

**Jackson State University**

**Recommendations for the Future Learning  
System**

**February 17, 2009**

**THE  
BARTHWELL  
GROUP**

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## **Introduction**

In January 2008, Dr. Ronald Mason, President of Jackson State University (the “University”), launched “Gearing Up for Greatness”, the University’s creative, dynamic, and interactive strategic planning process. Under the “Millennium Agenda”, the Jackson State’s earlier strategic plan, the University successfully transformed its academic structure, completed \$200 million in new construction and campus improvements, achieved the Carnegie Foundation Classification of Research University (High Research Activity), and obtained more federal research grants than any other Historically Black College and University (“HBCU”) except for Howard University.<sup>1</sup> However, in spite of this tremendous progress, the University has reached a crossroads. In the words of Dr. Mason, “Our resources are not sufficient to sustain the bar we have set.” The goal of Gearing Up for Greatness was to develop a plan which would enable the University to achieve its fundamental mission of education and service with greatness in a sustainable, dynamic, and creative manner.

A central focus of Gearing Up for Greatness was to develop the design of the University’s future learning system (the “Future Learning System”). The University’s challenge was to design a system which will produce students who are able to compete successfully in a rapidly changing global society within the constraints of the institution’s limited resources.

The New Academy Strategic Working Group (“NASWG”) was charged with developing the design of the Future Learning System. The group was chaired by Dr. Velvelyn Foster, Vice President of Academic Affairs and Student Life, and coordinated by Dr. Debra Buchanan, Associate Vice President of Academic Affairs and Student Life. The New Academy Strategic Working Group consisted of approximately 45 persons, primarily of faculty members and staff with alumni and student representation. (See Appendix A for the members of the New Academy Strategic Working Group).

The University engaged The Barthwell Group, a management consulting firm with several higher educational clients including HBCUs, to guide the New Academy Strategic Working Group in the design of the Future Learning System. The Barthwell Group’s team included experienced consultants, respected higher education experts, a nationally renowned futurist, the managing partner of an architectural firm with expertise in higher educational master planning, and a Wall Street investment executive with leadership experience on university boards. (See Appendix B for members of The Barthwell Group’s Team for Gearing Up for Greatness).

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<sup>1</sup> The University has experienced remarkable growth under the leadership of Dr. Ronald Mason. Enrollment has increased significantly and currently the University has approximately 8500 students. Research grants have increased dramatically and the University currently has funding for the largest study of cardiovascular disease among African-Americans. The University has several major technology accomplishments. It has established the Mississippi eCenter, participates in two access grids, and has developed the Trent Lott Geospatial Center, to name a few.

This report describes the strategic planning process for the design of the Future Learning System, the methodology used to design the Future Learning System, the assumptions underlying the Future Learning System, the Recommendations for the Core Competencies, Areas of Excellence, Graduate Studies, System-Wide Interdisciplinary Collaborations, the Selection and Evaluation Criteria of the Future Learning System, and the Recommendations for Evaluation Process to transition the University's current programs to the Future Learning System.

## **Overview of the Strategic Planning Process to Design the Future Learning System**

### Introduction

To ensure maximum input from a cross-section of the University's stakeholders (both internal and external) multiple forums were created to enable participation in the design of the Future Learning System. These included the New Academy Strategic Working Group, the Curriculum Development Working Group, Focus Groups, and the Strategic Planning Website. All of the groups functioned within the context of the "Gearing Up for Greatness" university-wide strategic planning process. The "Gearing Up for Greatness" strategic planning process included three additional Strategic Working Groups: the Assessment and Planning Strategic Working Group, the Financial Resources Working Group, and the Technology and Process Strategic Working Group and the Futures Task Force. This section describes each of these groups.

### New Academy Strategic Working Group

The goal of the New Academy Strategic Working Group was to design a Future Learning System which would develop a student-centered, world class institution able to compete successfully in a future global, technologically enhanced higher education environment. In designing the Future Learning System, the New Academy Strategic Working Group was mandated to develop assumptions regarding: (i) the future driving forces which would impact society generally and higher education in particular; (ii) the higher education environment which will result from the impact of the future driving forces; (iii) core competencies which would be required by future students; and (iv) core competencies which would be required by the Future Learning System. Based on these assumptions, the New Academy Strategic Working Group was to develop descriptions of the principal components of the Future Learning System. Finally, the New Academy Strategic Working Group was charged with developing the criteria (the "Selection and Evaluation Criteria") which would determine whether or not the University's current programs would be eligible to transfer to the Future Learning System.

### *Curriculum Development Working Group*

The goal of the Curriculum Development Working Group was to develop recommendations for the New Academy Strategic Working Group regarding the Core Competencies, Areas of Excellence, Graduate Studies, System-Wide Interdisciplinary Collaborations, and the Selection and Evaluation Criteria of the Future Learning System. The Curriculum Development Working Group was comprised of eleven members of the New Academy Strategic Working Group. (See Appendix C for a list of the members of the Curriculum Development Working Group).

### *Focus Groups*

The goal of the Focus Groups was to ensure that a broad cross-section of University stakeholders (both internal and external) had the opportunity to provide input into the design of the Future Learning System. There were seven Focus Groups: alumni, corporate, faculty, Metro Jackson civic leaders, staff, students and West Jackson community leaders. Each Focus Group was comprised of 10 to 15 representatives of the relevant stakeholder category. Input from the Focus Groups was reported to the New Academy Strategic Working Group by The Barthwell Group.

*Strategic Planning Website*

The goal of the Strategic Planning Website was to provide all University stakeholders with the opportunity to review the milestone actions occurring during the strategic planning process. The Barthwell Group provided periodic updates to the website, which was maintained by Dr. Debra Buchanan and her staff.

Assessment and Planning Strategic Working Group

The goal of the Assessment and Planning Strategic Working Group was to assess the accomplishments and unfulfilled goals of the Millennium Agenda. Based on its findings, the Assessment and Planning Strategic Working Group issued a report with its recommendations. Dr. Felix Okojie, Vice President, Research and Federal Relations, chaired the Assessment and Planning Strategic Working Group.

Financial Resources Strategic Working Group

The goals of the Financial Resources Strategic Working Group were to analyze the current financial resources of the University, project the future assets and cash flows of the University, and to prepare a cost benefit analysis of the Future Learning System. The Financial Resources Strategic Working Group issued a report based on its analyses. The Financial Resources Strategic Working Group was chaired by Troy Stovall, Senior Vice President, Finance and Operations.

Technology and Process Strategic Working Group

The goals of the Technology and Process Strategic Working Group were to analyze the technology and operational processes of the University and the technological requirements of the Future Learning System and to make recommendations to improve the technology and operational processes of the University. Based on its analyses, the Technology and Process Strategic Working Group issued its report. Dr. Willie Brown, Vice President for Information Management chaired the Technology and Process Strategic Working Group.

Each of the Strategic Working Groups was comprised of faculty, staff and students.

Futures Task Force

The goals of the Futures Task Forces are: (i) to monitor and coordinate the strategic planning process; (ii) to review and evaluate the design of the Future Learning System; and (iii) to oversee the implementation of the Future Learning System. The Futures Task Force is comprised of the chairs of all of the Strategic Working Groups, the President's Cabinet, the presidents of the Faculty Senate, the Staff Senate, the National Alumni Association and the Student Government Association, Dr. Joseph Stevenson, a futurist and Founding Executive Director, Executive Ph.D. Program, Urban Education, Dr. William McHenry, Executive Director, Mississippi e-Center @ JSU and Dr. Akosua Barthwell Evans, Chief Executive Officer, The Barthwell Group. Dr. Ronald Mason, President, Jackson State University, chairs the Futures Task Force.

## **Methodology**

### Introduction

The Barthwell Group guided the New Academy Strategic Working Group through an eight step strategic planning process to develop the design of the Future Learning System as described below. To ensure that a broad cross section of persons throughout the University would have the opportunity to provide input in the design of the Future Learning System, The Barthwell Group conducted dozens of meetings over an 11-month period with multiple groups of stakeholders. A brief description of the approximate frequency of these meetings with different groups of stakeholders follows the overview of the eight step strategic planning process.

### Eight Step Strategic Planning Process

#### *Step One – Determined the Future Driving Forces which Will Impact the University’s Future Learning System*

Over a two-month period, The Barthwell Group engaged the New Academy Strategic Working Group in an interactive, dynamic process during which members of NASWG:

- Read and analyzed literature regarding the future generally and projected trends in higher education in particular
- Engaged in focused brainstorming with a Barthwell Group team member, Dr. Nat Irvin, a nationally renown futurist (Founder and President of Future Focus 2020 and the Strickler Executive in Residence, University of Louisville, College of Business)
- Developed scenarios regarding alternative futures for Jackson State University
- Received input from the Focus Groups regarding their views regarding the future
- Identified four principal future driving forces: globalization, technology, economic shifts and demographic shifts (the “Future Driving Forces”) which will impact higher education

#### *Step Two – Analyzed the Impact of the Future Driving Forces on Higher Education*

The Barthwell Group interfaced with the New Academy Strategic Working Group in a series of brainstorming sessions where NASWG members:

- Read and analyzed literature describing methodologies being used in higher education to address the requirements created by the Future Driving Forces
- Engaged in interactive discussions in order to begin considering preliminarily the competencies which students would require in the future
- Began to conceptualize the characteristics of higher education environments in the future
- Received input from the Focus Groups regarding their views on the impact of the Future Driving Forces and the competencies which would be required by students and the Future Learning System to address them
- Developed analyses of the impact of the Future Driving Forces on higher education

*Step Three – Conceptualized the Environment of the Future Learning System, the Competencies Required by Future Students, and the Competencies which the Future Learning System Must Offer*

The Barthwell Group engaged the New Academy Strategic Working Group in a series of interactive discussions during which NASWG members:

- Analyzed the learning styles of future students
- Reviewed and discussed literature describing innovative pedagogies
- Developed a concept of the environment of the Future Learning System
- Considered the input from the Focus Groups to develop the competencies which future students would require to be competitive
- Developed the core competencies which students would probably require based on the Future Driving Forces
- Developed the core competencies which the Future Learning System would need to offer

