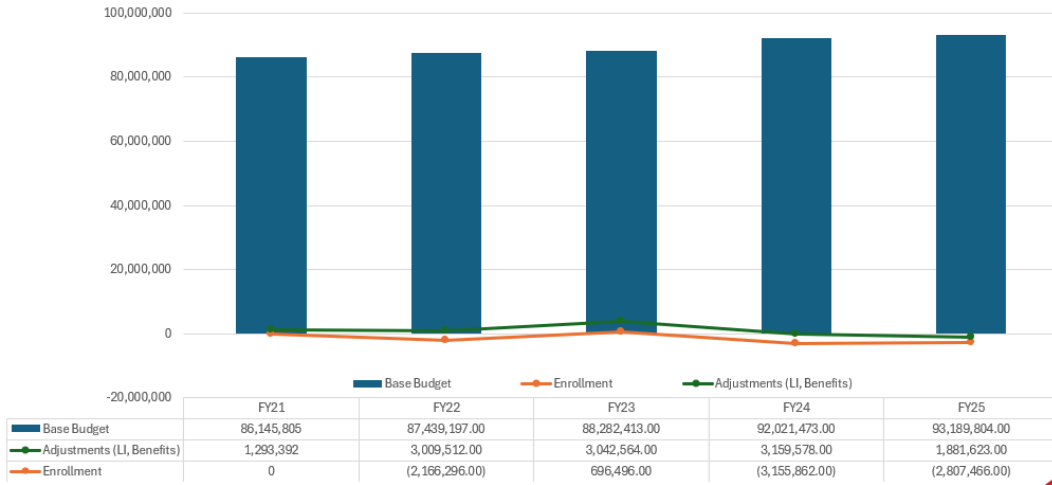
Budget overview as of September 30, 2024. VC McClinton provided a high-level overview of the FY 25 All-funds budget, general funds budget, and financial summary of the university.



WINSTON-SALEM STATE UNIVERSITY

State Budget Financial Overview

FY 21 - FY25 State Budget Overview



Endowment Financial Summary

FY 20 – FY24 University Endowment Pool Value



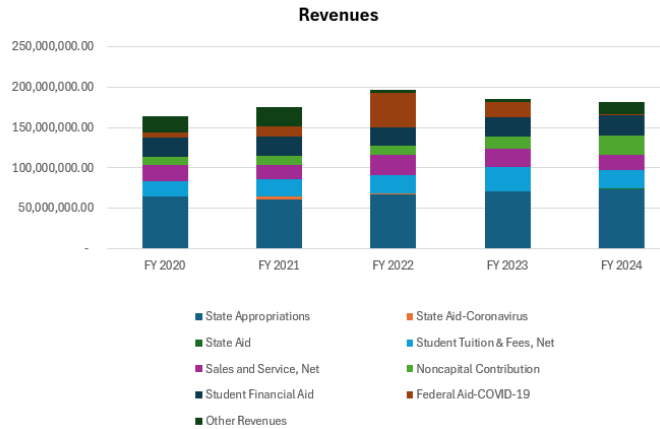
*** Principal Value is \$19,109,192.31



WINSTON-SALEM STATE UNIVERSITY

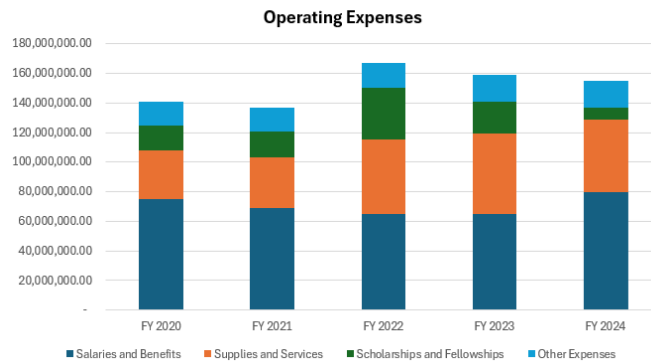
FY 2024 Financial Summary

Winston-Salem State University	
	unaudited
Revenues	FY 2024
State Appropriations	73,669,726.00
State Aid-Coronavirus	-
State Aid	1,252,798.48
Student Tuition & Fees, Net	22,101,614.65
Sales and Service, Net	19,555,210.66
Noncapital Contribution	23,075,912.62
Student Financial Aid	25,711,956.75
Federal Aid-COVID-19	1,226,262.73
Other Revenues	14,731,849.45
Capital Appropriations & Contribution	3,160,331.25
Investment Income, Net	9,047,881.61
Additions to Endowment	5,600.00
Other Revenues	2,518,036.59
Total Revenues	181,325,331.34



FY 2024 Financial Summary

Expenses	
Salaries and Benefits	79,520,472.78
Supplies and Services	49,123,042.57
Scholarships and Fellowships	8,502,820.07
Other Expenses	17,747,274.55
Utilities	3,820,835.07
Interest and Fees on debt	2,967,762.46
Depreciation/Amortization	10,746,247.34
Total Expenses	154,893,609.97



VIII. Additional Discussion Items

No additional items were discussed at this time.

IX. Adjournment- Chair Cullinan

Chair Cullinan adjourned the committee meeting at 4:00 p.m.



Facilities Management Capital Project Updates

Howard (Reggie) Lee, Associate Vice Chancellor for Facilities Management

WINSTON-SALEM STATE UNIVERSITY





Facilities Management Overview of Major Capital Projects

- KR Williams Renovation and Expansion: Currently in the Construction Document phase. Early Site package approved for bidding and fencing going up soon, site preparation should be underway shortly.
- Hauser Hall Renovation: Design Development was submitted to State Construction Office for review in December for approval to move to the next design phase of documents.
- Campus Police: Designer has completed the Schematic Design phase.
- Wayfinding Master Plan: LS3P has created a master plan for wayfinding and signage which will be used to bid out the signs.

