Introduction

The Howard University mission as a comprehensive, research-oriented, historically black private university is to provide an educational experience of exceptional quality to students of high academic potential with particular emphasis upon the provision of educational opportunities to promising black students. Further, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching and research, committed to development of distinguished and compassionate graduates and to the quest for solutions to human and social problems in the United States and throughout the world.

Historically, Howard University has been a national repository of African American cultural experience and a recognized center of African American thought, critical analysis, and leadership. While remaining true to its historic mission, the Howard University of today also embraces its role as a unique and irreplaceable comprehensive research university. In this latter role, the University remains true to its core values: excellence in all its activities, especially teaching and research, and an enduring commitment to educating African Americans and other people of color for leadership and service to the nation and the global community.

The University is being guided into the 21st century by Strategic Framework for Action I and II, the first of which was set forth by President H. Patrick Swygert following his appointment as President in 1995. The second was adopted by the Howard University Board of Trustees on June 8, 2001 and builds upon the ambitious agenda outlined in
Strategic Framework for Action I. This series of frameworks affirm those core values that have always undergirded the University’s efforts to provide Leadership for America and the global community and establish a blueprint for the University’s transition to the 21st century and beyond.

Howard’s intellectual strengths are concentrated in the University’s 12 colleges and schools, inclusive of several that merged in fulfillment of one of the goals of Strategic Framework for Action I, to strengthen academic programs and services. The current schools and colleges include the Arts and Sciences, Business, Communication, Dentistry, Divinity, Education, Graduate School, Law, Medicine, Social Work and the two successfully merged units, the School of Engineering, Architecture and Computer Science and the College of Pharmacy, Nursing and Allied Health Sciences. Howard’s intellectual strengths are concentrated in the University’s 12 colleges and schools, inclusive of several that merged in fulfillment of one of the goals of Strategic Framework for Action I, to strengthen academic programs and services. The current schools and colleges include the Arts and Sciences, Business, Communication, Dentistry, Divinity, Education, Graduate School, Law, Medicine, Social Work and the two successfully merged units, the School of Engineering, Architecture and Computer Science and the College of Pharmacy, Nursing and Allied Health Sciences.

SPEAK to CURRENT ENROLLMENT and composition of the faculty and a current budget or financial position.
The Periodic Review Report

The Periodic Review Report is a retrospective, current, and prospective analysis of Howard University since its last affirmation of accreditation in 1999.

The preparation of the Periodic Review Report in many ways reflects a continuation of the University’s on-going efforts at quality improvement. The mid-point review in the accreditation cycle brought together a cross section of the University community engaged in substantive discussion regarding the University’s progress and its goals, plans and strategies regarding the future. The report is a snapshot in time, a reading, of where the University is five years between its last Middle States visit in 1999 and its next visit five years hence.

The Periodic Review Committee consists of 37 individuals representing a cross section of administrators, faculty, staff, and students. This rich aggregation of the university community was organized into eight sub-committees to address the range of focal areas defining the University’s mission: Mission and Governance; Students; Faculty Expectations; Incentives and Resources; Academic Programs and Curriculum; Institutional Effectiveness and comprehensive Outcomes Assessment, Technology, Library, and Learning Resources; Planning and Resources Allocation; and Facilities and Equipment. Although organized into sub-committees, the group as a whole dialogued together in an effort to visualize the wholeness of the University and the interrelatedness of its parts in making progress and in planning its future. Each group was guided in its data collection and analyses of progress by multiple, although overlapping measures
viewed within the context of the *Characteristics of Accredited Institutions*. These included (1) Strategic Framework for Action I, which was in the process of implementation during the 1999 Middle States’ visit; (b) the recommendations and concerns stated by the 1999 Visiting Committee; (c) self recommendations from Howard in the 1999 self-study; and (d) Strategic Framework for Action II. The latter, first implemented in 2001, affords an opportunity for retrospective analysis as well as a framework for prospective planning. This rich and continuous data source provided the basis by which the University can speak the significant developments that have occurred since the last Middle States Visit.

**Significant development/progress**

*Strategic Framework for Action I*

At the time of the March 14-17, 1999 Middle States site visit, the University had recently embarked upon Strategic Framework for Action I, a visionary document and action plan to lead the University into the 21st Century. The visitors perceived of the plan as a very positive and clearly articulated road map to an enhanced presence of Howard into the next century. Strategic Framework for Action I was declared completed in ________.

Significant development and milestones achieved through SFA I are discussed below:

**Milestone 1: Strengthening Academic Programs and Services**

University academic programs and services have been strengthened through the achievement of the following critical elements;

- A core curriculum was approved by the Board of Trustees in January, 2000 and implemented across undergraduate programs in fall, 2001. [Need greater detail on the actual breadth and effectiveness in implementation of the core curriculum].

A new Core Curriculum encompassing 5 themes was developed established by the University. Each School/College was to implement this by either adding courses or incorporating the requirements into existing courses. The School implemented the core curriculum by identifying the places where the requirements are embedded in existing courses.
• **Merged schools and colleges** strengthened programmatic and functional effectiveness. The College of Engineering, Architecture and Computer Sciences, the College of Pharmacy, Nursing, and Allied Health Sciences, and the integration of the College of Fine Arts with College of Arts and Sciences occurred in _________. The amalgamation and cultural transformation essential to identity re-socialization happens overtime. Considerable progress has been made since the 1999 Middle States’ visit. Each merged college has matured in its functional effectiveness as a unified body. Milestones in organizational effectives, cost effectives, programmatic productivity/creativity/responsiveness, faculty productivity, and resource generation have been achieved. [Highlight major accomplishments by units].

**Blending Cultures:**
There was a previous concern about the merger of the School of Architecture with the School of Engineering and Computer Sciences into the College of Engineering, Architecture and Computer Sciences. An excerpt of the review of the National Architectural Accrediting Board (NAAB; 2002) demonstrates that although the two schools have very diverse disciplines and cultures “the merger has been very successful and the integration of the schools’ cultures is now of no major concern.”

The relationship of the School of Architecture with the Department of Engineering that caused a concern in the last report is now moot. Based upon current conditions, the autonomous structure of the School of Architecture gives it a direct relationship and connection to the Provost, which puts it on an equal footing with the School of Engineering and Computer Sciences.

**Update on the Integration Process: CPNAHS**
The College consists of three units: (1) School of Pharmacy, (2) Division of Nursing and (3) Division of Allied Health Sciences. These units administer a total of 10 departments, offering undergraduate, graduate and professional degree programs and certificates. Currently, the College provides accredited programs in the following disciplines: **B.S. Degree** in Clinical Laboratory Science, Nursing, Nutritional Sciences, Occupational Therapy, Physician Assistant, Radiation Therapy and Health Management; **Master’s degree** in Nursing and Physical Therapy; **Doctoral Degree** in Pharmacy (Pharm.D.), a **Certificate** in Primary Care Physician Assistant, a **Post Master Certificate** in Nursing (Family Nurse Practitioner); and **Master’s** and **Doctoral** degrees in Pharmaceutical Sciences and Nutritional Sciences in conjunction with Howard University’s Graduate School. The College enrolls approximately 1,118 students, who are served by 90 full-time and 20 part-time faculty members. Since 1999, the College has accomplished considerable progress in the integration process of the College, as described below:
Committee on Interdisciplinary Education, Research, and Service:

Following the development of a vision statement on interdisciplinary education, research and service through the collaborative efforts of the administrative team of the college, a committee on Interdisciplinary Education, Research and Service (CIERS) was established fall 2000. To date CIERS has accomplished the following:

- CIERS developed a strategic working document with long range, intermediate and short-range goals in each of the three areas.
- The document has served as a guide for implementing interdisciplinary activities.
- CIERS sponsored its first Interdisciplinary Research Faculty Forum on December 6, 2002. Faculty members from all three units participated with podium and poster presentations.
- The committee remains active and is working on interdisciplinary education and service activities for implementation.