*Step Four – Developed the Vision for the Future Learning System*

The Barthwell Group engaged the New Academy Strategic Working Group in a series of interactive discussions where NASWG members:

- Considered the input from the Focus Groups regarding their visions for the Future Learning System
- Reviewed the vision statements of other higher education institutions
- Considered, from a macro perspective, the strengths and weaknesses of the University's current learning system
- Brainstormed, collectively, to develop the components of the vision for the Future Learning System
- Developed in small groups preliminary vision statements for the Future Learning System
- Developed the Vision Statement through a subcommittee of the New Academy Strategic Working Group

*Step Five – Conducted an Overview Assessment of the University's Internal and External Environments*

In order to prepare for the detailed design of the Future Learning System, The Barthwell Group engaged the New Academy Strategic Working Group in a two-month, dynamic analysis of the University's internal and external environments where NASWG members:

- Interacted with Troy Stovall, chairperson of the Financial Resources Strategic Working Group, who made a presentation to NASWG regarding the projected future financial status of the University
- Interacted with Dr. Willie Brown, chairperson of the Technology and Process Strategic Working Group, who made a presentation to NASWG regarding the current and projected future technological capabilities of the University
- Obtained a detailed overview of the key characteristics, benchmarks and trends of the University's current learning system through a presentation made by Dr. Velvelyn Foster, chairperson of the New Academy Strategic Working Group

- Obtained a detailed analysis of the composite profile of the current student at Jackson State University through a presentation made by Dr. Debra Buchanan, Associate Vice President of Academic Affairs and Student Life
- Obtained a detailed analysis of the composite profile of the current non-traditional student at Jackson State University through a presentation made by Dr. Johnnie Mills-Jones, Dean, College of Lifelong Learning
- Obtained a detailed overview regarding the future environment for higher education in Mississippi through a presentation made by Dr. Phil Pepper, Assistant Commissioner of Research and Planning, Mississippi Board of Trustees of State Institutions of Higher Learning
- Reviewed a summary of demographic trends in Mississippi presented by Walter K. Evans, Managing Consultant, The Barthwell Group
- Brainstormed collectively regarding the strengths and weaknesses of the current learning system and its prevailing pedagogies
- Developed a preliminary overview of the characteristics of the Future Learning System and its key competencies

*Step Six – Developed the Mission of the Future Learning System*

The Barthwell Group interfaced with the New Academy Strategic Working Group over a three-month interactive process to develop the mission for the Future Learning System during which NASWG members:

- Reviewed the mission statements of other higher education institutions
- Reviewed the input from the Focus Groups regarding their views on the mission of the Future Learning System
- Obtained an overview of the President's vision and views on the mission of the Future Learning System through a presentation made by Dr. Ronald Mason, President of Jackson State University
- Brainstormed, collectively and in small groups, to develop the components of the mission statement of the Future Learning System
- Developed through a subcommittee co-chaired by Dr. Mario Azevedo, Associate Dean and Professor, Public Health, and Dr. Priscilla Slade, Visiting Professor, Entrepreneurship Department, College of Business, the preliminary draft of the Mission Statement for the Future Learning System

*Step Seven – Conceptualized the Preliminary Design of the Future Learning System*

The Barthwell Group interfaced with NASWG members who engaged in the following activities in order to design the Future Learning System:

- Obtained analytical overviews regarding future interdisciplinary threads, core competencies, introductory core courses, and centers of excellence and recommendations for future pedagogies presented by members of the Curriculum Development Working Group to NASWG
- Reviewed the input from the Focus Groups regarding their recommendations for the future core competencies and characteristics of the Future Learning System

- Brainstormed, collectively and in small groups, to develop a composite profile of the future Jackson State University student, the competencies students would require, the competencies offered in the Future Learning System, and its pedagogies

*Step Eight – Developed the Design for the Future Learning System*

The Barthwell Group engaged the New Academy Strategic Working Group in an interactive process which culminated in the development of the design for the Future Learning System. During the process, NASWG members:

- Reviewed a preliminary report of the Curriculum Development Working Group under the leadership of Dr. Quinton Williams, Chair and Associate Professor, Physics, Atmospheric Science and Geosciences
- Reviewed the input from the Focus Groups, the Colleges, and the Futures Task Force regarding their views on the core competencies, areas of excellence, and selection criteria for the Future Learning System
- Reviewed the presentation by Dr. Akosua Barthwell Evans regarding the recommendations for the Future Learning System’s general characteristics, Core Competencies, Areas of Excellence, System-Wide Interdisciplinary Collaborations, Graduate Studies, and Selection and Evaluation Criteria
- Participated in a survey, administered by Dr. Debra Buchanan, to determine the ranking of the Selection and Evaluation Criteria
- Approved the design for the Future Learning System
- Brainstormed to develop, preliminarily, the core values for the Future Learning System and the branding mantra

The Barthwell Group introduced each step of the Strategic Planning Process with a detailed presentation which reported the progress in the Strategic Planning Process and included feedback from the Focus Groups and other stakeholders.

Summary of Meetings with Stakeholders to Develop the Design of the Future Learning System  
*New Academy Strategic Working Group*

The Barthwell Group typically met monthly with the New Academy Strategic Working Group. Meetings were attended by approximately 20-25 Working Group members.

*Curriculum Development Working Group*

The Barthwell Group typically met monthly with the Curriculum Development Working Group during a five-month period.

*Focus Groups*

The Barthwell Group met seven times with various Focus Groups during the strategic planning process.

*National Alumni Association*

The Barthwell Group conducted a special strategic planning workshop with the National Alumni Association.

*Colleges*

The Barthwell Group and Dr. Velvelyn Foster conducted on-site visits with all of the Colleges to provide an update on the progress in designing the Future Learning System and to receive input.

*Deans' Council*

The Barthwell Group and Dr. Debra Buchanan held meetings with the Deans' Council to provide an update on the progress in designing the Future Learning System and to receive input.

*Futures Task Force*

The Barthwell Group frequently presented updates on the progress in the design of the Future Learning System and to obtain their input. Comments from the Futures Task Force were reported back to the New Academy Strategic Working Group.

## **Assumptions Regarding the Future Learning System**

### Introduction

The Future Learning System was designed based on the following underlying assumptions developed collectively by the University's stakeholders:

- Future Driving Forces will impact society generally and higher education in particular
- Future students will require special core competencies
- The Future Learning System must provide the core competencies required by students
- The Future Learning System must have characteristics which will be attractive to students; and
- The Vision and Mission of the Future Learning System must be responsive to the changing higher education environment and Future Driving Forces.

This section describes each of these assumptions.

### Future Driving Forces

The consensus arrived at after The Barthwell Group interfaced with the New Academy Strategic Working Group, the Focus Groups, and the Futures Task Forces was that four Future Driving Forces must be considered carefully in designing the Future Learning System. These are: globalization, technology, economic shifts, and demographic shifts. The assumptions regarding each are listed below.

#### *Globalization*

Globalization will result in increased dependency, mass access to information and worldwide competition. The Future Learning System will compete with higher education institutions throughout the world.

#### *Technology*

The constantly expanding capabilities of technology, which will be available to individuals throughout the world, will enable students to learn from numerous locations and to communicate rapidly electronically. Students will expect that technology will be integrated into the Future Learning System.

#### *Economic Shifts*

The American economy is undergoing radical shifts from a manufacturing-based, to service-based, to a knowledge-based economy. Manufacturing jobs available to unskilled laborers as well as service jobs involving rote tasks are being outsourced. Increasingly, the ability to add value will be a requirement for employment. Thousands of workers will be displaced and will need to be retrained to reenter the workforce.

#### *Demographic Shifts*

Minorities will become the majority in the United States. The greatest increase will be among the Hispanic population. Increasingly, non-traditional students will seek higher education, including,

but not limited to, single parents, returning veterans, displaced workers, and newly released prisoners.

#### Student Competencies

Members of the New Academy Strategic Working Group, the Focus Groups and the Futures Task Force believed that in order for students to be competitive in the future, they will need to have the following competencies:

- The ability to communicate effectively globally (both orally and in writing) and to use technology to enhance communications
- Proficiency in the use of technology
- The ability to access and master large volumes of information
- The ability to think critically
- The ability to solve problems relating to different situations in a variety of environments
- The ability to adapt and work successfully at a variety of jobs in different environments (including foreign countries)

#### Future Learning System's Core Competencies

The interactive planning process identified the following core competencies which the Future Learning System must offer in order to prepare students to be competitive:

- Communication skills
- Global awareness (political-economy/socio-cultural)
- Critical thinking/problem solving
- Information management
- Technical literacy
- Awareness of current events
- Ethics
- Leadership development
- Ability to conduct and present research

#### Characteristics of the Future Learning System

Based on the analyses of the Future Driving Forces, the core competencies, and the assessment of the future external environment, the New Academy Strategic Working Group and the Focus Groups determined that the Future Learning System must be:

- Collaborative
- Creative
- Diverse
- Dynamic
- Engaging
- Entrepreneurial
- Flexible
- Global

- Interdisciplinary
- Real-World Focused

Vision and Mission of the Future Learning System

The New Academy Strategic Working Group, after many iterations, developed the vision and mission of the Future Learning System.

*Vision*

Building on its historic mission of empowering diverse students to become leaders, Jackson State University will become recognized as a challenging, yet nurturing, state-of-the-art technologically-infused intellectual community. Students and faculty will engage in creative research, participate in interdisciplinary and multi-institutional/organizational collaborative learning teams and serve the global community.

*Mission*

The University produces technologically-advanced, diverse, ethical, global leaders who think critically, address societal problems and compete effectively.

## **Core Competencies**

### Introduction

Core Competencies will be the foundation of the Future Learning System. Every student will be expected to be proficient in the Core Competencies. The Core Competencies were developed by the Curriculum Development Working Group and the New Academy Strategic Working Group in conjunction with The Barthwell Group. They represent the collective wisdom regarding what students will require to be competitive in a global technologically-infused society. The Core Competencies were selected based on their relevance to:

- The vision and mission of the Future Learning System
- The changing world environment
- The requirements of students to remain competitive in a global environment; and
- Workforce demands.