KR Williams Renderings ~ Exterior



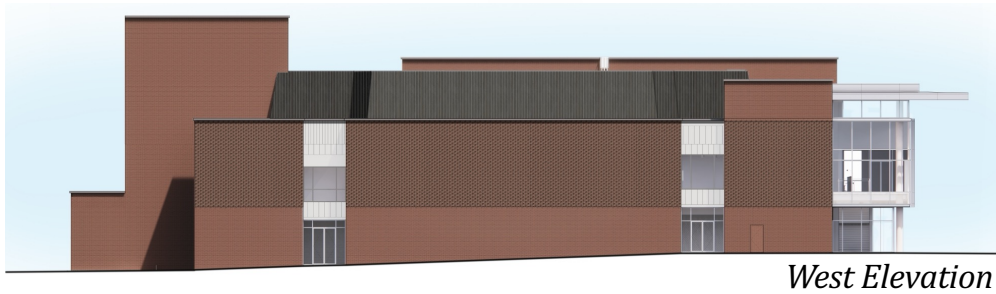
South Perspective



South East Perspective

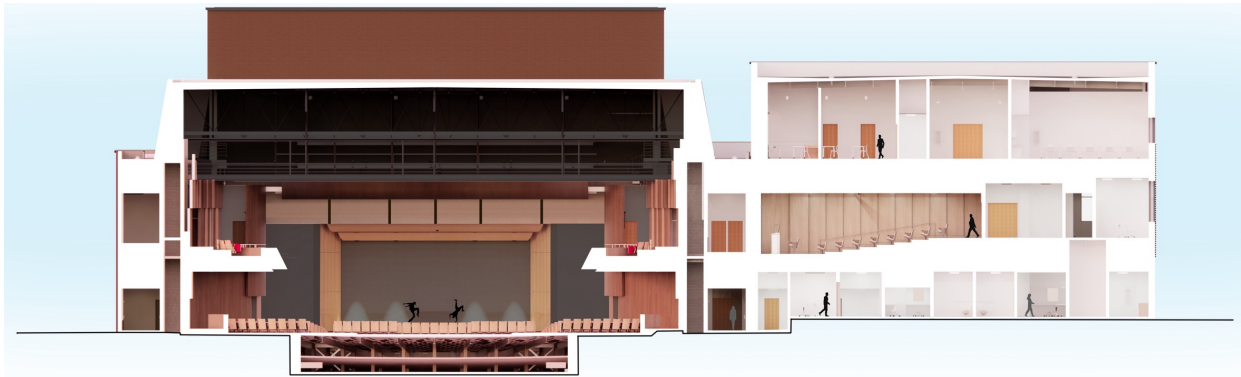
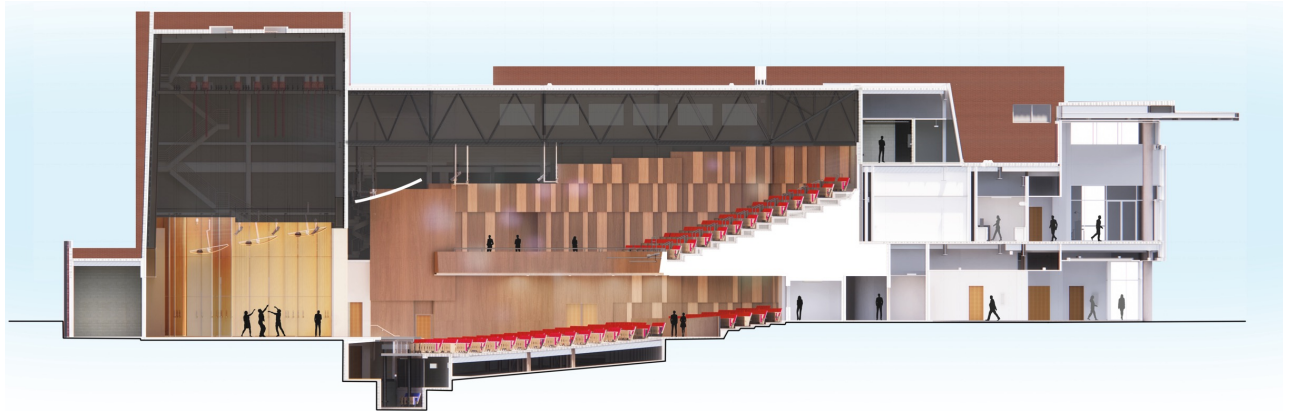
WINSTON-SALEM STATE UNIVERSITY

KR Williams Renderings ~ Exterior Elevations



WINSTON-SALEM STATE UNIVERSITY

KR Williams Renderings ~ Interior Building Sections



WINSTON-SALEM STATE UNIVERSITY

KR Williams
Rendering ~ Auditorium



WINSTON-SALEM STATE UNIVERSITY



WSSU

Finance, Administration, and Stewardship Committee Action Item Cover Sheet

Meeting Date:	March 13, 2025
Background:	<p>The 2018 Campus Master Plan needs to be updated to create a comprehensive campus plan that aligns with the university's current strategic direction.</p> <p>An updated plan will establish guiding principles for optimizing resources—such as land, facilities, space, and finances—while also examining opportunities for wellness, environmental impact, and operational efficiency.</p>
Situation:	<p>A process to select a vendor to assist with developing an updated campus master plan was initiated in fall 2024. The process included soliciting letters of interest, conducting reference checks, holding interviews, and developing a final list of recommended vendors.</p> <p>The Office of Finance and Administration is seeking approval to move forward with contracting with the selected firm to update to WSSU's master plan.</p> <p>This firm will assess current and future needs and guide the development of the campus's physical elements over the next decade, through 2035, in alignment with the university's strategic direction.</p>
Impact/Benefit:	<p>The campus community will benefit from a ten-year development plan that aligns with the University's goals, fosters academic and research growth, and supports the overall needs of the campus community.</p>
Requested Action:	<p>It is requested that Finance, Administration, and Stewardship Committee of endorse the list of recommendation vendors for the campus master plan and move them forward to the full board for approval on March 14, 2025.</p>
Attachments:	PowerPoint Slides (2)



Action Item #1 – Approve Architect for Master Plan Refresh Project

Master Plan Architect Selection Process

- Appoint Selection Committee (7)
- RFQ Solicitation
- Receipt/Validation of Responses
- Reference Checks
- Evaluation/Short Listing
- Interviews (Committee)
- Ranking/Recommendation
- **BOT Approval/Delegation**



Action Item #1 – Approve Architecture Firm for Master Plan Refresh Project

Final Rank Order of Architecture Firm for Master Plan Refresh Project		
Project:	Master Plan Refresh	
Date:	February 13, 2025	
Final Rank Order	Firm	Location
1	Perkins & Will	Charlotte, NC
2	Sizemore Group	Asheville, NC
3	Vines Architecture	Raleigh, NC