Approval of the Articles of Organization and Bylaws:

The faculty unanimously approved the Articles of Organization and Bylaws for the College on April 24, 2003. The document has been forwarded to the Provost for review and submission to the President and Board of Trustees for approval. The approval and implementation of the Articles of Organization and Bylaws will ensure that all three units are moving forward with one set of guidelines. The document further mandates that the faculty engage in a number of activities as faculty of the whole several times a year.

- The Funds for Academic Excellence has proven to be one of the most successful initiatives in enhancing the academic programs and services. [Briefly speak to the number of awards and major accomplishments. Include brief statistical data]. The Fund for Academic Excellence has continued to promote excellence in teaching and learning. Established in the fall of 1997 by Strategic Framework for Action I, the Fund enables full-time faculty “to apply for financial support to strengthen and enhance instruction, curricula, scholarly expertise, performance and creative expression, and academic management” (Swygert & Coleman 2001, p. 1). So far there have been nine cycles, granting awards of $2,000 to $6,000. Through these awards, the Fund has promoted not only innovative teaching strategies but outcomes assessment and grantsmanship, as all recipients are required to assess the impact of their initiative on teaching and learning, and all are encouraged to seek external funding.

Participation in the Fund’s program has increased over the years. According to the Office of the Provost, in the spring of 1999, the University received only 97 applications, but in AY 2002-03, it received 222 applications. As for funding, since its inception in fall 1997, funding has increased from $532,629 to
During the 2002-03 cycle, 169 (76%) of the 222 proposals were funded. The greatest percentage of funds (50%) was awarded for travel (i.e., to workshops and conferences) and for equipment (26%).

- The Graduate School is in a continuous process of strengthening. All Graduate School programs were reviewed by July 1, 2001, resulting in the generation of a report to govern immediate, short term, and long term recommendations for improvement. [Does this report exist and what are its major recommendations?] [They say a few sentences about progress made.]

Graduate Programs Under Review:
Periodic review of graduate programs is an avenue to assessing the state and direction of graduate education and to determine the strengths and weaknesses of programs offered. It provides the hard data on student enrollment, faculty productivity, graduation rates, external research support, and other factors that are needed to support any decision-making process aimed at reducing and/or strengthening graduate programs. The review process involves both self and external evaluations in light of national trends and the missions and goals of the University.

Streamlining The Number of Graduate Programs:
Through continuous program reviews, the Graduate School has discovered and will continue to discover means to use its finite (and sometimes diminishing) resources to remain competitive at the national level. In particular, the Graduate School plans to provide support levels that are equal to or greater than those provided by schools competing for our major constituency—under-represented minorities. For example, as a consequence of the recommendations in the program reviews from each graduate academic unit in the early 2001-2002 academic year, a report was prepared entitled “The Future of Graduate Education,” (see Annual Report, 2001-2002, p. 7), and in it, the Dean of the Graduate School developed a model for categorizing all graduate programs in accordance with indicators such as enrollment profiles, graduate faculty membership, external funding, faculty productivity and external reputation. As stated in the Graduate School Annual Report (2001-2002), pages 7-9, the categories are as follows:

**Category I: Strong Programs and Targets of Opportunity:** Programs perceived as being among the top tier of graduate and doctoral programs in the nation as perceived by their peers, the National Research Council, disciplinary associations, etc.; also programs poised to enter a higher tier if given more resources; and targets of opportunity within existing programs and/or within reconfigured interdisciplinary arrangements among existing programs.

**Category II: Programs at the Threshold of Achieving National Prominence:** Good and well-respected programs that could become even more competitive with greater support.

**Category III: Programs that Meet Acceptable Levels of Quality, but are Unlikely to**
Achieve Higher Standing in the Foreseeable Future without Greater Research Productivity, Funding and/or Student Interest: Satisfactory programs that meet acceptable levels of credibility within their disciplines, but are not likely to move into the next tier in the foreseeable future.

Category IV: Weak Programs That Are Candidates for Termination Because of Low Student Enrollment, Faculty Productivity, External Reputation and/or Lack of Accreditation: Programs that are candidates for termination if they fail to submit convincing plans for restructuring, or, if appropriate, for achieving accreditation by the national accrediting association in their disciplines. Programs, so identified, face a moratorium on new enrollees and provisions for graduating all current students.

Each graduate program was advised of its categorization and asked to present to the Graduate School a strategic plan (due October 30, 2002) which will assist in determining whether programs will remain in the category in which they have been placed or will move forward.

- The Center for the Excellence in Teaching and Learning which was originally proposed in Strategic Framework I in 1996 finally opened its doors on October 6, 2003. Housed in the iLab, Howard’s central computing lab, the Center offers faculty weekly workshops, hands-on help in “Open Labs,” and consultations, among other services related to teaching, student learning, and classroom assessment. (See www.cetla.howard.edu) [noted as completed (construction) and operational fall, 2000] [Briefly confirm why the Center’s opening was delayed and some words to moderate the completion status published in SFA II]. [Might want to add a few sentences of the responsiveness to the Center in its first few months of operations from faculty and students]

- Construction of the Louis Stokes Health Sciences Library and the Law Library was completed and both libraries became operational in the summer of 2001. As provided in SFA-I, two new library buildings were completed since 1999. "...to build a new library is an important step, literally and symbolically," wrote Benjamin Forgey in the Washington Post. "To build two libraries at once is of course a bigger, more ambitious deal. And to create in today's world two buildings of genuine architectural distinction-- well, that is an achievement that defies ordinary odds... This is, nonetheless, exactly what Howard University has done with the Louis Stokes Health Sciences Library... and its Law Library." The creation of these two facilities exceeded by far the 1999 recommendations of the Visiting Team to resolve the inadequate facilities that existed in then for health sciences and law.

  The Louis Stokes Health Sciences Library is indeed a state-of-the-art facility with computer access throughout and study and problem-based learning rooms equipped with the latest digital technology. The library consists of 80,000 usable square-feet and four stories tall. That represents approximately four and one-half
times more space than the 71-year old structure that it replaced. The library stores
400,000 volumes of books, periodicals and electronic format material. It seats 615
individuals and wired with power and data ports, permitting any user to sit with a
laptop and retrieve information worldwide. The Louis Stokes Health Sciences
Library, named in honor of the former congressman from Ohio, is positioning
Howard University as a leader in health care information storage and retrieval.

[maybe condense down]

Similarly, the Law Library is a [input from Rhea Ballard]....

New Law Library:
In May of 2001, the school opened an impressive, free-standing new state-of-the-arts
$20 million law library. The four-story 76,000 square foot building provides for a book
collection of up to 215,000 volumes, seating for over 295 students including 90 open
carrels; with all locations wired for computer use; enlarged microfilm and audio-visual
facilities; distinctive rooms for special collections, newspaper and periodical reading, and
the rare book collection. The library staffing includes 8 librarians, 10 FTE staff members
and six FTE student assistants.