Three Core Competencies have been identified:

- Communications, Information Management, and Technology
- Critical Thinking and Ethical Problem Solving; and
- Global Citizenship.

The Curriculum Development Working Group, in conjunction with The Barthwell Group, developed the Core Competencies by considering the following metrics:

- Goals
- Learning Outcomes/Skills
- Measurable Objectives
- Learning Activities (Pedagogies); and
- Benchmarks.<sup>2</sup>

The following pages describe each of the Core Competencies according to the metrics described above.

### Communications, Information Management, and Technology

#### *Goals*

- Students are able to express themselves effectively to diverse audiences orally, in writing, and by leveraging technology
- Students are proficient in accessing, organizing, synthesizing, and analyzing data from diverse sources
- Students are knowledgeable and proficient in the use of the Internet and other electronic and wireless modes of communication

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<sup>2</sup> The Curriculum Development Working Group also did some preliminary considerations of possible collaborations with governmental agencies, corporations, foundations and other higher educational institutions and organizations which might result regarding each of the Core Competencies.

*Learning Outcomes/Skills*

- A thorough foundation in both Standard English (grammar, syntax, construction, etc.) and the language(s) applicable to the student's discipline
- Proficiency in public speaking (including extemporaneous speaking)
- Ability to write for a variety of audiences (including scholarly publications and the media)
- Knowledgeable regarding appropriate databases and software packages to access required data
- Ability to analyze the integrity of data and differentiate between fact, opinion, and fictitious information
- Ability to present logical arguments orally and in writing

*Measurable Objectives*

- Annual increase in the numbers of student presentations, posters, abstracts, performances, and publications
- Annual increase in the number of capstone projects requiring both oral and written presentations and the use of technology in their preparation and dissemination
- Annual increase in student usage of online library databases
- Annual increase in student usage of the University's Facebook page and other cyber resources
- Annual increase in online courses
- Number of students formally trained or certified in the use of specific software packages
- Number of students certified in the use of technology-based equipment at the University

*Learning Activities (Pedagogies)*

- Videotaping and audio taping of student presentations
- Lab-based instruction
- Debating (both internally and externally)
- Writing for publication
- Presenting at scholarly and professional conferences
- Online instruction
- Podcasting
- Developing web pages and online portfolios
- Peer learning and evaluation
- Use of media outlets to develop finished products (documentaries, short films, etc.)
- Use of Communicative Disorders and the Richard Wright Center for the Written Word laboratories for diagnostic purposes
- Research papers

*Benchmarks*

- 80% of all students will pass the Undergraduate English Proficiency Examination on the first sitting

- 95% of all courses will include a technology component
- 80% of all students will receive a grade of “C” or better in General Education communication courses

### Critical Thinking and Ethical Problem Solving

#### *Goals*

- Students are able to identify, analyze, and use a rational approach to weigh alternatives and develop a possible solution to a problem in a variety of environments and under different circumstances
- Students are quickly able to analyze and assess situations and develop strategies to obtain a desired result

#### *Learning Outcomes/Skills*

- Knowledge of deductive and inductive reasoning methodologies
- Knowledge of various problem-solving methodologies
- Ability to weigh assumptions and alternatives rationally and formulate appropriate actions
- Ability to collect data and conduct research in order to evaluate alternatives
- Proficiency at formulating the Essential Question
- Knowledge of theories of ethical behavior
- Ability to develop ethical criteria for making sound decisions
- Ability to use appropriate data evaluation tools

#### *Measurable Objectives*

- Annual increase in the number of students who are engaged in community problem-solving
- Increasing numbers of students are involved in the development and implementation of learning strategies
- Increasing emphasis on complex problems in student research papers
- Increasing participation of students in scholarly competitions
- Annual increase in the presentation and/or publication of scholarly works involving problem-solving by students
- Annual increase in capstone projects requiring problem-solving
- Number of collaborations involving faculty and students to assist external stakeholders to develop and implement strategies to obtain a desired result
- Number of publications and/or presentations by students and/or faculty contributing to scholarship involving critical thinking or ethical problem solving
- Increasing numbers of students are engaged in learning experiences focused on ethical behavior

#### *Learning Activities (Pedagogies)*

- Problem-based learning
- Case Studies (particularly those relevant to “real world” situations and involving ethics)

- Place-based learning (enables students to identify and develop alternative solutions to problems in the University's current environment and surrounding community)
- Portfolio development and assessment
- Lab-based learning
- Instruction engaging students in the Scientific Method
- Multi-year work on a critical learning project
- Team teaching involving faculty from different disciplines
- Peer instruction
- Service-learning
- Inclusion of students on projects impacting University decision-making
- Research papers
- Presentations at the University and at professional conferences
- Writing for publication
- Critique arguments
- Design of research projects

#### *Benchmarks*

- Evidence that 80% of students are proficient in critical thinking
- Evidence that 80% of students understand ethical decision-making
- 80% of students engage in learning experiences focused on ethical leadership

#### Global Citizenship

##### *Goals*

- Students are capable of occupying leadership positions in the international marketplace
- Students are comfortable interfacing, communicating, and collaborating with diverse populations internationally
- Students are knowledgeable about and understand the complexity and interdependency of the international political economy
- Students will experience an international learning experience (directly or virtually)

##### *Learning Outcomes/Skills*

- Students are bi-lingual
- Students are knowledgeable about key current global affairs (including principal leaders, international organizations, countries, and political and governing systems)
- Students have a thorough understanding of at least one foreign culture
- Students are able to articulate the critical differences among various governing systems
- Students are experienced in international travel
- Students are aware of the advisable code of conduct when working in a foreign culture
- Students have a knowledge of the interdependency of the global economy and an awareness of different currencies and stock markets
- Students are proficient in using technologies which facilitate international communication
- Students are knowledgeable about trends and causative factors in global affairs

- Students will understand the interdependency between global wealth and poverty

*Measurable Objectives*

- An annual increase in student and faculty participation in global conferences and forums
- An annual increase in the number of courses with global themes or integrating global perspectives
- An annual increase in the number of students enrolled in foreign language courses
- An annual increase in the number of students participating in foreign cultural immersion experiences
- An annual increase in the number of students and faculty studying abroad
- Evidence of the University's leadership in global problem-solving
- An increase in the University's sponsorship of global conferences
- An annual increase in the number of foreign internships for students
- An increase in the number of student portfolios, capstone projects and major papers with a global perspective
- Evidence that the University is a recognized leader in conducting global research
- Increasing numbers of graduates are involved in foreign careers or the foreign service

*Learning Activities (Pedagogies)*

- Online learning/collaborations
- Team teaching (including foreign participation)
- Study abroad
- Field experiences
- Faculty and student foreign exchanges
- Peer teaching (domestic and international students)
- Team projects across cultures (faculty and students)
- Lectures, interactive discussions
- Podcasting
- Web conferences
- Research papers
- Class presentations
- Global seminars
- Global conferences
- Team assignments with members from different global universities
- Reading foreign periodicals
- Participation in global scholarly competitions
- Videoconferencing with foreign students
- Interviews with foreign dignitaries
- Participation in mock global economic conferences
- Participation in global stock trading simulations
- Roundtable discussions with foreign students and faculty
- Participation in classes at foreign universities via webcam

- Dialogues in a foreign language with peers from foreign universities

*Benchmarks*

- 80% of students are bilingual
- 80% of students participate in academic experiences abroad
- 80% of students will perform in the 75th percentile or better on standardized tests measuring global knowledge
- 60% of students participating in foreign internships will obtain offers of full-time employment from their employers

## **Areas of Excellence**

### Introduction

Areas of Excellence are the competitive niches of the Future Learning System. These are the Areas which attract the most research dollars or students. They are important contributors to the University's reputation. These Areas were developed by the Curriculum Development Working Group and the New Academy Strategic Working Group, in conjunction with The Barthwell Group. The Areas of Excellence also reflect the input of the Futures Task Force. Areas of Excellence were developed based on the following criteria:

- Relevance to the mission and vision of the Future Learning System
- National reputation (current or potential)
- High quality research; and
- Relevance to market demand.

Descriptions were developed using the same metrics used in developing the Core Competencies.

There are eight Areas of Excellence:

- Adult and Lifelong Learning
- Critical Thinking, Communications, and Problem Solving
- Education and Innovative Pedagogies
- Entrepreneurship and Economic Development
- Ethical Leadership Development
- Global Understanding and Engagement
- Public Health/Disparities; and
- Science, Technology, Engineering and Mathematics ("STEM").

The following pages describe the Areas of Excellence using the metrics referenced above.

### Adult and Lifelong Learning

#### *Goals*

- Become a global model for developing innovative pedagogies and programs which enable aging, underserved, low income populations to reenter the workforce and engage in continuous learning
- Become the "collaborator of choice" for corporations seeking to develop workforce training programs
- Empower adult learners with the necessary skills to complete their post-secondary education and to enjoy productive lives

#### *Learning Outcomes/Skills*

- A thorough knowledge of the special challenges and changing economic, social, and personal needs facing aging, low income, underserved populations during their life cycles

- Proficiency in developing and applying appropriate pedagogies which align with adult learning styles, address their special needs and achieve life style balance
- Understanding of the common trends and challenges impacting adult learners globally
- Ability to project and analyze workforce trends
- Proficiency in developing and applying pedagogies appropriate to address workforce retraining challenges both domestically and in emerging nations
- Proficiency in analyzing workplace environments and developing appropriate workforce policies
- Ability to conduct self-assessments, develop personal goals, and apply appropriate re-education tools to ensure implementation
- Ability to assess employers' needs and retrain workers to meet the employers' demands
- Proficiency in empowering aging, low income adults to re-enter the workforce with competitive skills with confidence
- Ability to use technology to develop optimal academic, social and economic choices

*Measurable Objectives*

- An annual increase in the enrollment of adult learners
- An annual increase in the retention rate of adult learners so that within five years of the implementation of the Area (the "Assessment Date"), a retention rate of 85% will be achieved
- An annual increase in the graduation rate of adult learners
- An annual increase in the number of adult learners and faculty members engaged in scholarly activities (e.g., publications in peer-reviewed journals, presentations at professional conferences, etc.)
- An annual increase both in the median score achieved by graduates on employment entry exams and in the percentage of graduates entering graduate or professional schools
- An annual increase in the number of collaborations with corporations, foundations, governmental agencies, higher education institutions, and organizations
- Tangible evidence of recognition among peers regarding proficiency in developing innovative pedagogies which are effective in retraining and enhancing the learning outcomes of aging, low income, underserved populations (awards, presentations at conferences, publications, etc.)