WSSU

Finance, Administration, and Stewardship Committee Action Item Cover Sheet

Meeting Date:	March 13, 2025
Background:	<p>The Hauser Hall Renovation and Expansion project is currently undergoing Design Development review by the State Construction Office. Once approved, the project will move forward with the development of construction documents.</p> <p>The Design and Construction Office seeks your approval to procure a commissioning agent.</p>
Situation:	<p>WSSU is at the phase in the project where a commissioning agent must be identified.</p> <p>Commissioning agents conduct quality assurance and functional checks on all building systems. Additionally, per GS 143-135.37(d), commissioning is required for major projects.</p> <p>WSSU has conducted the selection process for a commissioning agent, which involved soliciting letters of interest, conducting reference checks, holding interviews, and developing a final list of recommended vendors.</p>
Impact/Benefit:	<p>The engagement of a commissioning agent will ensure that the building operates as intended, meeting its design specifications and performance expectations.</p>
Requested Action:	<p>It is requested that Finance, Administration, and Stewardship Committee endorse the list of recommendation vendors for the commissioning agent for the Hauser and move them forward to the full board for approval on March 14, 2025.</p>
Attachments:	PowerPoint Slides (2)



Action Item #2 – Approve Commissioning Agent for Hauser Renovation and Expansion Project

Commissioning Agents for Hauser Hall Renovation and Expansion:

Commissioning Agent (Cx) Selection Process

- Appoint Selection Committee (5)
- RFQ Solicitation
- Receipt/Validation of Responses
- Reference Checks
- Evaluation/Short Listing
- Interviews (Committee)
- Ranking/Recommendation
- **BOT Approval/Delegation**

Role of a Commissioning Agent on a Project:

Commissioning is the process to certify that building systems, such as building envelope, mechanical, electrical, plumbing, and others integral to building operation are operating as designed by way of functional testing.



Action Item #2 – Approve Commissioning Agent for Hauser Hall Renovation and Expansion Project

Final Rank Order of Commissioning Agent for Hauser Hall Project		
Project:	Hauser Hall Renovation and Expansion Project	
Date:	February 25, 2025	
Final Rank Order	Firm	Location
1	RMF	Raleigh, NC
2	CMTA	Charlotte, NC
3	McKim & Creed	Raleigh, NC



Finance Updates

Lisa McClinton, CPA, CGFM, Vice Chancellor for Finance and Administration

WINSTON-SALEM STATE UNIVERSITY



FY25 All-Funds
Budget: Quarterly
Spending on Track

*As of December
31, 2024*

	(Revised) BOT Approved Budget	Revenues & Expenses 12/31/24	% of Budget
All-Funds Budget Revenue Summary	\$151,874,000	93,790,054	62%
All-Funds Budget Expense Summary	\$147,780,000	70,589,755	48%
Net Transfers Summary			



General Fund: Quarterly Spending on Track

As of December 31, 2024



Total Budget: \$99.7M



Total Expenditures to Date: \$45.1M (45%)



Total Revenues to Date: \$21.1M (71%)



70% consist of General Funds (State Appropriations- \$69.8) 30% consist of receipts (Tuition - \$29.9)

Statement of Auxiliary Services

July 1, 2024 - December 31, 2024

Fund	Expense Budget	Beginning Balance	Receipts Collected	YTD Actual Expenditures	Ending Cash
Athletics Division	\$3,919,707	(\$130,867)	\$2,072,032	\$2,037,571	(\$96,406)
Copier Mgmt Xerox	410,901	115,462	163,033	234,577	43,918
Food Service	7,311,752	13,152,921	4,773,861.00	4,046,347	13,880,435
One Card Office	120,067	245,032	63,438	58,309	250,161
Campus Book Store	92,629	646,222	254,393	90,438	810,177
Educational & Technology Fee (I.T.)	1,627,802	6,200,685	987,429	871,353	6,316,761
Health Services	1,967,494	1,094,224	951,168	888,632	1,156,760
Housing Service	17,622,590	18,900,914	9,533,409	9,871,818	18,562,505
Student Extracurricular Activities	2,362,085	4,422,471	1,214,750	1,155,019	4,482,202
Total Auxiliary Services	\$35,435,027	\$44,647,064	\$20,013,513	\$19,254,064	\$45,406,513

WINSTON-SALEM STATE UNIVERSITY

Statement of Business Enterprises

July 1, 2024 - December 31, 2024

Fund	Expense Budget	Beginning Balance	Receipts Collected	YTD Actual Expenditures	Ending Cash
Auxiliary Admin/Ticket Office	\$1,390,291	\$719,602	\$1,545,680	\$388,846	\$1,876,436
Central Transpo Fleet	195,300	400,988	70,375	8,663	462,700
Conference Facilities Rental	24,993	178,647	9,615	23,472	164,790
Food Court	-	1,735,686	56,343	2,251	1,789,778
Logo Licensing	6,994	265,029	25,904	1,993	288,940
Passport Services	140,723	567,870	77,349	65,109	580,110
Summer Camps and Conferences	244,533	348,842	78,679	113,545	313,976
Telecommunications	260,734	920,874	-	92,550	828,324
Vehicle Registration	554,177	55,912	470,443	301,924	224,431
Vending Machines	-	366,568	61,546	4,598	423,516
Total Business Enterprises	\$2,817,745	\$5,560,018	\$2,395,934	\$1,002,951	\$6,953,001
Grand Total (Auxiliary/Business Enterprises)	\$38,252,772	\$50,207,082	\$22,409,447	\$20,257,015	\$52,359,514

WINSTON-SALEM STATE UNIVERSITY



WSSU BOT Committee of the Whole Meeting

Winston-Salem State University

Thursday, March 13, 2025 at 3:35 PM EDT to Thursday, March 13, 2025 at 5:00 PM EDT

Agenda

I. Call to Order

II. Conflict of Interest Statement

All board members are reminded of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest as required by this Act. Each member has received the agenda and related information for this Board of Trustees' meeting. If any board member knows of any conflict of interest or appearance of conflict with respect to any matter coming before the Board of Trustees at this meeting, the conflict or appearance of conflict should be identified at this time.