- Two additional strategic initiatives to strengthen academic programs and services
  remain in-progress. The renovation of the Miner Building to become the
  National Center for African American Heritage and Culture is at the stage of
  attracting external funding [Further explanation of status of this project]. The
  Interdisciplinary Science and Engineering Center has received planning funds
  through a Congressional appropriation in FY 2001. [Update and provide brief
  status report].

Need for Update of Research Facilities and Equipment:
The ideal solution to this problem will be to obtain funds through the Campaign for
Howard to finance the new Interdisciplinary Science Center (ISC) building that will
house the College’s research activities. With respect to this issue, the College’s Board of
Visitors met on April 3, 2002 to review a report on the ISC building. This is a high
priority of the University’s Strategic Framework for Action II, and is a direct response to
the need for updating the current facilities and equipment. The design phase for the ISC
facility is scheduled to start in the first quarter of 2004 and duration of construction is
expected to be from 18 months to 2 years. The ISC will cost approximately $25 million.
The dedication of the new facility is scheduled for the year 2007. The significant success
of the current Capital Campaign for the University (surpassing the initial fund raising
goals to date) demonstrates that the construction of the new ISC will become a reality.
In the meantime, the college has allocated space in the Mackey Building for two of the
Department of Systems and Computer Science’s laboratories and four of its faculty
members. Also, Intel, a new partner, has given the College $150,000 worth of Intel
hardware and software for two laboratories.
Milestone II: Promoting Excellence in teaching and research:

Several major strategic initiatives as outline in SFA I that promote excellence in teaching and research have been accomplished.

- **A Faculty Workload Policy** The Faculty Workload Policy, adopted in 2000, was the result of joint effort on the part of the Faculty Senate and the Administration. The workload policy provides for accountability of faculty work in the domains of instruction, research/scholarship, and service with institutional minimums in each category. Four patterns are offered to describe the distribution of faculty work depending on level of instruction ranging from undergraduate, to graduate and professional and the proportion of effort accorded to research, service and professional development. The implementation of the workload policy has varied among and within the school/colleges, although the proportion of departments requiring formal workload agreements is increasing.
  [From Faculty Sub-Committee]
- **A Formal Performance Evaluation Process for Staff** [Needs developing? Planning and Resource Allocation??]
- **Extension of the University’s fiber optic network to offices of every full-time faculty member (FacNet).** In the area of standards-based implementation of network wiring technology, early in 1999, Information Systems and Services, the central IT organization, published a set of specifications to guide installation of fiber optic and wiring materials associated with the Howard University Network (HUNet). In particular, these standards have been incorporated in all engineering and installation aspects of fiber and wiring projects associated with the creation, maintenance and modifications of the HUNet. These standards have been diligently employed in a host of major projects initiated since their publication.
- **All full-time faculty members have computers in their offices and are connected directly to the Howard University network.** Concomitant with these infrastructure advantages are some chokepoints…………..[ Do we want to save the chock points for the section under Middle States concerns or our own????; Consolidate the section into the progress associated with SFA I].
- **Extension of the University’s fiber optic network to student residential facilities (ResNet) [ need to describe the extensiveness of the installation to ResNet support in residence halls; INSERT most of paragraph # 3 under Access Resources, pg 4 or 12 from Technology Report (Mekkawi).**
- **Construction of a 200-station “super lab” within the Technology Center for 24-hour student and faculty use.** INSERT parts of paragraph 1 under Access Resources, pg 4 of 12 Technology Report 12/30/03.
• HU Television Network to connect to Rankin Chapel, etc. [Is this Technology? Facilitates/Equipment??].

Closer ties Between TV and Radio stations:
The School of Communications has indeed forged closer relationships with TV and radio stations in addition to several prominent magazines. During the 2002-2003 academic year, the college received significant financial contributions from NBC-TV4, CBS, and AOL Time-Warner. The School of Communications also received a $4 million contribution to the Howard University Capital Campaign by John Johnson, founder and publisher of Johnson Publishing Company. This generous donation allows the School to accelerate its plans for the construction of a new facility. In addition, the School of Communications and the entire university have been featured in 3 large articles in Ebony magazine, increasing national exposure for the School and the University.

*Milestone 3: Increasing Private Support*

Introductory sentence

• Increase Alumni Support
• Document alumni contributions in annual report to BOT

*Milestone 4: Enhancing National and Community Service*

• National Leadership Institute  (check to see if fully implemented in 1999 and if so, simply state and that it continues; maybe stating some key statistics)
• Community Outreach Center  ????

*Leadership in Public Education:*
The HUSL is actively engaged in the commemoration of the 50th Anniversary of Brown v. Board of Education through its commitment to the continuation of social engineering that is its legacy as the institution strives to fulfill the promise of Brown. In partnership with the NAACP and the NAACP Legal Defense Fund, the HUSL endeavors to educate the public about the significance of this landmark decision. HUSL will host a series of lectures, intergenerational panel discussions and community meetings and will sponsor educational projects that will further the goals of this initiative. The website (www.brown@50.org) has a detailed list of the planned events.

*Joint Metropolitan Police/Howard University Security check to see if fully implemented in 1999 and if so, simply state and that it continues; maybe stating some key statistics)*
• Development of Strategies that enable HUH to continue to serve as situ for medical, dental, and health related education. Research, training and services [look into how to address progress in this area and who has responsibility]
• School and college based initiative designed to strengthen the public schools of DC [where are we on this; is this school of education?]

Progress in Relation to Middle State’s Evaluation Team

The evaluation team representing the Commission of Higher Education of the Middle States Association of Colleges and Schools listed several areas of concern following its 1999 visit to the campus:

These concerns included:

• A need for Howard to review its mission in light of changing times and as part of its strategic planning process.
• The requirement to formulate a comprehensive program to evaluate institutional effectiveness, including clear quantitative and qualitative measures of student learning.
• The perceived need to strike a balance between full deliberation on policy issues and timely adoption and implementation of policy.
• The need for Howard to strengthen its graduate programs and expand and deepen its research program in order to remain a national leader in higher education.
• Continue to take steps to assure future financial security.

These major concerns were supported by contributing observations scattered throughout the visitors’ report. Many of these concerns and observations were evident and expressed through recommendations in the 1999 self study (pp. 142-144). Progress made by the University since 1999 is discussed below in its constant quest to signify and maintain a posture of excellence. Should this section be organized by SAF I or by five major concerns? NEED appropriate directional and transitional words.
1. Mission in light of changing times

[There is to date no report from the Mission and Governance Sub-Committee. The following are excerpts from the December monthly progress report.]