*Learning Activities (Pedagogies)*

- Interdisciplinary/integrated learning
- Problem-based learning
- Transformation Learning
- Learning Communities and worldwide societies
- Field and global experiences
- Distance and remote instruction
- Information Management
- Workforce Development

- Continuing Education
- Electronic learning and counseling
- Human Resources development
- Adult Education

*Benchmarks*

- By the Assessment Date, a minimum of three adult educational instructional models will be developed and marketed
- By the Assessment Date, enrollment of adult learners will have increased by 20%
- By the Assessment Date, the number of grants obtained will have increased by 20%
- By the Assessment Date, at least 50% of all graduates will attend graduate or professional school
- By the Assessment Date, at least 75% of all graduates taking employment entry exams will score within the top 80%

Critical Thinking, Communications and Ethical Problem Solving

*Goals*

- Develop a global reputation as an innovative think tank with expertise in developing innovative strategies relating to real world problems particularly involving ethical and multicultural issues
- Build multiple ongoing, substantive collaborations with multiple corporations, institutions, organizations, and/or governmental agencies resulting in creative research, exchanges, employment opportunities, and joint ventures
- Develop students who are exceptionally analytical, articulate, and expert at creating alternative, reasoned approaches to resolving problems in diverse environments
- Develop students who are routinely engaged in complex interdisciplinary and experiential learning experiences

*Learning Outcomes/Skills*

- A thorough knowledge of the methodologies of deductive and inductive reasoning as well as various theories and processes for problem-solving
- Knowledge of the theories of key critical thinkers and an in depth knowledge of the relevant literature
- Proficiency at synthesizing data, analyzing issues, differentiating between fact and opinion, determining the key elements of a problem, rationally weighing alternative strategies, and articulating the advantages and disadvantages of possible solutions
- Knowledge of the key theories of effective communications and proficiency in their application
- Proficiency in applying technology to enhance communications and problem-solving
- Knowledge of “best practices” in applying critical thinking to corporate and organizational problems
- Knowledge of the methodologies to determine ethical choices and proficient in their application to real world problems

- Understanding of key communications issues and problems arising in multi-cultural environments
- Proficiency in selecting and evaluating appropriate data resources
- Proficiency in developing and presenting a well-reasoned argument
- Proficiency in formulating the Essential Question

*Measurable Objectives*

- An annual increase in student enrollment
- An annual increase in scholarly activities (presentations at professional conferences, publications in peer-reviewed journals, etc.) by both students and faculty
- An annual increase in the number of collaborations with external stakeholders (corporations, stakeholders, foundations, or governmental agencies) regarding problem-solving
- An annual increase in research grants
- An annual increase in the number of students participating in scholarly competitions
- An increase in the number of students engaged in experiential problem-solving learning experiences both locally and globally
- Evidence of the Area being recognized by its peers as a leading problem-solving think tank

*Learning Activities (Pedagogies)*

- Multi-year critical thinking project
- Problem-based learning
- Case studies (relevant to “real time” issues)
- Place-based learning (relevant to problem-solving in the University’s current environment and surrounding community)
- Lab-based learning
- Instruction emphasizing applications of inductive and deductive reasoning and the Scientific Method
- Portfolio development and assessment
- Internships
- Experiential learning
- Team teaching
- Instruction encouraging the development of original writing and publications
- Debating

*Benchmarks*

- Student enrollment has increased by 30% within five years of implementation (the “Assessment Date”)
- Student retention rate is 85% by the Assessment Date
- Approximately 75% of the faculty and 60% of the students are engaged in annual scholarly activities by the Assessment Date
- Five substantive, long-term collaborations have been established with corporations, foundations, governmental agencies, institutions, or organizations

- Approximately 75% of students engage in problem-solving activities in the surrounding community or globally

### Education and Innovative Pedagogies

#### *Goals*

- Become a global model for developing innovative strategies and instructional methodologies which enhance the learning outcomes of underserved, minority, low income populations
- Immerse students in a dynamic and engaging learning environment characterized by advanced, technologically efficient laboratories, multidisciplinary resources, and service-learning strategies
- Become a leader in developing effective, transferable creative teaching methods

#### *Learning Outcomes/Skills*

- A thorough knowledge of basic educational theories, instructional technology, and the standards, responsibilities and policies in the teaching profession
- Proficiency in assessing the complex factors influencing learning capabilities and applying appropriate pedagogies to enhance learning outcomes
- Ability to develop and implement creative, collaborative learning approaches
- Ability to multitask when teaching diverse students
- Ability to conduct self-assessments and consistently enhance teaching skills
- Proficiency in integrating ethics and diversity into instructional methodologies
- Proficiency in providing purposeful instruction which prioritizes critical information in the learning process

#### *Measurable Objectives*

- Accreditation
- National ranking
- Tangible evidence of recognition among peers as a leader in developing innovative pedagogies for underserved, minority, low-income populations
- Tangible evidence of recognition among peers as a leader in developing teachers skilled in managing K-12 discipline problems
- Annual increase in the number of faculty and students engaged in scholarly activities (presentations at professional conferences, publications in peer-reviewed journals, etc.)
- Annual increase in the number of graduates pursuing doctoral studies
- Annual increase in the number of graduates becoming public school administrators
- Annual increase in the number of grants received
- Annual increase in the number of pedagogical models published
- Annual increase in the number of faculty participating in global collaborations

#### *Learning Activities (Pedagogies)*

- Problem-based learning
- Service-learning

- Classroom/computer laboratories
- Multi-dimensional learning
- “Explication rather than elaboration”
- “Learner’s autonomy”
- Student publications
- Instruction integrating the application of the Socratic method
- Contextualization
- Experiential learning
- Debating
- Technology integration

*Benchmarks*

- Within five years of implementation of the Area (the “Assessment Date”), faculty will have published a minimum of three textbooks
- By the Assessment Date, faculty will receive a minimum of \$1.5 million annually in grants
- By the Assessment Date, three pedagogical models will be published
- By the Assessment Date, 75% of faculty and 60% of students will participate annually in scholarly activities
- By the Assessment Date, five pedagogical videos will be produced
- By the Assessment Date, 75% of students will score within the top 80% on all standardized tests
- By the Assessment Date, the retention rate will be 85%
- By the Assessment Date, a minimum of 15 long-term, substantive K-12 collaborations will have been established

Entrepreneurship and Economic Development

*Goals*

- Become a global model for developing and implementing strategies which empower students, faculty, and community stakeholders to develop successful business ventures
- Become a leader in enabling faculty members to recognize and develop the commercial potential of their intellectual property
- Engage students in a dynamic learning environment characterized by experiential and academic service-learning and community collaborations resulting in the creation of dynamic businesses contributing to neighborhood revitalization

*Learning Outcomes/Skills*

- Proficiency in identifying viable business opportunities, obtaining relevant data, and developing business plans which articulate the business opportunity, identify the appropriate business model and legal structure, and create feasible implementation strategies
- Proficiency in leveraging technology to enhance the revenues and markets of a business
- Knowledge of the principles of sound financial management

- Knowledge of how to identify, obtain, and leverage sources of capital (including venture capital)
- Knowledge of how to protect and capitalize on intellectual property
- Strong management skills
- Proficiency in identifying and building collaborations which enhance business opportunities
- Proficiency in transferring local entrepreneurial models globally

*Measurable Objectives*

- Tangible evidence of recognition among peers as a global think tank for innovative economic revitalization strategies benefiting low income, underserved populations
- Consults globally regarding the engagement of low income, underserved populations in economic development
- Tangible evidence of recognition among peers as a leader in the commercialization of academic intellectual property
- Students compete successfully in business planning contests
- Annual increase in student enrollment
- Annual increase in grants
- Annual increase in scholarly activities (presentations at professional conferences, publications in peer reviewed journals) among students and faculty
- Frequent collaborations with the Small Business Administration, the Office of Small and Disadvantaged Business Utilization, and other governmental agencies, corporations, foundations, and institutions
- Annual increase in the successful incubation of new businesses

*Learning Activities (Pedagogies)*

- Experiential learning
- Case studies
- Internships
- Scholars in residence
- Entrepreneurs in the classroom
- Technology-assisted global collaborations
- Field experiences

*Benchmarks*

- Within five years of the implementation of the Area (the “Assessment Date”), student enrollment has increased by 20%
- By the Assessment Date, the retention rate is 85%
- By the Assessment Date, there are a minimum of five annual consultations regarding business or economic development
- By the Assessment Date, the Area hosts a signature global economic development conference attended by a minimum of 100 corporate, foundation, and international leaders

### Ethical Leadership Development

#### *Goals*

- Become a global model for developing innovative pedagogies which enable students (particularly from underserved populations) and external stakeholders (from a variety of professional backgrounds) to make appropriate moral decisions under a range of conditions and environments
- Immerse students in a dynamic, interdisciplinary, interactive learning environment which grounds them in the theories of ethical behavior and its application in leadership roles
- Become a trusted advisor to corporations, organizations, institutions, and foundations as they endeavor to develop effective methodologies to encourage moral behavior

#### *Learning Outcomes/Skills*

- A thorough knowledge of the key theories and literature regarding ethics (including the evolution of codes of ethics during various historical periods)
- Ability to identify and assess the impact of various socio-economic and cultural factors on a society's code of ethical behavior
- Knowledge of "best practices" of ethical leadership in a variety of professions
- Proficiency in assessing various environments and leadership conditions and developing applicable codes of ethical behavior
- Ability to differentiate between "right" and "wrong"
- Understanding of the interrelationship between ethics and effective leadership