III. Roll Call

1. Bill Miller - Chair
2. Brent Moore
3. Alex Johnson
4. L'Tanya Bailey
5. Robert Barr
6. Matthew Cullinan
7. Laura Gerald
8. Kathleen Kelly
9. Tyrone McNair, Jr.
10. Drewry Nostitz
11. Pam Oliver
12. Carlos Pauling
13. Ricky Sides

IV. Information and Discussion Item | University Budget Presentation to Include All Funds Budget and Capital Campaign Topics

V. Adjournment



WSSU

Committee of the Whole Meeting Cover Sheet

Meeting Date:	March 13, 2025
Background:	In response to the Board's desire to have more elevated and strategic conversations, the board will convene as a Committee of the Whole during this session to have a more holistic university budget conversation, which will be inclusive all funding sources.
Situation:	Because the Board will need to take action on the All Funds Budget (AFB) at the regular board meeting on Friday, March 14, we will use this opportunity to share the proposed All Funds Budget, touch upon the impact of enrollment and performance metrics on the University's budget, and discuss future plans for initiating a capital campaign.
Impact/Benefit:	
Requested Action:	<p>No action will be requested from the Committee of the Whole.</p> <p>The conversation during this meeting is intended to sufficiently review the All Funds Budget such that an approval action can be taken by the full board on March 14, 2025.</p> <p>Likewise, while no action is requested, WSSU will look to the Board for an informal endorsement of the plan for a capital campaign as a part of this discussion.</p>
Attachments:	PowerPoint Slides (14)



What is the All-Funds Budget?

- An initiative by the UNC System to **encourage best practices** in budgeting across the System by requiring **increased transparency** for fund types that have historically not been part of the Board of Governor's annual review.
- Forward-looking plan of all expected revenues and expenses.
- Generally, cash-based and includes inter-departmental transactional activity.
- Increased focus on unrestricted fund sources and related uses.
- Accommodates strategic planning and provides transparency in allocation decisions.



Why Develop an All-Funds Budget?

- **G.S. 116-1(b) – “...In the fulfillment of this mission, the university shall seek an efficient use of available resources to ensure the highest quality in its service to the citizens of the State.”**
- Align Resources Systemwide and Institution-Specific Strategic Goals
 - Access, student success, and economic impact
 - Campus metrics
- Promote stewardship and financial sustainability
- Better understand the impact of discrete decisions on the broader financial picture
- Improve transparency and campus engagement
- Strengthen the fiduciary responsibility of the Boards of Trustees

FY26 AFB Timeline

<u>Date</u>	<u>Areas Responsible</u>	<u>Task</u>
1/7/2025 ⁽¹⁾	All	FY26 Budget Advisory Committee (Executive Cabinet or designee) meets for the first time. It receives an FY26 Budget Overview from Finance and Administration.
January 2025 – February 2025	Budget	Campus presentations to faculty and staff regarding the current AFB (FY25) and the AFB process (FY26)
1/22/2025-2/16/2025	All	FY26 Budget Advisory Committee (Executive Cabinet or designee) meets to hear presentations, consider testimony, and to rate expansion budget requests.
2/16/2025- March 2025 BOT Meeting	All	FY26 Budget Advisory Committee (Executive Cabinet or designee) advised if any revisions need to be made to the approved FY26 AFB.
3/10/2025	All	Date by which FY26 Budget Advisory Committee (Executive Cabinet) approves FY26 AFB. Note that approved budget may change due to OSBM/System Office guidance, any material changes to enrollment projections, and/or any other variables ⁽²⁾ .
3/13/2025	All	FY26 All Funds Budget presented to BOT for consideration
5/01/2025	Budget	Submit All Funds Budget to UNC System Office
7/1/2025	Budget	Approved FY26 All Fund budgets loaded
7/1/2025-Budget Bill ⁽²⁾	Budget	Adjustments made as necessary to align with budget bill passed by General Assembly
60 days after budget bill passed	Office of State Budget & Management	Budget certification letter sent to University by OSBM
⁽¹⁾ Date may be changed by the Executive Cabinet		
⁽²⁾ Typically, the University has received all necessary state-level guidance and enrollment trends by this time to finalize the next FY's budget; however, if revisions are required, the FY26 Budget Advisory Committee (Executive Cabinet) will be notified that revisions are needed.		



All-Funds Budget: Financial Outlook & Strategic Priorities

Key Considerations

- Projected **\$483K decline in recurring revenue** for FY26 due to the enrollment-based funding model—marking the third consecutive year of reduction totaling **approx. \$6.7M**.
- **Enrollment decline** within in-state (Note: not funded for out-of-state students)
- **Inconsistent availability** of performance-based funding.

Strategic Priorities

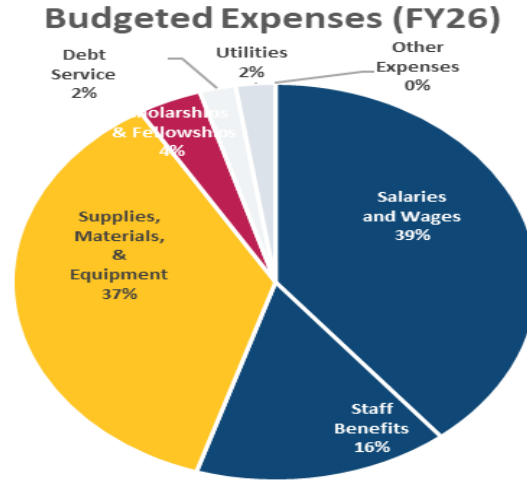
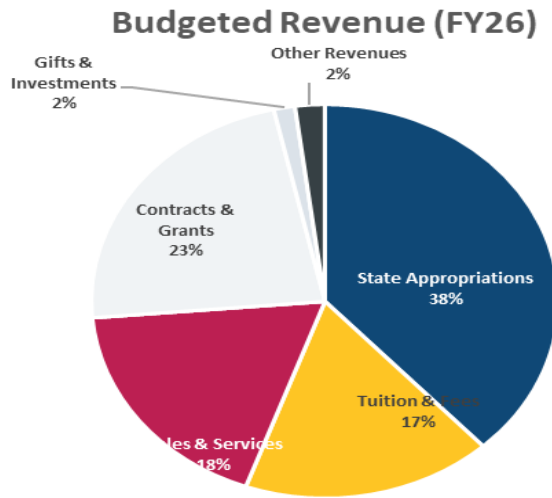
- Strengthen the **alignment between budget resources and performance**.
- **Implement a budget management tool** for improved tracking and decision-making.
- Enhance **efficiency and fiscal oversight** by increasing capacity and proactive management.
- Reinforce **fiscal governance** to ensure long-term financial stability.