The Site Visit Team identified one fundamental issue to be “the nature of the undergraduate student body sought and the mix between undergraduate and graduate/professional students”, or the student body composition. In responding to this matter, the Howard University Five Year Plan for Enrollment Management was consulted. The EM 5-Yr. Plan is based on 22 assumptions that include variables such as optimum enrollment and student distribution and retention, admission criteria, the allocation of financial and personnel resources, program review and development outcomes, physical facilities use, faculty retirement projections and faculty workload. Further, these assumptions were extracted, primarily, from Board of Trustees’ performance indicators, SFA I and SFA II, and recommendations from the Middle States review and program reviews. Importantly, in advance, these assumptions were presented by the former Provost to the President for review and the President explicitly approved assumptions number 2; namely, the undergraduate to graduate/professional enrollment ratio (60/40). The report was transmitted to the academic deans for comment and review and faculty reaction, and this feedback was considered in developing the report. Although the Task Force completed its work in December 2002 and transmitted its report to the former Provost, the report was not transmitted to the President for endorsement. The report id currently under review by Interim Provost English. SEE PAGES 36-38 FOR ENROLLMENT MANAGEMENT ASSUMPTION AND PROJECTIONS

It has been determined that the enrollment projections are, in fact, guiding University enrollment. Changes in the enrollment trends were monitored beginning with 1998 data, reported in the 1999 Self Study Report, and revealed to be 68% undergraduate to 32% graduate and professional. Actual ratios for 2000-01, 2002-03, and the first semester for 2003-04 were respectively 67%:33%, 67%:33%, and 68%:32%. Projections for 2004-05, 2005-06, and 2006-07 are respectively, 64%:36%, 62%:38%, and 60%:40%. It should be noted that while the ratio is changing, the total enrollment level is projected to increase. Enrollment is projected to grow from an actual headcount in 2001-02 of 10,690 to 12,000 in 2006-07, noting that in 2001-02 and 2002-03, actual enrollment exceeded projections.

The University in its 1999 Self Study Report recommended (#23), to “review and assess the effectiveness of the current organizational structure for the Division of Human Resources-------------------

M&G Sub-committee writes:
The Sub-Committee compared the responsibilities of the Senior Vice President for Health Sciences as listed in the October 21, 2003 organization chart to those that were listed in the memorandum announcing the appointment of the Interim SVP for Health Sciences in
order to identify discrepancies. Our plan is to present our findings to the President with a recommendation to revise and reissue the organizational chart.

[In light of the visitors’ report, Sub-Committee needs to discuss historic/social changes, whether it can continue to be “all things to all people” and related to strategic planning, governing board and update on merged units in addressing]

2. **Formulate a comprehensive program to evaluate institutional effectiveness, including clear quantitative and qualitative measures of student learning.**

In response to the most critical of the Commission’s concerns, to formulate a comprehensive to evaluate institutional effectiveness, the University submitted on March 30, 2001 a report of the University’s progress in the development and implementation of a comprehensive assessment plan. On ________, the University was notified (need response letter). The University, itself, was very much in tune with the need for a comprehensive assessment plan, which was addressed through 1-6 of the University’s self recommendations in the 1999 Self Study Report.

[Although we know that this sub-committee has been exceedingly busy in accomplishing this task as part of their on-going work on developing and implementing a comprehensive assessment system, NO Written REPORT has been received amid continuous request]

3. **Striking a balance between full deliberation on policy issues and timely adoption and implementation of policy.**

[to be addressed by sub-Committee on Mission and Governance]

4. **Strengthen its graduate programs and expand and deepen its research program in order to remain a national leader in higher education.**

From Sub-Committee on Faculty; will need to be revised in concert will flow of report

**Major Accomplishments in Research Since The 1999 Middle States Association Accreditation Site Visit**

- Creation of the Office of the Vice Provost for Research to provide oversight and coordination of all aspects of university research policy, priorities, and administration.
• Combined the Graduate School and the Office of University Research and appointed its first incumbent.

• Office of the Internal Auditor produced a report that identified major deficiencies in the Office of Research Administration that cited, among other topic, the following:
  ✓ Extensive time delays in post and contract administration awards.
  ✓ Excessive signatory requirements for implementing post-awards

• August 2003 – significantly improved time required for establishing accounts following receipt of notification of awards from an average of three (3) weeks to a little as 48 hours.
  This was accomplished by reducing the number of signatures required to establish accounts and also the introduction of electronic administration for such awards.

• Appointed a high-level university committee to significantly reduce the time required to promulgate contracts from an average of thirteen (13) weeks to as little as three (3) weeks. The three-week timeframe is compatible with peer-institutions for such actions.

• Completed an analysis of Howard University Extramural Activity that compares the university’s performance in comparison to 10 peer institutions as a function of school/college and department.

• Completed an analysis of the 5 year history of the university’s extramural activity with respect to number of proposals, number of awards, total amount of requests, and total amount of awards.

• Completed a preliminary set of extramural research targets for each school/college and department for the next 5 years which, if successful, will raise the annual level of extramural support from approximately $65 million to $100 million.

• Established a Faculty Research Advisory Council to Advise the VP Research on research issues and to provide input to new research infrastructure initiatives. Membership drawn from a wide range of faculty.

[Insert entire Report of the Sub-Committee on Academic Programs and Curricula.]

Considerable variation was noted regarding the extensiveness of involvement by the various colleges and schools in the generation and support of research and research funding; Update by various colleges and schools.

College of Arts and Sciences
Increase in Research Grant Proposals:
Many faculty members in the COAS submit their grant proposals through the Graduate School and therefore are not reflected in the number of proposals identified in the COAS. From 1998 through 2003, as shown in Table I (see Appendix A), faculty members submitted 399 proposals (an average of 61 proposals per year) through the College of Arts and Sciences in the total amount of $138 million (an average of $23 million per year). Proposals were funded for a total of $56.6 million (an average of $9.4 million per year). Over the past six years, the average number of proposals submitted, the average amount of grants awarded, and the average dollar amount of grants awarded per year did not show a decline but rather remained almost constant.

Nevertheless, greater efforts are being made to significantly expand grant activity in the COAS through encouraging faculty members to seek external support for their research and through providing an enhanced and supportive environment for grant and research activities. To this end, the following policies have been implemented:

All faculty members are constantly reminded that it is their responsibility to secure external support for their research. Compliance with the faculty workload policy is expected to lead to greater submission of grant proposals and higher numbers of grants awarded. The new structure of the faculty merit award program allows greater chance for compensated of outstanding scholarly work conducted during each academic year. This change is expected to lead to greater numbers of faculty applying for and securing external research funding. It is anticipated that the restructure of the Office of Research Administration since Fall 2003 and the appointment of a new Vice Provost will lead to higher levels of proposal submissions and grant awards. The appointment of a development officer in the COAS since 2001 is expected to lead to greater research funding.[Is development the same as research?]

These efforts have generated results as evidenced by the slight increase in both the number and the amount of grants funded for the academic year 2003. While the goal is to dramatically increase external funding in the COAS, it is important to remember that there are more funding opportunities for some disciplines and programs than for others. For example, there are fewer opportunities for external funding (especially fewer large grants) for scholars in the arts, humanities, and social sciences than there are in areas such as engineering, the medical school, and even social work. Realistic expectations must grow out of this contextual fact.

SCHOOL OF BUSINESS

Growth of External Research Funding:
Price Waterhouse Coopers awarded the School a 3-year grant of $120,000 to increase student interest in the area of accounting and for enhancing the curriculum in the Accounting program. Other grants include:

Kauffmann Foundation Entrepreneurship Grant secured in Dec. 2003 ($3.1 million).
KPMG LLP has inaugurated the “Frank K. Ross Endowed/KPMG Professorship” a position to be filled by an expert in the accounting field. PepsiCo Foundation awarded a $1 million grant towards our scholarship endowment fund. Raised over $10,000 in scholarship funds from the annual golf tournament.

As of June 6, 2003, the Howard University School of Business (HUSB) has raised approximately $2,275,577 in cash and $675,000 in pledges receivable for a total of $2,950,577. Not included in this total are an additional $370,000 in pledges committed verbally and an additional $150,000 in-kind equipment gifts for a grand total of about $3.4 million. This is an increase of approximately $500,000 from the previous year.