#### *Measurable Objectives*

- An annual increase in student enrollment
- An annual increase in the number of students and faculty engaged in scholarly activities (presentations at professional conferences; publications in peer-reviewed journals, etc.)
- Frequent hosting of workshops, seminars, and training sessions on ethical leadership
- An annual increase in the retention rate
- An annual increase in the number of grants
- A consistent increase in the number of graduates who are recognized as "ethical leaders" globally
- Tangible evidence of recognition by peers for the Area's expertise in developing innovative training to create ethical leaders
- Development of a globally acclaimed annual conference on "Ethical Leadership"

#### *Learning Activities (Pedagogies)*

- Case studies
- Role-playing
- Experiential learning
- Academic service
- Leaders in the classroom
- Problem-based learning

- Team teaching
- Instruction which integrates the Socratic method

*Benchmarks*

- Within five years of the implementation of the Area (the “Assessment Date”), a 20% increase in student enrollment
- By the Assessment Date, a retention rate of 85%
- By the Assessment Date, a minimum of 75% of the faculty and 60% of the students are engaged in annual scholarly activities
- By the Assessment Date, a minimum of 70% of the Area’s graduates go to graduate or professional school
- By the Assessment Date, a 20% increase in the number of grants
- By the Assessment Date, a minimum of three annual consulting engagements regarding ethical leadership
- By the Assessment Date, approximately 80% of graduates score within the top 80% of the appropriate standardized tests
- By the Assessment Date, the Area hosts a signature conference on Ethical Leadership which is attended by a minimum of 100 key corporate, organizational, institutional, or government leaders

Global Understanding and Engagement

*Goals*

- Become recognized internationally as a think tank which provides innovative strategies to address issues facing underserved populations
- Develop scholars who are knowledgeable regarding the current international political economy and key cultures and effective participants in problem-solving collaborations
- Immerse students in an interdisciplinary learning environment characterized by frequent collaborations with international organizations, multinational corporations, and foreign higher education institutions

*Learning Outcomes/Skills*

- Understanding of the global interdependency and differentiating characteristics of key foreign political, economic, and socio-cultural systems
- Fluency in at least one foreign language
- Knowledge of major global current events (including leaders, countries, and geography)
- Proficiency in understanding and adapting to foreign cultures and building collaborations with foreign stakeholders
- Proficiency in using technology to facilitate global communications
- Proficiency in analyzing the critical underlying factors in a variety of foreign cultures and developing appropriate, innovative, problem-solving situations

*Measurable Objectives*

- Tangible evidence from among peers of the Area’s leadership in providing innovative strategies to address disparities among underserved populations globally
- Annual increase in student enrollment
- Annual increase in the retention rate
- Annual increase in the number of faculty members and students who engage in scholarly activities (presentations at professional conferences; publications in peer-reviewed journals, etc.)
- Annual increase in international collaborations
- Annual increase in the number of faculty members and students participating in foreign learning environments
- Annual increase in the number of students enrolled in foreign language courses
- Annual increase in the number of global meetings (including a “signature” annual conference) hosted by the Area

*Learning Activities (Pedagogies)*

- Online learning/collaboration
- Team teaching (including foreign participation)
- Study abroad
- Field experiences
- Faculty and student foreign exchanges
- Peer teaching (domestic and international faculty)
- Peer-led learning (domestic and international students)
- Team projects across cultures (faculty and students)
- Lectures, interactive discussions
- Internships
- Academic service-learning
- Foreign cultural immersion
- Simulated foreign meetings

*Benchmarks*

- Within five years of the Area’s implementation (the “Assessment Date”), a 20% increase in student enrollment
- By the Assessment Date, a retention rate of 85%
- By the Assessment Date, approximately 75% of the faculty and 60% of the students participate annually in scholarly activities (presentations at professional conferences and publications in peer-reviewed journals, etc.)
- By the Assessment Date, the hosting of an internationally acclaimed conference attended by a minimum of 100 scholars from around the world
- By the Assessment Date, every student will be bilingual
- By the Assessment Date, every student and faculty member will participate in a foreign learning experience

- By the Assessment Date, the Area will have established five substantive ongoing collaborations with external stakeholders (corporations, international organizations, foundations, governmental agencies, etc.)
- By the Assessment Date, technology is used frequently among all faculty and staff to facilitate international collaborations
- By the Assessment Date, approximately 80% of the School's student leaders score at least 80% on the appropriate standardized tests
- By the Assessment Date, the number of faculty and student foreign exchanges will have increased by 20%
- By the Assessment Date, the number of faculty and students participating in foreign academic conferences will increase by 20%

### Public Health/Disparities

#### *Goals*

- Become a global model for producing outstanding, health care professionals from diverse, underserved populations
- Become recognized internationally for its translational research and academic accomplishments generally, and particularly, in Epidemiologic Studies, Health Policy Analyses and Community Health Education
- Immerse students in a dynamic, interdisciplinary, interactive learning environment characterized by frequent experiential and academic service-learning experiences

#### *Learning Outcomes/Skills*

- Proficiency in critical thinking and the application of biostatistical methods and various technological tools to solve health-related problems
- In depth knowledge of the key principles and applications in at least one of the following areas: Epidemiologic Studies, Health Policy Analyses and Community Health Education
- Proficiency in analyzing the complex factors influencing the development of health care disparities (including political, economic, and social conditions) and creating alternative approaches designed to lead to their reduction or elimination
- Proficiency in scientific communication (structuring and presenting a scientific research paper)
- Proficiency in accessing (including through information technology, etc.) and assessing sources of credible data
- Ability to apply statistics to datasets for extracting trends and associations
- Ability to explain basic health sciences behind observed natural phenomena such as global change, floods, hurricanes and tornadoes and how they affect the health of the population
- Ability to explain basic biological mechanisms controlling human health

#### *Measurable Objectives*

- Annual increase in student enrollment
- Annual increase in the number of students and faculty engaged in scholarly activities (presentations at professional conferences and publications in peer-reviewed journals, etc.)

- Annual increase in the number of community outreach projects focusing on improving public health
- Tangible evidence from peers of the Area's leadership in producing health care professionals (particularly from underserved populations) who are exceptionally articulate critical thinkers and have outstanding analytical skills
- Consistent increase in retention rate
- Consistent increases in the number of faculty and students who are recognized by their peers for outstanding health care contributions
- Tangible evidence from peers of the Area's leadership in providing epicenters which consistently engage in experiential learning and academic service to benefit surrounding communities
- Annual increase in grants
- Annual increase in collaborations with governmental agencies, corporations, foundations, other higher educational institutions, or organizations
- Consistent increases in the number of communications and meetings (public forums, seminars, articles, radio or television programs, email blasts, and websites) designed to raise awareness regarding public health issues
- Annual increase in the number of graduates entering graduate or professional schools
- Annual increase in the placement rate of graduates at public health agencies and in the health care field

*Learning Activities (Pedagogies)*

- Academic service-learning
- Video and audio taping of students
- Lab-based experiences
- Participatory learning (emphasis on discussion and student engagement)
- Internships and practica
- Research/writing assignments
- Case studies
- Peer-led instruction
- Close faculty mentoring
- International experiential learning
- Role playing
- Public speaking
- Instruction integrating the Socratic method

*Benchmarks*

- Within five years of the implementation of the Area (the "Assessment Date"), a 20% increase in student enrollment
- By the Assessment Date, a 20% increase in grants awarded

- By the Assessment Date, approximately 80% of the faculty and 70% of the students will participate in scholarly activities (presentations at professional conferences and publications in peer-reviewed journals)
- By the Assessment Date, a 20% increase in the number of graduates entering graduate or professional schools
- By the Assessment Date, a 20% increase in the number of graduates placed at public health agencies and in the health care field
- By the Assessment Date, approximately 80% of students will score in the top 80% on applicable standardized tests
- By the Assessment Date, the Area will sponsor at least three major, signature global conferences and increase its hosting of other international forums by 10%

### Science, Technology, Engineering and Mathematics

#### *Goals*

- Become a global model for producing outstanding, technologically-proficient scientists and engineers focusing on diverse, underserved populations
- Become recognized internationally for its research and academic computational chemistry, high performance computing nanosciences, bioinformatics, atmospheric research, robotics and autonomous systems, environmental science, reconfigurable computing, telecommunications and fiber optics, computational fluid dynamics, computational structural mechanics, network science, traffic engineering, and geosciences
- Immerse students in a dynamic, interdisciplinary, interactive learning environment characterized by frequent experiential and academic service-learning experiences

#### *Learning Outcomes/Skills*

- Proficiency in critical thinking and the application of modern technological tools (statistical methods, numerical analyses, computer programming languages) to help solve scientific and engineering challenges.
- In depth knowledge of at least one the following areas: biology, environmental science, mathematics, , chemistry, computer science, physics, civil, environmental, electrical, telecommunications engineering, and industrial technology
- Proficiency in using state-of-the-art experimental equipment and working in a modern-day laboratory or in the field.
- Proficiency in technical communications preparing and presenting peer-reviewed publications in all media (journals, conferences, seminars, newspapers, magazines television, etc.)
- Proficiency in accessing (including through information technology, etc.) and assessing sources of credible data
- Ability to calculate derivatives and integrals and solve basic differential equations by applying calculus
- Ability to apply statistics to datasets for extracting trends and correlations
- Ability to explain basic physical sciences behind observed natural phenomena such as global change, floods, hurricanes and tornadoes

- Ability to design an engineering system, components or process to meet desired needs within realistic constraints
- Ability to understand the impact of engineering solutions in a global, economic and environmental context