Overview of FY26 Proposed Budget

- Consolidated Budget – All Funds and Units
- Overview of Revenues – By Unit by Fund Source
- Overview of Expenditures – By Unit By Category

FY26 All Funds Budget

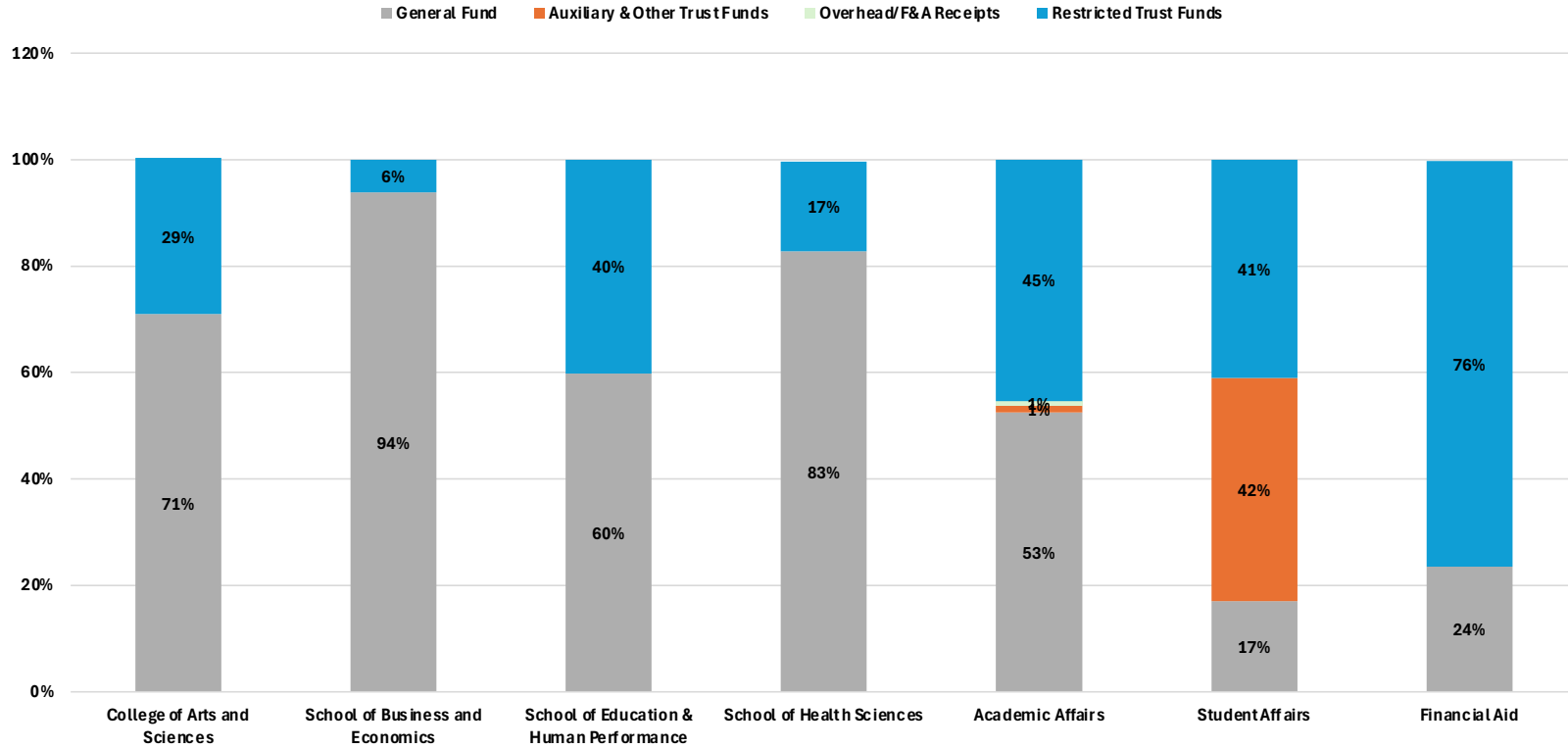


WSSU: FY26 All Funds Budget

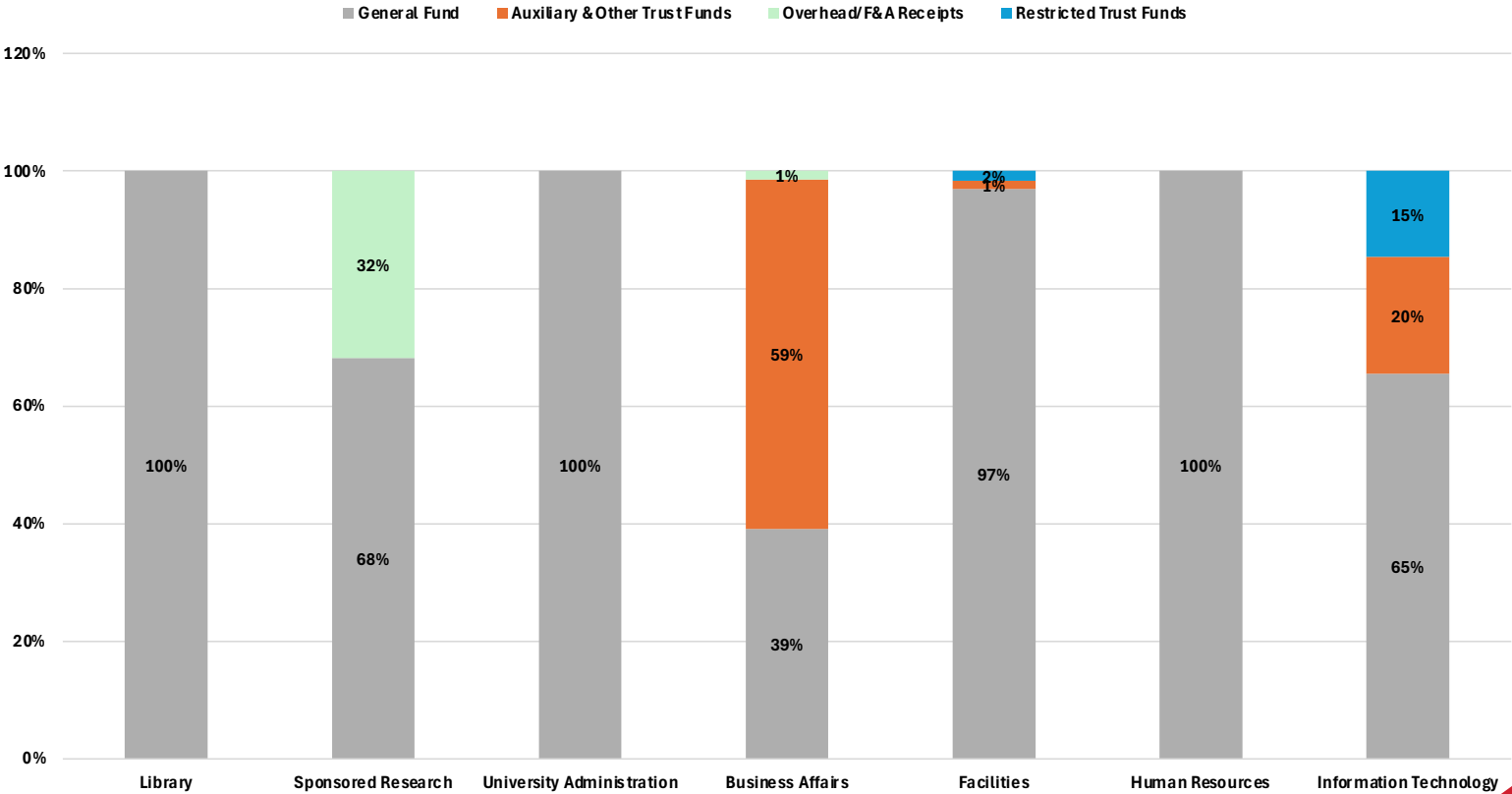
Winston-Salem State University FY 2025-26 All-Funds Budget						
		General Fund	Auxiliary & Other Trust Funds	Overhead/F&A Receipts	Restricted Trust Funds	Total
Revenues	State Appropriations	\$ 73,005,000	\$ -	\$ -	\$ -	\$ 73,005,000
	Tuition & Fees	\$ 21,234,000	\$ 11,962,000	\$ -	\$ -	\$ 33,196,000
	<i>Less Discounts and Allowances</i>	\$ (4,745,000)	\$ (85,000)	\$ -	\$ 4,830,000	\$ -
	Sales & Services	\$ 1,166,000	\$ 33,584,000	\$ -	\$ -	\$ 34,750,000
	Patient Services	\$ -	\$ -	\$ -	\$ -	\$ -
	Contracts & Grants	\$ -	\$ -	\$ 746,000	\$ 42,861,000	\$ 43,607,000
	Gifts & Investments	\$ -	\$ 2,806,000	\$ -	\$ -	\$ 2,806,000