SCHOOL OF COMMUNICATIONS

Increase in Grant Proposals:
The School of Communications has significantly increased the number of grant applications (2-3 per year - reported in the previous self-study) as is reflected in the total amount of funded contracts/grants in the School of Communications reported for the academic year 2002-2003. During this reporting period, there were a total of 27 grants/contracts funded for a total of approximately $3.48 million dollars. Of the $3.48 million, 95% was received from funding sources located outside of the university. It is evident from the increase in external funding that the School of Communications has began to take advantage of location to raise more funds from major media. However, this activity should continue to be important for the School. This point is further magnified by the success of the School of Communication’s 30th anniversary gala held on October 17, 2002. Approximately, 500 friends and alumni, representing may facets of communications industry attended the fundraising event and almost $1 million was raised in support of the School’s research efforts.

COLLEGE OF DENTISTRY

Increase in Grant Proposals:
Since July 2001, the faculty have received funded towards 6 grants, 7 grant applications are under review, and 5 other grant applications received highly competitive scores. In addition, the College’s Research Committee is reviewing two other proposals. Also, the College has established or is in the process of signing formal clinical research linkages with other institutions. These include Whitman Walker Clinic, the Spanish Catholic Center, Washington, DC, Gage Eckington School, Washington, D.C., as well as with colleges of dentistry at Columbia University, New York University, University of Maryland, and University of North Carolina. Over the past four years, the College has encouraged the predoctoral students to consider a dental research career and has developed summer research mentoring relationships for over 36 under-represented minority students with Schools of Dentistry at San Francisco, Maryland, Columbia University, Eastman Dental Center, New York University, and the Montefiore Medical
Center. Several of these students have applied and been accepted to Columbia's advanced dental education programs.

SCHOOL OF DIVINITY

Increased Grant Proposals:
Formal grants submitted to: Carpenter Foundation, Lilly Endowment, and Office Depot. Several companies contacted informally with letters of intent, no formal applications accepted $315,326.5 generated from Divinity and University funds. The following activities have particularly focused on seeking external gifts and contributions:

Possible 11. $1,500,000 raised for endowed chair - $500,00 of this came from a United Church of Christ matching grant for one million dollars raised.
Formalized its fundraising goals.
Students generated external funding to school; 49 students received a total of $114,775.30.

SCHOOL OF EDUCATION

Increase in Research Funding:
The number of grant proposals submitted and awarded in research and training has increased threefold since the last visit. In addition, the percentage of faculty submitting proposals and receiving grants has substantially increased. See appendix for partial listing of new grants.

COLLEGE OF ENGINEERING, ARCHITECTURE & COMPUTER SCIENCES

Success with Research Funding:
During the 2001-2003 period, the faculty have submitted 168 proposals in the amount of $46.3 million, of which many proposals were funded for a total amount of $14.4 million. This is an average of 84 proposals submitted for $23.15 million dollars and $7.2 million dollars funded per year. During the same period, there was a 51% increase in the number of proposals submitted, an 18% increase in the total dollar amount of proposals submitted, and a 62% increase in the total dollar amount of proposals funded. Also, during the 2001-2003, the College has received approximately $1,262,019 from alumni and $2,166,250 from corporations. For the first time, the corporate giving trailed alumni giving by approximately $100,000.

THE GRADUATE SCHOOL

SCHOOL OF LAW

Improved Scholarly Activity:
A growing number of faculty members are actively engaged in research and scholarship. The depth and breadth of faculty publications have also improved considerably ranging from topics such as administrative law, labor law, criminal law, comparative law, constitutional law, family law, telecommunication law, and international economic law; to Title VII, taxation and social policy, evidence, feminist legal theory, etc. A number of them have presented scholarly papers and participated on panels and in workshops at national and international conferences.

COLLEGE OF PHARMACY, NURSING AND ALLIED HEALTH SCIENCE

Status of Externally Funded Research and Proposals:
The College has placed much emphasis on research grants and contracts. Considerable time and energy have been invested in emphasizing to faculty the need for submitting proposals to external funding agencies. These efforts have started to produce results as evidenced by the number of funding proposals submitted by the faculty as well as substantial increase in both the number and the amount of funded grants and contracts. The number of total amounts of externally funded research grants and contracts for the three year period (FY 01 to 04) are as follows: FY 01-02: 10 grants ($2.58 Million); FY 02-03: 19 grants ($4.76 Million); and FY03-04 (till October 31, 03) 12 grants ($3.82Million). These grants also brought in to the University a cumulative total of $1.09 Million in overhead allowance.

Research Specialties:

School of Pharmacy: Polymeric Biomaterials; Controlled Drug Delivery and Drug Targeting; Nanotechnology; Pharmacoeconomics; Pharmacoe- epidemiology; Biostatistics; Drug Delivery; Liposome technology; Natural and Medicinal Product Chemistry; Biopharmaceutics; Drug Delivery; Economics; Health Care Issues; Health Services Research; Women's Health; Drug Use Review; Clinical Pharmacy; Oncology; Molecular Modeling; Outcomes Research; and, Public Health.

Division of Nursing: Health disparities including: Colorectal cancer; breast cancer; prostate cancer; urinary incontinence; diabetes; asthma; hepatitis C; and environmental health.

Division of Allied Health Sciences: HIV/AIDS in national and international settings; substance abuse; phytoneutrients; prenatal care and nutrition; dietary habits; changes in blood lipids in response to exercise; and, disabilities. As a result of a $2.24 million ($1.00 million construction grant from NIH/NCRR and $1.24 million matching grant from the University), the College has been able to renovate the entire third floor of the Chauncey Cooper Hall (in the Pharmacy Building) to a research facility. The facility is now equipped with modern instruments that are used by both faculty and students from all three units of the College. Grant funds from private industry (Abbott Laboratories and CVS/Pharmacy, Inc.) were used to improve instructional laboratory facilities in the School of Pharmacy and the Divisions of Nursing and Allied Health Sciences.
The following continuing grants from U.S. Health Resources Administration have enabled the College to enhance its ability to recruit quality students to the various programs as well as to fund faculty travel and faculty development activities over and above the University budget allocations:

- The Center of Excellence Grant for six years amounting to $4.00 million.
- Health Careers Opportunity Program Grant for three years amounting to $1.57 million.
- Nursing Workforce Diversity Grant for three years amounting to $0.8 million.
- A $1.00 million endowment grant.

**SCHOOL OF SOCIAL WORK**

**Increased Research Proposals:**
Over the past six years, the faculty have submitted 119 proposals (approx. 20 proposals per year) in the total amount of $32.9 million (an average of $5.4 million per year). Proposals were funded for a total of $6.6 million (average, $1.1 million/year). Over the past six years, there were fluctuations in the number of the proposals submitted per year, the number of grants awarded per year, and the average dollar amount of grants awarded per year.

Greater efforts are being made to significantly expand grant activities in the School of Social Work. The following policies are currently being implemented:

- Providing a supportive environment for grant and research activities.
- Emphasizing to faculty the need for submitting proposals to external funding agencies. The implementation of the new structure of the Faculty Merit Award, which allows faculty a greater chance to be compensated for outstanding scholarly work conducted during each academic year. The implementation of the new workload policy for faculty conducting research, applying for grants, etc. to receive a reduction of teaching load.

The above efforts have generated positive results, as evidenced by the increase in both the number and the amount of funded grants and contracts secured during 2003.