*Measurable Objectives*

- Annual increase in student enrollment
- Annual increase in the number of students and faculty engaged in scholarly activities (presentations at professional conferences and publications in peer-reviewed journals, etc.)
- Tangible evidence from peers of the Area's leadership in producing scientists and engineers (particularly from underserved populations) who are exceptionally articulate critical thinkers and have outstanding analytical skills
- Consistent increases in the retention rate
- Consistent increases in the number of faculty and students who are recognized by their peers for outstanding scientific or engineering contributions
- Tangible evidence from peers of the Area's leadership in providing epicenters which consistently engage in experiential learning and academic service to benefit surrounding communities
- Annual increase in grants
- Annual increase in collaborations with governmental agencies, corporations, foundations, other higher educational institutions, or organizations
- Consistent increases in the number of communications and meetings (public forums, seminars, articles, radio or television programs, email blasts, and websites) designed to raise awareness regarding scientific and engineering issues
- Consistent increases in the number of scientific patents applied for and granted
- Annual increase in the number of graduates entering graduate or professional schools
- Annual increase in the placement rate of graduates in STEM
- Consistent increases in the number of businesses developed and incubated

*Learning Activities (Pedagogies)*

- Academic service-learning
- Video and audio taping of students
- Lab-based experiences
- Participatory learning (emphasis on discussion and student engagement)
- Internships and practica
- Research/writing assignments
- Case studies
- Peer-led instruction
- Close faculty mentoring
- International experiential learning
- Role playing
- Public speaking

- Instruction integrating the Socratic method
- Technologically-infused instruction

*Benchmarks*

- Within five years of the implementation of the Area (the “Assessment Date”), a 20% increase in student enrollment
- By the Assessment Date, a 20% increase in grants awarded
- By the Assessment Date, a 15% increase in patents awarded
- By the Assessment Date, approximately 90% of the faculty and 70% of the students will participate in scholarly activities (presentations at professional conferences and publications in peer-reviewed journals)
- By the Assessment Date, a 20% increase in the number of graduates entering graduate or professional schools
- By the Assessment Date, a 20% increase in the number of graduates placed in STEM fields
- By the Assessment Date, a minimum of three businesses will be developed and incubated
- By the Assessment Date, approximately 80% of students will score in the top 80% on applicable standardized tests
- By the Assessment Date, the Area will sponsor at least three major, signature global conferences and increase its hosting of other international forums by 10%

## **Graduate Studies**

### Introduction

In developing Graduate Studies, the Curriculum Development Working Group and the New Academy Strategic Working Group considered the Core Competencies and Areas of Excellence but were cognizant of the special situation of graduate students. The description below uses the same metrics as the descriptions of the Core Competencies and Areas of Excellence.

### Overview

#### *Goals*

- Produce outstanding professionals and scholars capable of assuming global leadership roles
- Immerse students in a dynamic, interactive, and collaborative learning environment focusing on addressing critical societal issues

#### *Learning Outcomes/Skills*

- Proficiency in synthesizing and analyzing data, developing a theoretical approach, and applying knowledge to real world problems
- Proficiency in using appropriate technology (databases, hardware, and software) to accomplish diverse academic, professional, and scholarly goals
- Ability to think critically, develop alternative, rational strategies, and develop and articulate an hypothesis to address critical societal issues
- Knowledge of the key theoretical tenets in the student's field
- Proficiency in building global collaborations in addressing critical societal problems
- Ability to communicate effectively (both in writing and orally using technology) knowledge to diverse audiences
- Ability to integrate a particular discipline into a broader body of knowledge
- Proficiency in identifying potential partners and building effective collaborations
- Knowledge and commitment to continuous education
- Knowledge of common research methods (including, but not limited to, statistics, survey methods, etc.) and technology in the student's field

#### *Measurable Objectives*

- Annual increases in student enrollment
- Annual increases in the numbers of faculty and students engaging in scholarly activities (presentations at professional conferences, publications in peer-reviewed journals, etc.)
- Participation in national projects such as the Council of Graduate Schools Ph.D. completion project, the National Research Council's Assessment of Doctoral Programs, and/or the Future Faculty Program
- Consistent increases in the number of students participating in the design and implementation of a workshop or course

- Consistent increases in the number of students and faculty participating in professional development workshops
- An annual increase in the number of grants applied for and obtained by faculty and students
- Consistent increases in the number of students completing and defending doctoral dissertations
- Consistent increases in the number of students completing and defending specialist theses
- Consistent increases in the number of students completing professional licensure requirements

*Learning Activities (Pedagogies)*

- Engaging students in every aspect of Graduate Studies (including, but not limited to, the design of the curriculum)
- Sharing research across boundaries
- Opening classroom doors
- Allowing risk and failure
- Setting aside time for reflections
- Team teaching
- Inquiry-based learning
- Case studies
- Remote/distance learning
- Technology integration
- Developing learning communities which are:
  - Interdisciplinary
  - Comprised of faculty, staff and students
  - Year-long
  - Holistic
  - Curriculum enhancing learning and teaching and need-specific
  - Engaging (frequent seminars and activities)
  - Structured
    - Designated meeting times
    - Disciplined approach to problem solving
    - Distinctive group culture
- Developing graduate faculty learning committees which:
  - Use interdisciplinary threads (statistics, research methods/design, research ethics, leadership and participation in the dissertation process, preparing a diverse faculty, internships, externships, practicum)
  - Oversee the application of appropriate pedagogies

*Benchmarks*

- Within five years of the implementation of the Strategic Plan (the “Assessment Date”), a 20% increase in student enrollment
- By the Assessment Date, the number of students successfully completing doctorates will increase by 20%

- By the Assessment Date, the number of students successfully completing Master's degrees will increase by 20%
- By the Assessment Date, the number of students successfully completing specialty theses will increase by 20%
- By the Assessment Date, the number of grants obtained will increase by 20%
- By the Assessment Date, 75% of the faculty and 70% of the students will participate in scholarly activities
- By the Assessment Date, there will be a 20% increase in the number of students completing their professional licensure requirements
- By the Assessment Date, 80% of students taking standardized tests will score in the top 80%

## **System-Wide Interdisciplinary Collaborations**

System-Wide Interdisciplinary Collaborations have a special relationship to the mission and legacy of the University. Although they are not mandatory, students will be encouraged to participate in these collaborations among faculty and students interacting collectively to share their respective knowledge and expertise in order to provide a multifaceted intellectual experience. There will be three System-Wide Interdisciplinary Collaborations which will be developed by faculty and students from the University.

### Africana Studies

The collaboration will provide students with an understanding of the complexity of the position of Africans (both in the Diaspora and on the continent) in the global society through interdisciplinary analyses which will include historical, economic, political, and cultural perspectives.

### Ethical Leadership

The collaboration will provide students with a basic understanding of moral behavior as it applies to various professions and situations through real world case studies and dynamic, interactive learning experiences.

### Service Learning

The collaboration will provide students with the opportunity to apply academic theories to real world situations in various disciplines through experiential learning, case studies, and field research.

## **Selection and Evaluation Criteria**

### Introduction

The following Selection and Evaluation Criteria (the “Criteria”) will be used to evaluate the Core Competencies and Areas of Excellence in the Future Learning System and to determine which of the University’s current programs will transition to the Future Learning System. The Criteria are divided into two categories: Category One (highest priority) and Category Two (secondary priority).

### Category One

#### *Relevance to the Future Learning System’s Vision and Mission*

- Integrates critical thinking and problem-solving
- Integrates technology
- Relevant to critical societal issues
- Presents a global perspective

#### *High Quality Faculty*

- Faculty consistently engages in scholarly activities
- The program is able to attract and retain outstanding, diverse faculty
- A high percentage of the faculty publish in peer-reviewed publications and present at conferences
- At least 90% of the faculty have terminal degrees

#### *High Quality Graduates*

- A high percentage of all graduates enter graduate or professional school
- A high percentage of all graduates are employed in their disciplines within one year of graduation
- Graduates are able to enter highly ranked graduate or professional schools
- Students consistently complete degree requirements successfully within the expected time period
- Graduates are able to secure competitive positions in their discipline
- A high percentage of the program’s graduates pass their discipline-specific and/or professional exams during their first sitting, if applicable

#### *High Quality Curriculum*

- The curriculum is aligned with current and anticipated market demands of students and the workforce
- The program’s curriculum meets desired learning outcomes and student educational needs
- The curriculum has rigor, coherence, and logical progressions
- The curriculum meets accreditation or professional standards
- The curriculum supports the University’s mission
- The curriculum is aligned with the Core Competencies

- The program’s service-learning projects have a positive impact and add value to served communities
- The program’s service-learning projects are aligned with the curriculum and the University’s mission
- Faculty and students consistently complete service projects (local, state, regional, national, and global)

*Evidence of High Quality Academic Performance*

- The program is recognized as producing high quality research, teaching, and service (including, but not limited to, professional services)
- Students and faculty consistently engage in scholarly activities
- Faculty expertise in the field is recognized
- The program is accredited, if applicable, or follows recognized “best practices” by the relevant professional society(ies)
- Student learning outcomes are consistently obtained

Category Two

*Sustainability*

- The program’s budget enables its faculty to accomplish its mission and compete favorably with its peers
- Salaries and benefits are competitive for both faculty and staff
- The program’s budget provides sufficient resources to support, teaching, learning, research, and service
- The program’s budget enables the faculty to provide state-of-the-art resources
- The program’s budget is sufficient to ensure competitive staff-faculty ratios based on professional standards and benchmarks
- Resources are available to meet the cost of the program within five academic years of its inception
- There is a strong market demand for the program’s graduates
- Student demand is adequate to meet the cost of the program
- Faculty and students contribute to the mission of the University, the surrounding community, and/or the state

*High Quality Instructional Technology*

- The program’s faculty and students consistently use technology in their learning experiences
- Students and faculty are knowledgeable about and proficient in the use of current technology
- The program integrates technology in a high percentage of its knowledge transfer and learning experiences
- The program uses state-of-the-art software and technology to accomplish its mission effectively
- The program includes a substantive number of online programs

*High Quality Infrastructure*

- The program has adequate and appropriate space, technological resources, and equipment
- Operational systems for the program are adequate to meet or exceed conventional professional standards
- Library resources for the program are adequate to meet or exceed conventional professional standards
- The revenues from the program are able to substantially offset its cost

*High Quality Students*

- The program is able to recruit and retain a large number of high quality diverse students who are academically competent and capable
- Students enter the program with the required skills for success which is evidenced by foundational knowledge and skills

*Productivity*

- A number of students meet their academic requirements through the program
- The program graduates a large number of students who consistently make contributions to the University and their fields
- The program has a high ratio of publications, patents, presentations, book chapters, and juried exhibits to faculty FTEs
- The program has a high ratio of grant dollars to faculty FTEs

*High Student Enrollment*

- The program produces a high percentage of the University's graduates or numbers of graduates consistent with external benchmarks for the field
- The program enrolls a high percentage of the University's majors
- The program has consistent or increasing enrollment

## **Transition Evaluation Process**

### Introduction

The transition to the Future Learning System will take place during Phase II of “Gearing Up for Greatness”. The following milestone actions are recommended to accomplish the transition of the University’s current programs to the Future Learning System.