	Other Revenues	\$ 2,010,000	\$ 1,939,000	\$ -	\$ -	\$ 3,949,000
Revenues Total		\$ 92,670,000	\$ 50,206,000	\$ 746,000	\$ 47,691,000	\$ 191,313,000
Expenses	Salaries and Wages	\$ 49,597,000	\$ 10,147,000	\$ 55,000	\$ 9,208,000	\$ 69,007,000
	Staff Benefits	\$ 20,257,000	\$ 4,827,000	\$ 13,000	\$ 2,584,000	\$ 27,681,000
	Services, Supplies, Materials, & Equip.	\$ 19,348,000	\$ 15,669,000	\$ 401,000	\$ 28,932,000	\$ 64,350,000
	Scholarships & Fellowships	\$ 4,745,000	\$ 85,000	\$ 17,000	\$ 2,139,000	\$ 6,986,000
	<i>Less Discounts and Allowances</i>	\$ (4,745,000)	\$ (85,000)	\$ -	\$ 4,830,000	\$ -
	Debt Service	\$ 681,000	\$ 3,230,000	\$ -	\$ -	\$ 3,911,000
	Utilities	\$ 2,787,000	\$ 1,506,000	\$ -	\$ -	\$ 4,293,000
	Other Expenses	\$ -	\$ -	\$ -	\$ -	\$ -
Expenses Total		\$ 92,670,000	\$ 35,379,000	\$ 486,000	\$ 47,693,000	\$ 176,228,000
Net Transfers		\$ -	\$ (3,573,000)	\$ -	\$ -	\$ (3,573,000)
Change in Fund Balance			\$ 11,254,000	\$ 260,000	\$ (2,000)	\$ 11,512,000