**Private Sources of Funding:**
As indicated in the 1999 report, the School of Social Work has only a modest level of private gifts from alumni and friends. Apart from FY 1999, when the amount of Alumni giving was high, there was a significantly low amount of giving for the years FY 2000-FY 2003. The total number of alumni gifts over the last five years is $636,363 (an average of $106,000 per year). With a full-time development officer, the School is utilizing several strategies for improving its fundraising activities:
5. Continue to take steps to assure future financial security
Will be revised to conform to flow of the report

PLANNING, RESOURCE ALLOCATION; AND FINANCIAL ALLOCATION

I. The process for developing the operating budget for the University has evolved and improved over time. In the late 1990’s under President Swygert’s leadership, there was a concerted effort to increase the University community’s understanding of the operating budget and its components. It was also important to inform deans and other administrators about the actual financial results achieved and to provide a basis for assessing the overall University’s ability to adhere to budget guidelines while meeting programmatic objectives. In addition, there was a strong focus placed on including more of the University’s constituents in the process of developing the annual operating budget and providing them with a vehicle for providing their input. The Budget Task Force became the mechanism by which these objectives are accomplished each year.

The Budget Task Force (BTF), originated in the spring of 1996, is a cross-sectional group representing all constituencies in the University Community. All members of the President’s Cabinet, all deans, representative(s) from the Faculty Senate, a representative from the University’s support staff organization, and selected directors are invited to attend a series of meetings. The format of the first meeting of the BTF each year is designed to provide a fiscal backdrop against which an informed discussion of current and future funding needs can occur. At this initial meeting, the Chief Financial Officer provides the BTF members with a broad picture of the present operating environment, identifying opportunities and challenges. He explains any fiscal priorities that may have been identified by the President. The University Comptroller reviews the actual financial results for the most recently ended fiscal year, and the Budget Director reviews the revenues and expenditures budgeted for the current year, with complementary information on actual financial performance to-date. The current services budget or projected budget for the next fiscal year at the time is presented, as well. The agenda allot ample time for questions, answers, and participant viewpoints and encourages discussion. Subsequent meetings of the BTF (the number of meetings varies from year to year) are devoted to deliberations about strategic and operating priorities, reviews of the budget submissions from the divisions, and discussions about how
best to insure the development of a balanced budget. At the final meeting of the BTF, the information loop is closed with the presentation of the operating budget for the upcoming fiscal year that has been approved by the Board of Trustees. This is a description of the budget process and how more people are involved.

With the creation of the position of **Provost and Chief Academic Officer** in late 1996, the avenue for budget discussions and involvement by the faculty was broadened considerable. The Chief Financial Officer and the Budget Director meet with the Provost before the start of each budget development cycle specifically to discuss and review identifiable strategic or operating requirements for the upcoming fiscal year. Reference to SFA, but can there be more said about how SFA guides budget formulation; are there budget goals for each element of the framework? At this time, the Provost is provided with detailed data that can form the basis for fiscal decision-making. The Provost next meets with the academic deans and key directors. The process flows down in rapid fashion to insure those department chairpersons and others who need to be informed or included can be active participants in the budget development process for their areas of responsibility. In some colleges and schools, the department executive committee reviews the department budget and provides input to the chair. The chair then forwards the request to the dean, and the dean then consults with the faculty members on the school-wide executive committee. Academic administrators are urged to implement guidelines that ensure faculty participation in the budget process. Heavy of process. The schedule designed for developing and obtaining approval of the annual operating budget is driven by the date of the Board of Trustees Annual Meeting. In 2003, this meeting was held in April, and it is scheduled for April in 2004. The Business and Fiscal Affairs staffs, including the Budget Director, begin their preliminary work in late October or early November at the time that the Tuition and Rates Advisory Committee (TRAC) begins its deliberations on their recommendations for tuition and fees for the subsequent academic year. A great deal of the fiscal information that the TRAC members evaluate is developed by the Office of Financial Analysis and Budget and is the same information that is considered in developing preliminary projections of the actual revenues and expenditures for the current year and the potential amounts for the following year. The Chief Financial Officer reviews this data and other relevant information with the President in advance of the formal start of the budget development process. The formal process begins with the President’s issuance of the Budget Call Memorandum.

The University’s major goals and objective, as set forth in **The Strategic Framework for Action (SFA) II**, are integral to both financial planning process and the outcomes assessment and institutional effectiveness planning. Every student, faculty member, administrator, alumnus, alumna, vendor, supporter, and friend of Howard University has been informed of the importance of this guiding document and the need for everything done at or for the University to support the strategic objectives. The Strategic Framework for Action II clearly delineates the principles that provide the foundation for the financial planning process. Over everything is the belief that the academic mission of the University is first
priority. This incorporates the students – undergraduate, graduate, and professional – and the faculty who nurture their growth. Second is the belief that Howard’s unique mission continues to justify its direct federal appropriation, while appreciating the reality that the University will have to generate more of its future revenues from private sources. Good reference to SFA, but can more be said how cost related to SFA I and II. The official launch of The Campaign for Howard, a major fundraising capital campaign, occurred on Charter Day in March of 2002. Its goal is to generate $250 million in funds from private sources.

Because the overriding strategic thrust of the original SFA was so carefully constructed and remained so pertinent, it was carried over to SFA II. The four strategic areas that underlie all University planning continue to be 1) Strengthening Academic Programs and Services, 2) Promoting Excellence in Teaching and Research, 3) Increasing Private Support, and 4) Enhancing National and Community Service. Can more be said about progress in obtaining private support?

Each year, the President provides guidance to academic and administrative departments as they begin the development of their budget requests. Through his Budget Call Memorandum, the President reminds the Cabinet officers and deans that the fiscal requirements they submit must be established based on their support of the goals of the Framework and will be considered for funding only if they are in conformity with the goals of the Framework. The Provost reinforces this direction by developing overall academic priorities and reviewing the submissions of the academic areas to ensure that resources are allocated in a manner consistent with those priorities. Good association with SFA

Since the adoption of a strategic plan, the operating budget that is sent to the Board of Trustees for approval has always been carefully constructed to support the plan’s four strategic areas. Howard University is very proud that SFA II rests on the groundwork of significant achievements from SFA I. These include, but are not limited to, such capital projects as the successful completion of the Louis Stokes Health Sciences Library, the School of Law Library, the iLab 200-seat student information technology center, computer labs in every residence hall, technology-rich “smart” classrooms in academic buildings, and many others. The quality and level of communications to alumni, friends, and supporters of Howard have been expanded and new budgets and organizational structures were put into place to ensure that strategic objectives were accomplished. Alumni giving and participation have risen as a result. The alumni participation rate has risen from 5% to its current 20%. Plans were thoroughly developed for the capital campaign and the silent phase of fundraising was initiated. The University’s service to the community was demonstrated by its successful partnership with the Fannie Mae Foundation and other partners in renovating dozens of unoccupied houses and building new houses on previously vacant lots owned by the University in the historic LeDroit Park area adjacent to the Howard University Hospital. The Howard University Community Association continues to be an asset to the
community and to Howard, while the Howard University Hospital continues to provide area residents with high quality healthcare, independent of their ability to pay. [more detail about Capital Campaign is needed]

SFA II recognizes that an institution with a 136-year legacy of providing educational opportunity is also an institution with an aging physical infrastructure. Many of the goals of SFA II that are targeted towards strengthening academic programs and services are capital projects for which financial resources must be developed and appropriately deployed. The U.S. Congress, in its federal appropriation to the University, has recognized the financially taxing nature of the requirements for upgrading facilities and has modestly increased funding for this purpose. The Louis Stokes Health Sciences Library and the School of Law Library were both built with federal funding that was allocated over a period of several years. With the completion of these libraries, the funds were allocated to other critical, strategic projects. The Campaign for Howard will provide additional funds to support the achievement of the Framework’s objectives. For example, one such project is the building of a new facility for the School of Communications, which currently operates from a converted hospital. A gift of $4,000,000 from John H. Johnson provides a solid start for funding this important project. The school has been renamed the John H. Johnson School of Communications. [Capital Campaign needs to be concentrated in one area]

II. Effective fall 2002, President Swygert assigned administrative responsibility for the offices of Staff Benefits and the Office of Human Resource Management to the Office of the Senior Vice President and Chief Financial Officer–Treasurer. The Office of Staff Benefits is one of several departments that comprise the Office of Human Resource Management.