### Final Review of the Selection and Evaluation Criteria

The Futures Task Force will conduct a final review of the Selection and Evaluation Criteria.

### Development of the Evaluation Instruments

The Barthwell Group in conjunction with the Office of Academic Affairs and Student Life will interface with members of the University, designated by the Office of Academic Affairs and Student Life, who have expertise in conducting quantitative assessments (the “Quantitative Assessment Development Team”).<sup>3</sup> The Quantitative Assessment Development Team will be responsible for developing the weighting standards and rubric for the Criteria, according to the guidelines which they receive. In addition, the Quantitative Assessment Development Team will be responsible for developing the forms (the “Evaluation Scorecards”) (collectively, with the weighting standards and the rubric, the “Evaluation Instruments”) which set forth the Criteria in a format which is appropriate for evaluation.

### Selection of the Evaluation Committee

An Evaluation Review Panel, comprised of members from the New Academy Strategic Working Group, will be appointed by the President during Phase II. The Evaluation Review Panel will implement the evaluation of all programs in order to consider their eligibility to transfer to the Future Learning System (the “Evaluation Process”). At the conclusion of the Evaluation Process, the Evaluation Review Panel will make recommendations to the Futures Task Force for the transfer of the University’s current programs to the Future Learning System.

### Determination of the Transfer of the University’s Current Programs to the Future Learning System

1. The Office of Academic Affairs and Student Life in conjunction with The Barthwell Group will assess the quantitative benchmarks (retention rates, graduation rates, placement rates, etc.) of the University’s programs.
2. The Office of Academic Affairs and Student Life in conjunction with The Barthwell Group will submit its findings regarding the quantitative benchmarks (the “Quantitative Review”) to the Evaluation Review Panel and the Futures Task Force. In addition, the Financial

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<sup>3</sup> The following are the members of the Quantitative Assessment Development Team: Dr. Debra Buchanan, Chair, Dr. Melvin Davis, Director, Mississippi Urban Research Center and Professor of Psychology, Sophia S. Leggett, Associate Professor, Public Health, Dr. James Maddirala, Associate Vice President, Academic Affairs and Student Life, Dr. Idehen Omoregie, Associate Vice President, Information Management, Dr. Daniel Sarpong, Director of Data Management, Quality Control, and Information Technology, Sandra Sellers, Director of Human Resources, Dr. Kaye F. Sly, Assistant Professor, Psychology and Dr. Jeffrey Zubkowski, Associate Dean, Graduate Studies.

Resources Strategic Working Group and the Technology and Process Strategic Working Group will submit their assessments (collectively, the “Strategic Working Groups Assessments”), as directed by the Futures Task Force, to the Evaluation Review Panel.

3. The Evaluation Review Panel will distribute the Evaluation Scorecards and a template (the “Presentation Template”) for preparing a 30-minute oral presentation to the Evaluation Review Panel to every program for self-assessment.
4. Programs will complete and return the Evaluation Scorecards and the Presentation Templates to the Evaluation Review Panel within 30 days.
5. The Evaluation Review Panel, based on its guidelines, in conjunction with The Barthwell Group, will review the Evaluation Scorecards, the Quantitative Review and the Strategic Working Group Assessments and recommend to the Futures Task Force those programs which will be unconditionally transferred to the Future Learning System, based on a benchmark determined by the Futures Task Force. The Evaluation Review Panel will, based on a benchmark determined by the Futures Task Force, also recommend to the Futures Task Force, programs which will be ineligible to transfer to the Future Learning System
6. All other programs shall make 30-minute presentations to the Evaluation Review Panel based on the Presentation Template in compliance with the guidelines established by the Evaluation Review Panel. Based on these presentations, the Evaluation Review Panel will make additional recommendations to the Futures Task Force regarding programs which should be transferred to the Future Learning System. These recommendations (the “Conditional Transfers”) may include recommendations which the programs must implement to ensure their continued presence in the Future Learning System.
7. The Futures Task Force will determine all transfers to the Future Learning System.
8. Programs may appeal their transfer status to the Futures Task Force which will review the appeals in its sole discretion.

**Appendix A**

**New Academy Strategic Working Group**

**Dr. Velvelyn Foster, Vice President for Academic Affairs and Student Life, New Academy  
Strategic Working Group Chair**

Dr. Mario Azevedo, Interim Associate Dean, Professor, School of Health Sciences

Barron Banks, Chapter Relations Specialist-Alumni Affairs

Dr. Darcie Bishop, Associate Professor, Music

Dr. Dawn Bishop, Associate Professor, Department of Psychology

Robert Braddy, Athletic Director

Tammy Brooks, Admin Assistant, Undergraduate Studies

Dr. Walter Brown, Associate Professor, E. Ph. D. Program

**Dr. Debra Buchanan\*, Associate Vice President-Office of Academic Affairs and Student  
Life**

Dr. Thomas Calhoun, Chair/Professor, Sociology & Criminal Justice

Shirley Carpenter-Rogers, Secretary, Department of Mathematics

Gary Chong, Assistant Professor, Department of Psychology

Dr. Mary Coleman, Associate Dean, Liberal Arts and Director, University Scholars  
Center

Ibrahaim Farah, Associate Professor, Department of Biology

Jacquelyn Franklin, Professor, Department of Educational Leadership

Regina Fults-McMurtery, Assistant Professor, School, Community & Rehabilitation

Dr. Glenda Glover, Dean, College of Business

Raghu Gompa, Professor, Department of Mathematics

Dr. Curtis Gore, Coordinator of Graduate Admissions, Division of Graduate Studies

Vera Jackson, Director of JSU Residence Life

Kevin Lawrence, Student

Ken Lee, Professor, Chemistry

Dr. Ally Mack, Dean, Division of International Studies

Miracle Malone, Student

Stephen McLeod, Assistant Professor, Department of English

Edmund Merem, Assistant Professor, Department of Urban Planning

Dr. Johnnie Mills-Jones, Dean and Professor of Education

Dr. Loretta Moore, Chair/Professor, Department of Computer Science

Alisa Mosley, Assistant Professor, Department of Management

Dr. Marie O'Banner-Jackson, Associate Dean, Division of Undergraduate Studies

Idehen Omoregie, Associate Vice President, Information Management

Olga Osby, Assistant Professor, School of Social Work, Ph.D. Program

Mahasin Owens-Sabir, Assistant Professor, Department of Sociology

Dr. James Perkins, Associate Dean for Research and Corporate Relations, Director of the

RTURN Data Technology Coordinating Center, Professor of Chemistry

James Porterfield, Assistant Dean, College of Business

# THE BARTHWELL GROUP

Ethel R. Presley, Associate Vice President for Research & Sponsored Programs  
Edwin Quinn, Jr., Associate Dean of Student Development  
Dr. Linda Rush, Director, Administrative Department  
Dr. Valerie Shelby, Dean of Academic Director of Community Service, Associate Provost  
Dr. Patricia Sheriff-Taylor, Associate Dean, University College  
Priscilla Slade, Executive in Residence and Visiting Professor  
Meshonya Stammerjohan, Assistant Professor, Marketing  
Dr. Nikisha Ware, Executive Director - Mississippi Learning Center  
Dr. Rodney Washington, Chair/Associate Professor, Elementary & Early Childhood Education  
Quinton Williams, Associate Professor, Physics, Atmospheric Sciences & Geosciences  
Dr. Meshonya Wren-Daniel, Chief Academic Advisor, Division of Undergraduate Studies

\*Coordinator

## **Appendix B**

### **The Barthwell Group**

#### Akosua Barthwell Evans

Dr. Akosua Barthwell Evans is the Founder and Chief Executive Officer of The Barthwell Group. She has more than 25 years of financial, management consulting, planning and higher education expertise. This expertise will prove invaluable to Jackson State University as it continues to develop into a multifaceted, business-savvy, global institution able to compete in the future higher educational environment. Dr. Evans has advised institutions of higher education, including several HBCUs, for more than seven years, both through her role as a managing director at a global financial institution and as the CEO of The Barthwell Group. At JPMorgan Chase & Co., Dr. Evans initially developed a national business which focused in part on providing investment management services for HBCUs. As the banker for ten HBCUs and through her assessments of more than 20 HBCUs, she has developed a knowledge of the operations and critical issues facing these institutions. Dr. Evans also developed and coordinated a Financial Management Institute for HBCU presidents for four years. As a result of her success with HBCUs, Dr. Evans was asked by JP Morgan to develop a national business focusing on providing investment management services to large endowments and foundations (with assets exceeding \$400 million). In addition to advising and assessing these clients, Dr. Evans also coordinated an investment management conference focusing on investment management in a global economy which was attended by the chief investment officers responsible for managing some of the nation's largest higher education endowments.

Dr. Evans' knowledge of higher education institutions has also been broadened by her participation on the President's Advisory Council of Barnard College and the boards of trustees of the Yale Law School Fund, the Babcock School of Management and Bennett College for Women, and the Development Fund of the University of Cape Town (South Africa).