WINSTON-SALEM STATE UNIVERSITY

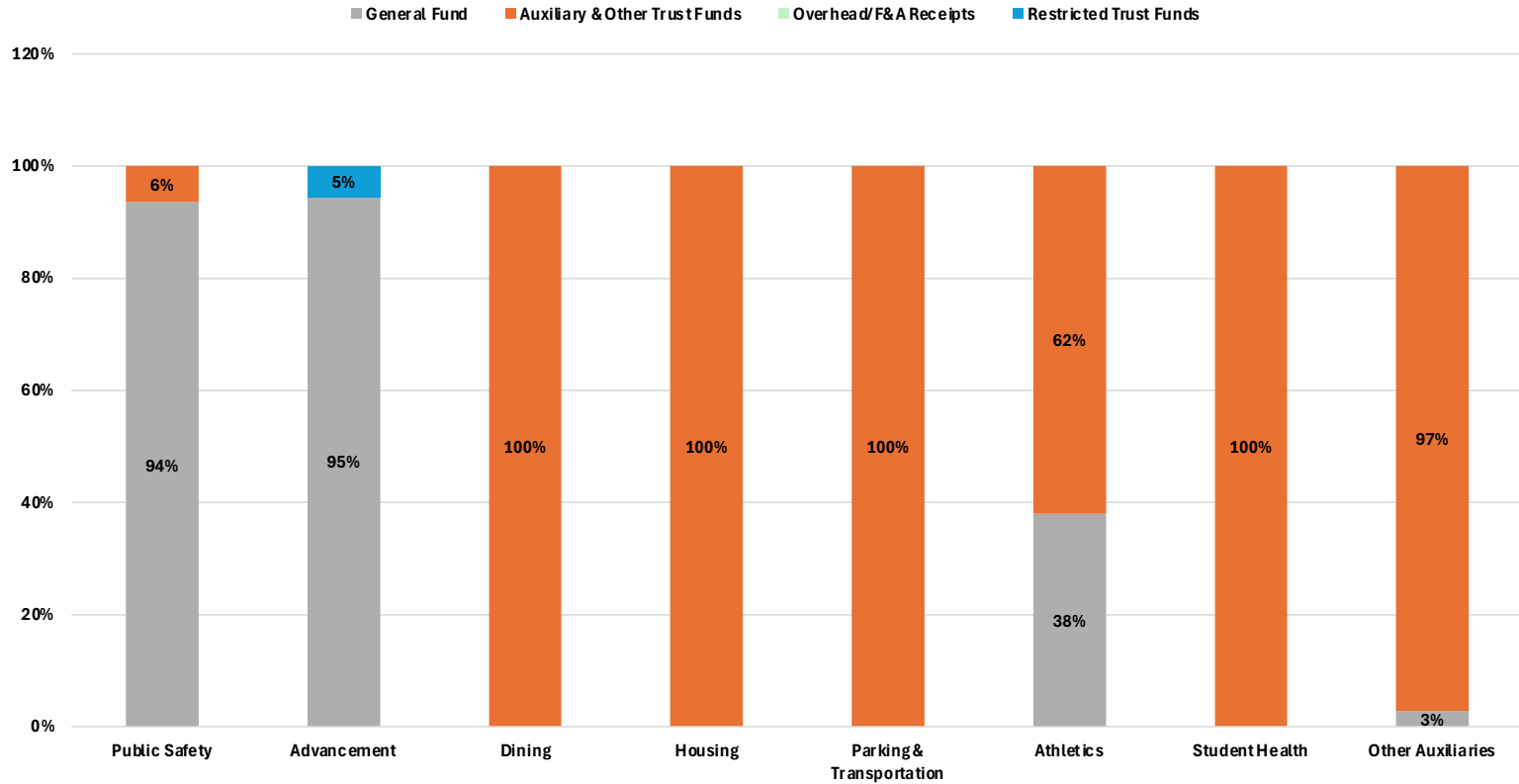
Revenues by Fund Type FY 2025-26



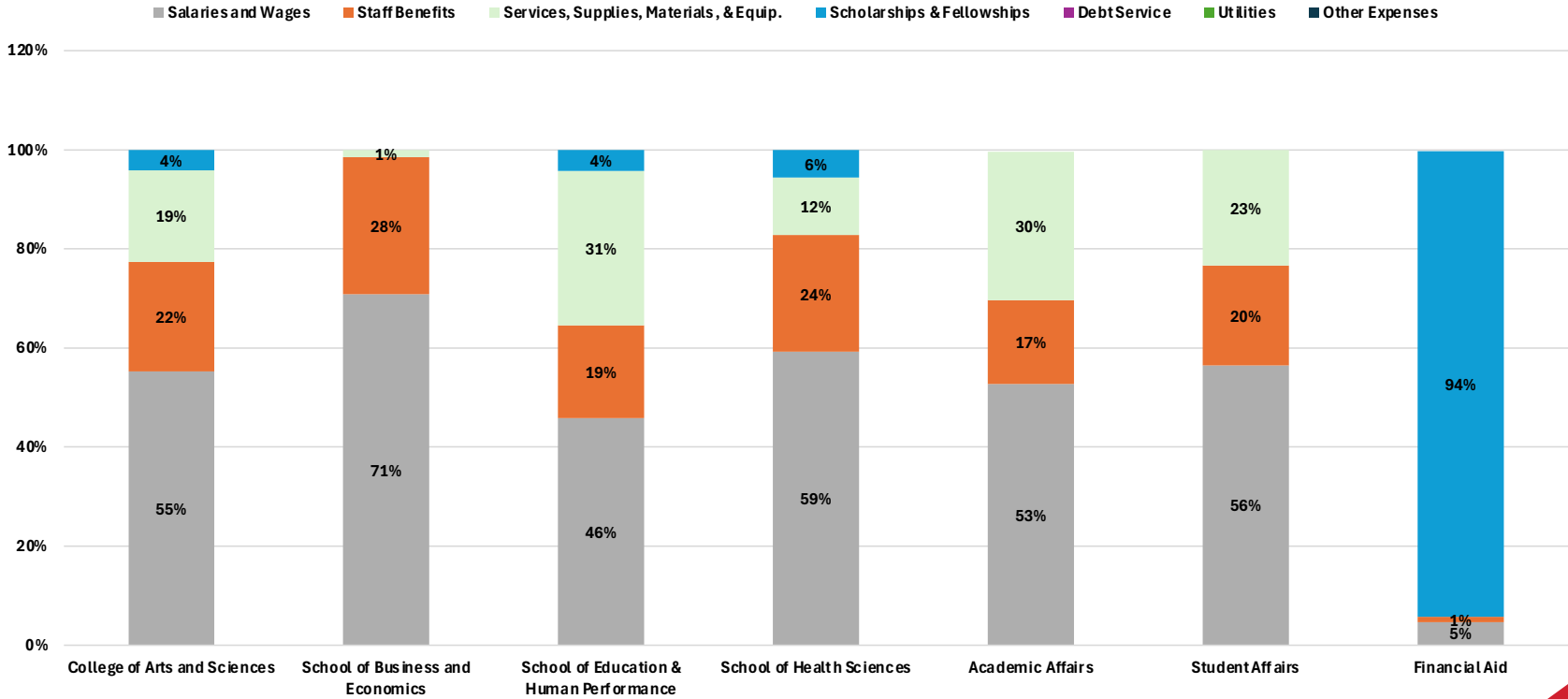
Revenues by Fund Type FY 2025-26



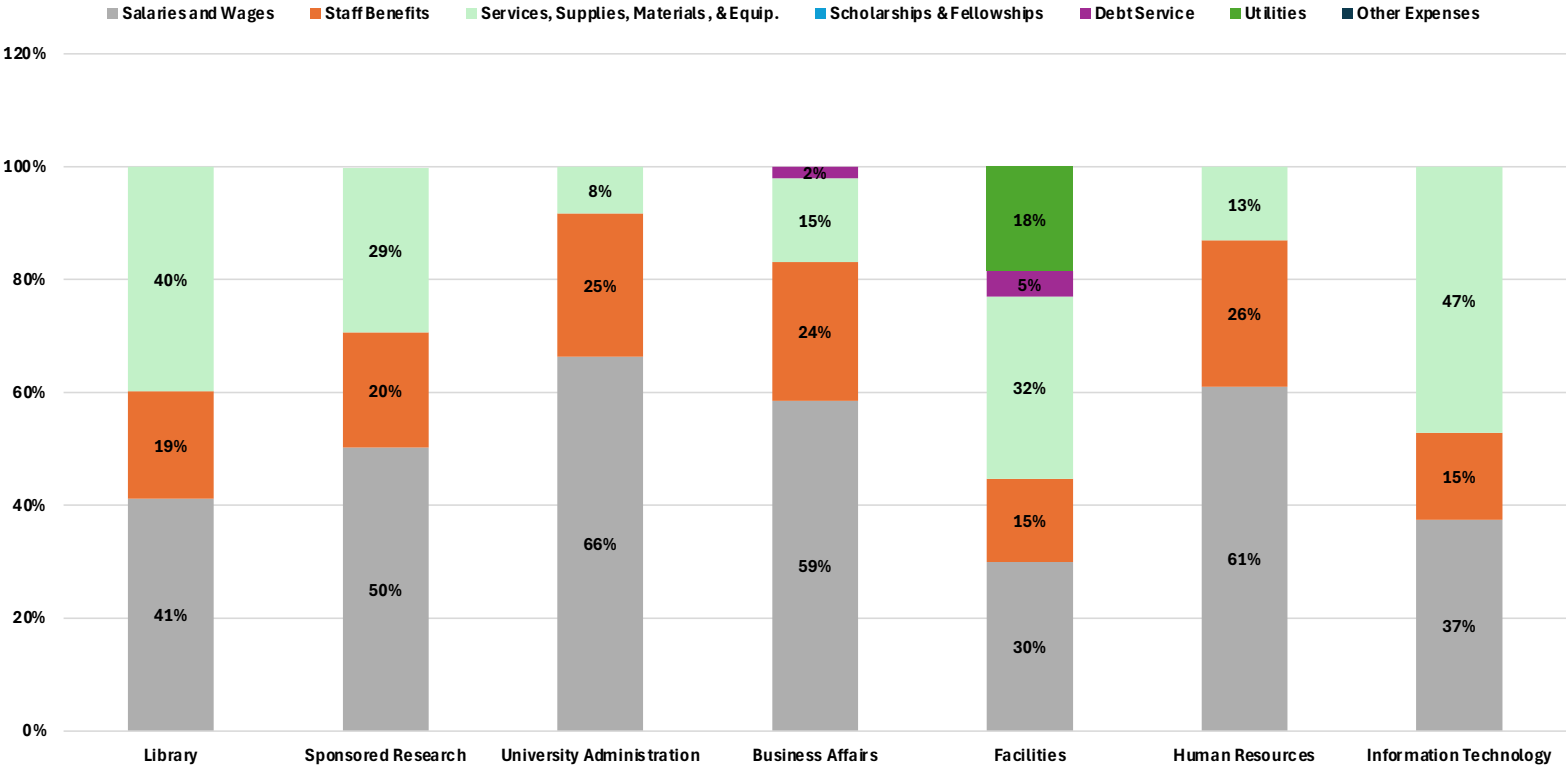