III. Howard University funds approximately ninety percent of the operating budget of WHUT-TV. It is unlikely that additional university resources will be allocated for program development. However, WHUT-TV has, within the last year, established a development department with the objective of soliciting corporate and foundation underwriting for program development.

[MISSING PIECES: THERE HAS TO BE A THOUGHTFUL PIECE OF HOW UNIVERSITY IS MOVING TOWARD FINANCIAL STABILITY. ALSO NEED A DISCUSSION ON TUITION…HOW HAVE ALL THESE THINGS WORKED TOGETHER TO DEVELOP A POSTURE OF GREATER FINANCIAL STABILITY? ALSO SPEAK TO THE DIVERSITY IN REVENUE]

Faculty Salaries
[From Sub-Committee on Faculty]

Faculty Salaries
Howard continues to lag behind its peer institutions in terms of faculty salaries. In comparisons with nine-month faculty appointments at Emory, Georgetown, Vanderbilt, George Washington, University of Virginia, University of Maryland/CP, Temple and Tulane, Howard ranks last. The average salary for all ranks at these institutions ranges from $93,899 [Emory] to $75,189 [Tulane] as compared to Howard’s $62,856. Howard does rank higher than other HBCUs, e.g. Florida A&M is at $60,684 and North Carolina Central is at $60,354. When compared to full professor average salary, the rankings among the peer group changed, but Howard’s position as the lowest rank in this group did not. Emory ranked the highest [$121,822] and Tulane [$99,130] continued to rank immediately above Howard [$83,066].

**Merit**

Merit evaluation has continued to be modified and refined since 1999. The current merit evaluation process is based on the Faculty Performance Award Program administered by the Provost and includes both a 2 ½% performance adjustment for satisfactory performance and a merit award for the top 15% of the faculty. As of 2003-04, the process has been implemented annually based on the availability of funds. This regularized process has addressed some of the faculty concern regarding the evaluation implementation process. Before 2003-04, the faculty performance evaluation was implemented on a very short time cycle with the request for information often affording faculty members less than 48 hours to submit information and requiring department and college review in equally short timeframes. The current process involves assessment by the department APT, department chair, school/college APT, and Dean over a 3 week period before submission to the Provost.

[Need to put faculty performance somewhere University Recommendation # 16 and 17]

**Facilities and equipment** [Weave this in to recommendation on financial stability]

NO written report from this sub-committee. Received a grid of completed PFM projects for 2002-03

Speak to University recommendations 28-35

DO A SEPARATE SECTION ON UNIVERSITY Recommendations or Weave In

Despite what, in many cases, seems like unprecedented progress catapulted by the vision of SFA I, the leadership of the University recognized theses as interim achievements and a platform upon which to vision and orchestrate subsequent progress. To keep Howard in an ever spiraling quest to maintain excellence and a pro-active response to the global
Strategic Framework for Action II was adopted in July, 2001

Goal I: Strengthening Academic Programs and Services

Building the Interdisciplinary Science and Engineering Center

Need for Update of Research Facilities and Equipment:
The ideal solution to this problem will be to obtain funds through the Campaign for Howard to finance the new Interdisciplinary Science Center (ISC) building that will house the College’s research activities. With respect to this issue, the College’s Board of Visitors met on April 3, 2002 to review a report on the ISC building. This is a high priority of the University’s Strategic Framework for Action II, and is a direct response to the need for updating the current facilities and equipment. The design phase for the ISC facility is scheduled to start in the first quarter of 2004 and duration of construction is expected to be from 18 months to 2 years. The ISC will cost approximately $25 million. The dedication of the new facility is scheduled for the year 2007. The significant success of the current Capital Campaign for the University (surpassing the initial fund raising goals to date) demonstrates that the construction of the new ISC will become a reality. In the meantime, the college has allocated space in the Mackey Building for two of the Department of Systems and Computer Science’s laboratories and four of its faculty members. Also, Intel, a new partner, has given the College $150,000 worth of Intel hardware and software for two laboratories.

Co-locate a federal research activity

Establish additional public and private strategic partnership

Build a replacement facility for the School of Communication and provide an appropriate facility for the School of Education

Join the Internet2 Consortium

Provide access to appropriate computing resources for every Howard University student

Information Technology

Introduction

The development and performance of the Information Technology infrastructure at Howard University continues to be a major priority as indicated in the Strategic Framework for Action I and II. In fact, since 1999, University has made important progress in addressing each of the areas of concern cited by the Middle States report, and,
in many cases, has made significant IT improvements and accomplishments in a variety of areas.

In the area of standards-based implementation of network wiring technology, early in 1999, Information Systems and Services, the central IT organization, published a set of specifications to guide installation of fiber optic and wiring materials associated with the Howard University Network (HUNet). In particular, these standards have been incorporated in all engineering and installation aspects of fiber and wiring projects associated with the creation, maintenance and modifications of the HUNet. These standards have been diligently employed in a host of major projects initiated since their publication.

Also, the University made important progress in addressing the bulk of the backlog of infrastructure replacement projects by implementing a number of major IT projects which either directly addressed the backlog issue, or by virtue of the intrinsic benefits, obviated the need to pursue particular projects. In nearly all such cases, the issues involved network shortcomings which major new projects corrected. Nevertheless, some infrastructure replacement projects remain to be implemented.

Staffing shortfalls in Information Systems and Services was a third area of concern. However, in 1999, decisive administrative support was provided which enabled this organization to begin to aggressively fill its many vacancies. Significant progress has been made in this area, and nearly all vacancies have been filled.

Finally, IT training for faculty, staff and students has dramatically increased since 1999. In particular, the University has put in place the Center for Excellence in Teaching, Learning and Assessment to address the training issue with faculty. The Leadership Academy provides a number of short courses supporting IT training for faculty and staff. Information Systems and Services regularly provides training to University staff on the Banner Student Information System, and, for students, this organization publishes and distributes a variety of materials on a wide range of applications and services. Additionally, students take frequent training from staff consultants on all offered applications and services.

Beyond these areas of concern, a significant number of IT achievements have occurred since 1999. These include a very successful implementation of the Y2K Roll-over and Systems Green lighting effort. The University also implemented a number of major IT projects, including FacNet II and FacNet III, the second and third rounds of distributing new computers to 1,200 full-time faculty members; ResNet I and ResNet II, the implementation of wireless network access to all dormitory residents followed by the establishment of new wired voice, data and cable video; the expansion of wireless network capability to various parts of the campus; a major upgrade of the wide area network from FDDI to Fast Gigabit technology; the creation of the Information Laboratory; the establishment of six eStops, electronic kiosks providing email access for students; the creation of a Digital Auditorium and twenty-eight Smart Classrooms with full network and audio-visual capabilities; the technology upgrade of the Howard
University Bookstore; the construction of two new $27 million digital libraries, the
Stokes Health Sciences Library and the law School Library; the Commuter Computer
Laboratory; and the staffing of the Center for Excellence in Teaching, Learning and
Assessment.