As the CEO of The Barthwell Group, Dr. Evans was responsible for managing the strategic planning process at Langston University. Dr. Evans met with a 25-person strategic planning committee monthly for a period of nine months and developed a plan which enabled the University to receive no comments during its accreditation review. Dr. Evans also developed the plan and spearheaded the coordination of a partnership between Indiana University and 11 HBCUs. Dr. Evans has coordinated various assessments for HBCUs including senior management cohesion, emergency preparedness and branding strategy. She has also managed the collection of data regarding the academic programs of a number of higher education institutions, including several HBCUs.

As an attorney at global firms on Wall Street and in Atlanta, Dr. Evans advised a number of *Fortune 500* companies and investors on a variety of securities issues in the United States, Europe and South America.

As a manager in the consulting division of a global accounting firm, Dr. Evans developed a number of strategic and business plans.

Dr. Evans is a graduate of Barnard College and the Yale Law School. She holds a Ph.D. and M.Phil. from Columbia University.

Tatia Daniels Granger

Dr. Granger is an Associate at The Barthwell Group. As the Vice President for Enrollment Services at Bennett College for Women, Dr. Granger oversaw the launching of a new division which focused on increasing student enrollment through the provision of enhanced services among the Admissions, Registrar and Financial Aid offices. Dr. Granger was responsible for coordinating strategic planning for the Enrollment Services Division. Her strategic initiatives resulted in increased enrollment, a stronger academic profile for entering students, and three consecutive clean Financial Aid audits. As a member of the President's Senior Staff, Dr. Granger contributed to the overall strategic development of the College. At Duke University, as a Special Assistant to the Vice President for Financial Affairs, Dr. Granger coordinated an assessment to establish benchmarks for units to improve the efficiency of their processes. Dr. Granger has presented on best practices in enrollment management at Colloquia hosted by the College Board and the United Negro College Fund. At the University of Virginia, she worked with the university's internal consulting and assessment group, Process Simplification, to recommend operational changes for efficiency and cost effectiveness.

Dr. Granger has evaluated proposals for the National Science Foundation and applications for the Gates Millennium Scholarship Program.

Dr. Granger holds a Ph.D., M.Ed. and a B.A. from the University of Virginia.

Walter K. Evans

Mr. Evans is the Managing Consultant at The Barthwell Group. He has provided much of the support, by conducting research, preparing analyses and developing presentations, for many of the consulting engagements regarding higher education institutions. He has conducted assessment interviews for the development of strategic plans, a targeted branding plan and an emergency preparedness analysis. He has supervised the compilation of research regarding the STEM capabilities of a variety of HBCUs, the curricula of peer institutions and demographic data for an economic development project to revitalize a community surrounding a HBCU. Before joining The Barthwell Group, Mr. Evans was the lead analyst for over four years at HRJ Capital, a billion-dollar private equity fund. Mr. Evans has undergraduate degrees from Stanford University in Symbolic Systems and Political Science.

Michael Siembor

Mr. Siembor is a Research Analyst at The Barthwell Group. He has collected and analyzed data regarding a variety of higher education projects. Prior to joining The Barthwell Group, Mr. Siembor was a research assistant at the University of Albany. Mr. Siembor is a graduate of Notre Dame University. He is pursuing a doctorate degree at the University of Albany.

Aaron Nelson

Mr. Nelson recently joined The Barthwell Group as a Research Analyst. Prior to joining The Barthwell Group, Mr. Nelson has had a variety of entrepreneurial and professional experiences. Mr. Nelson launched, developed and sold two software companies. In addition he has worked at Intel, Dell, Microsoft and as an Information Officer for the United Nations in Switzerland. Mr. Nelson is a graduate of the Rose Hulman Institute of Technology. He is pursuing a M.B.A. at the University of Michigan.

Advisors

Advisors are persons who are engaged in a cross-section of activities relating to higher education and who offer perspectives which may enhance the Strategic Planning Process. These persons are available to The Barthwell Group, on an as-needed basis.

*Fredrick Bland, FAI, AICP*

Mr. Bland is the Managing Partner, Beyer Blinder Belle, a New York-based architecture and planning firm which is internationally known for its preservation work. Projects have included the U.S. Capitol, Ellis Island, Grand Central Station, and Rockefeller Center. Recent educational master plans include Princeton University, the Harvard Business School, and the University at Buffalo. He is the Chairman of the Brooklyn Botanical Gardens and is on the Dean's Council at the Yale School of Architecture. He is a Vestry Member, of Trinity Church, controlling a \$4 billion real-estate portfolio. Mr. Bland holds a B.A. and M. Arch. from Yale University.

*Dr. Thomas Ehrlich*

Dr. Ehrlich is a Senior Scholar at the Carnegie Foundation for the Advancement of Teaching where he co-directs the Political Engagement Project, the Project on Foundations and Education and a new project on Business, Entrepreneurship and Liberal Learning. He is a nationally-recognized expert on higher education and has held executive positions at a number of higher educational institutions. He has previously served as the President of Indiana University, the Provost of the University of Pennsylvania and the Dean of Stanford Law School. He was the first president of the Legal Services Corporation in Washington, D.C. and the first director of the International Development Cooperation Agency, reporting to President Carter. He is the author, co-author or editor of 11 books including *Reconnecting Education and Foundations: Turning Good Intentions into Educational Capital* (2007), *Educating for Democracy: Preparing Undergraduates for Lives of Responsible Political Engagement* (2007). He is a trustee of Mills College and former trustee at the University of Pennsylvania and Bennett College for Women. He is a graduate of Harvard College and Harvard Law School and holds five honorary degrees.

*Dr. Nat Irvin*

Mr. Irvin is a highly respected futurist. He is the founder and president of Future Focus 2020, a not-for-profit corporation dedicated to providing leadership in bringing futurist thinking to urban America and minority communities. Dr. Irvin is a frequent lecturer who has engaged many groups and organizations in strategic conversations about the future focused on significant social, political, economic, technological and environmental trends and events that will have the greatest

impact on urban communities by the year 2020 and beyond. He has been widely quoted in the press and regularly provides commentary for NPR's *Weekend Edition*. In 2005, he was elected as a member of the Board of Directors of the World Future Society. He is the chair of the 2008 Annual World Future Society Meeting. Dr. Irvin has over 30 years of experience in education and not-for-profit management. He is currently the Strickler Executive in Residence, Professor of Management at the College of Business, University of Louisville. He is also a Visiting Executive Professor of Future Studies at the Babcock Graduate School, Wake Forest University. Mr. Irvin is a graduate of the University of South Carolina. He holds a Doctorate in Musical Arts degree from the University of North Texas and master's degree in Media Arts from the University of South Carolina. He is a graduate of the Institute for Educational Management, Harvard University Graduate School of Education.

*Dr. Calvin Jamison*

Dr. Jamison is both an experienced higher education executive and a former government manager who helped revitalize an urban area. Dr. Jamison has been responsible for coordinating strategic planning processes in majority and HBCU institutions, the private sector and in city government. Recently, he became the Vice President for Business Affairs at The University of Texas at Dallas. Previously, he was the Senior Vice President and Chief Administrative Officer at Hampton University. Dr. Jamison joined Hampton after being the CEO/City Manager of the City of Richmond, Virginia. Previously, he had fourteen years of administrative and executive experience at Virginia Polytechnic Institute and State University ("Virginia Tech") and Virginia Commonwealth University. At Virginia Tech, he provided leadership, in his capacity as an Assistant to the President, for the then-largest increase in minority student enrollment at the university. He is a graduate of Virginia Tech where he also holds master's and doctorate degrees.

*Frank Savage*

Mr. Savage is an internationally-known business person and is an experienced University trustee. He chaired the Board of Trustees at Howard University during its extremely successful capital campaign which raised over \$200 million. He is the Chief Executive Officer of Savage Holdings, LLC, a global financial services company. Prior to forming Savage Holdings, Mr. Savage was Chairman of Alliance Capital Management International, L.P., an investment management subsidiary of The Equitable Companies, Inc., and a member of the board of directors. Mr. Savage has a distinguished career in international banking, corporate finance and global investment management. He serves on the boards of several corporations and not-for-profit organizations, including Bloomberg L.P., Lockheed Martin Corporation, Chairman Emeritus of the Board of Trustees of Howard University and Trustee Emeritus of Johns Hopkins University. He is a graduate of Howard University and holds a M.A. degree from the Johns Hopkins Nitze School of Advanced International Studies. He holds honorary doctorates from Hofstra University and Howard University.

**Appendix C**

**Curriculum Development Working Group**

Dr. Mario Azevedo, Interim Associate Dean/Professor, School of Health Sciences  
Dr. Deborah Buchanan, Associate Vice President-Office of Academic Affairs and Student Life  
Dr. Mary Coleman, Associate Dean, Liberal Arts and Director, University Scholars Center  
Dr. Evelyn Leggette, Dean of Undergraduate Studies  
Dr. Johnnie Mills-Jones, Dean and Professor of Education  
Dr. Alisa Mosley, Assistant Professor, Department of Management  
Dr. Ingrad Smith, Associate Dean for Education  
Dr. Quinton Williams, Associate Professor, Physics, Atmospheric Sciences & Geosciences  
Dr. Jeffery Zubkowski, Associate Dean; Professor of Chemistry

**Appendix D**

**Futures Task Force**

**Dr. Ronald Mason, President, Futures Task Force Chair**

Evola Bates, Chief of Staff

Dr. Willi Brown, Vice President for Information Management

Dr. Akosua Barthwell Evans, Chief Executive Officer, The Barthwell Group

Dr. Velvelyn Foster, Vice President for Academic Affairs & Student Life

Denise Griffin, Executive Assistant to the President

Rosella Houston, President, Staff Senate

Dr. Mohamad Khadivi, President, Faculty Senate

Dr. Hilliard Lackey, President, JSU National Alumni Association, Inc.

Dr. William McHenry, Executive Director, Mississippi e-Center @ JSU

Dr. Felix Okjoie, Vice President for Research & Federal Relations

Regina Quinn, General Counsel

Dillon Robinson, President, Student Government Association

Dr. Joseph Stevenson, Executive Director, Executive Ph.D. Program

Troy Stovall, Senior Vice President for Finance & Operations