Revenues by Fund Type FY 2025-26



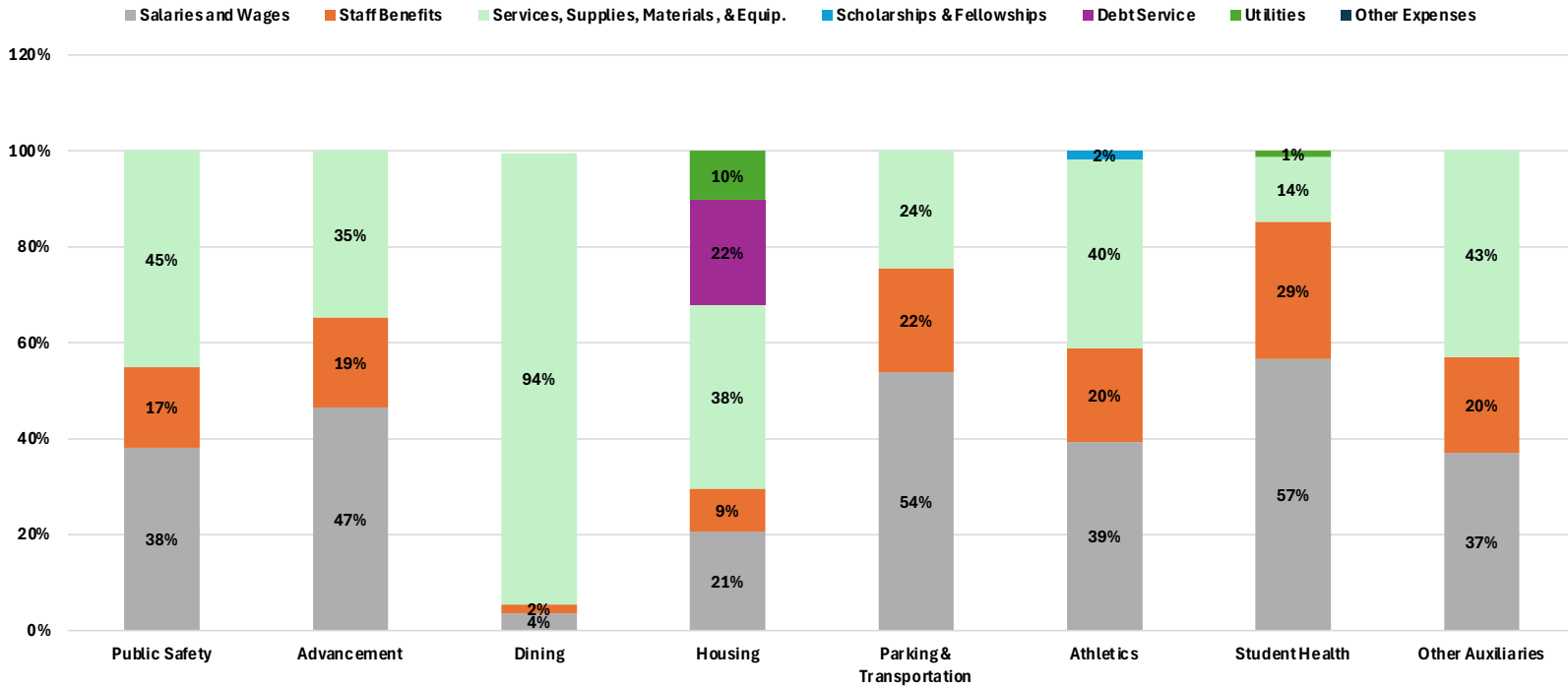
Expenses by Major Category FY 2025-26



Expenses by Major Category FY 2025-26



Expenses by Major Category FY 2025-26





Next Steps