**Programs to Strengthen Access to Information Technology**

The University has put in place a number of programs and activities to strengthen access
to Information technology. In particular, Information Systems and Services has published
improved technical standards with regard to wiring, networks, servers,
telecommunications systems and protocols. It has increased collaborative planning
among all segments of the university community engaged in IT efforts. Both Physical
Facilities Management and Materials Management Department are fully engaged with
Information Systems and Services in ensuring the adherence to adopted standards.

To further address the remaining backlog of infrastructure replacement projects,
Information Systems and Services has proposed the following network,
telecommunications and administrative efforts: (1) Network Projects: Hub Replacement,
Fiber Maintenance, Building Wiring, Active Directory, MS Exchange and Student Email
System Upgrade; (2) Telecommunications Projects: Upgrade Telecommunications
Technologies in Service Center and Divinity School; (3) Administrative Systems:
Implement Student Health Center Self-Service Application and Disaster
Recovery/Business Continuity: External Site Implementation

In addition, in order to maintain leadership in access to enabling Information
Technologies for the 2004-2009 period, the University plans to maintain technology
currency for existing services and facilities. Additionally, the University has active
projects to implement Internet2; upgrade SEVIS Reporting Capability to comply with
federal mandates regarding international students; upgrade alumni and University
development systems; replace the Genesys Human Resources and Payroll System with
upgraded technology; expand the distribution of the Microsoft Developers Network
Academic Alliance software, anti-virus protection software and various applications
products to faculty, students and staff; and implement information security and identity
management software and processes.

Beyond these current projects, plans exist to strengthen access to IT through the
following the efforts:

- **Staff Net**: A new program to update and maintain the desktop technology for staff
- **Enhanced Communications and Cost Reduction**: Premise-based Cellular Service
- **Enhanced Security**: PDA Access to Premise-based Security System for Campus
  Police Dynamic Web site Enhancement Supporting Alumni and Development
  Efforts
- **Upgrade/Replace Financial Management System**
- **Information Utility**: Availability, Reliability, Relevance, Ubiquity, Security,
  Intuitive, “Extending the Reach”
• Improved Staff Availability and Competencies
• Increased Collaboration and Training for Faculty, Staff and Students
• Expanded Resource Opportunities through External Funding and Equipment Grants

Associated with each of the current projects is planning for outcomes assessment which includes the establishment of performance indicators, resource and project management reviews, and regular status reporting.

Faculty/Student Access to Resources

The Library continually acquired all monographic items requested by the faculty and selected additional titles using publishers' catalogs and review literature. The library system is committed to purchasing one copy of each scholarly or scientific book published by a faculty member, as well books containing a chapter contributed by our faculty.

Access to electronic databases, including full text, has substantially improved since 1999. The Library system subscribed to major electronic bibliographic and full-text databases and expanded the coverage provided previously by others--OVID, WileyInterscience; LexisNexis; EbscoHost's Academic Search Premier; MLA International Bibliography; Grove Music Online; Literature Resource Center, or International Index to Black Periodicals Full Text; International Pharmaceutical Abstracts; Ethnic NewsWatch, Books in Print, Ingenta; Bioethicsline; Oxford English Dictionary; SciFinder Scholar (Online version of Chemical Abstracts); and many others which are listed at <http://www.howard.edu/asp/keywordsearch/resourcesondemand.asp>

Access to all proprietary resources previously restricted by vendors to on-campus use became available to HU-affiliated users 24/7 from off-campus locations using the user's preferred ISPs. An authenticated off-campus access to Sterling is now also available, which enables the affiliated user to search and connect to restricted databases listed in Sterling. In-house enhancement to Sterling enabled the searcher in a discipline to list all e-journals in the chosen discipline and proceed to display, download, or print the full-text articles in each journal or database.

In order to gauge how well the collections and database services satisfy the information needs of the Howard faculty, the public services staff conducted an unobtrusive analysis of selected source documents by faculty in their respective departments. The librarians did not use scientific sampling; rather, most used purposive sampling based upon availability of source publications in a full-text database or on the library shelves. A few librarians selected faculty whom they identified as avid library users or collaborators in library instruction and collection development projects. Since the sampling was judgmental, the data cannot be analyzed with rigor. The conclusions are not definitive but indicative of probable library support. Using sample data from 15 departments, of the 1,048 items cited by 23 faculty members, the libraries provide access to 632 or 60% of the references.
Thus, in the main, most researchers can conduct a good portion of their research using resources in the Howard University venue. The nature of the research questions or hypotheses may lead the researcher to external resources, thereby promoting the establishment of new nodes in the invisible colleges with which leading scholars and researchers are affiliated. Thus, many prolific faculty members and students become cosmopolites rather than provincial scholars. Such practices are not unlike what is found at ARL institutions, where the number of library items borrowed for home researchers from other institutions is substantial—91,000 Illinois; Johns Hopkins 30,400; SUNY-Albany 14,900; Georgetown 10,800; Howard 4,100—all in 2002.

The Library is planning a number of initiatives to improve the availability of resources to researchers. The plans include fund reallocations and realignment of journal title subscriptions for relevancy; broader and deeper faculty engagement in the selection process for library materials; and enhancements in the cooperative document delivery system.

The Library continued to expand its HU Faculty Authors database and enhance its search features. This database is a critical component of resource services inasmuch as it provides bibliographic control of faculty publications in the social sciences and humanities, especially, which may not be abstracted or indexed in high profile, costly databases like Social Sciences Citation Index or the Arts and Humanities Citation Index, or the less expensive, but limited coverage products like America: History and Life or Wilson’s Social Sciences Index. With this in-house database, faculty colleagues and inquisitive students can locate citations to Howard faculty’s research, critiques, and commentaries that have been published in journals with little or no coverage in secondary services.

In the area of collaborative resource sharing, our faculty graduate student have direct borrowing privileges at each CIRLA library (Georgetown U, GWU, UMD, JHU, UDel, the Smithsonian Institution Libraries, NAL, and LC. In Fall 2003, a full-time ILL and digitization specialist was hired to increase our usage of priority ILL borrowing from the CIRLA institutions.

**ResNet2: Complete wiring of all residence halls for voice, data, and video**

**Complete the Howard University Television campus network and convert WHUT-TV from analog to digital technology**

**Enhance campus-wide wireless capacity**

**Digitalize essential information and building requisite infrastructure to facilitate asynchronous education**

**Digitization Projects**
As the University's digital infrastructure expanded and evolved, to include wireless networks and fully networked residence halls, these developments were wedded in timely fashion with new initiative in the library--eReserves. Since Fall 2002, the library has offered an Electronic Reserves Service that supplements the traditional paper Course Reserves system. Access to e-reserves is restricted to Howard University faculty, staff, current students—campus and distance learners.

E-reserves service has several advantages: (a) Web-based access to digitized objects as well as links to the faculty's online course syllabi; (b) 24/7/365 access; (c) Access from any computers with Internet connection, via HUnet or commercial ISPs (AOL, Comcast, MSN, ...); (d) Multiple users can view the same materials simultaneously.

The Library's Faculty Authors database, searchable by department, name of faculty, and publication year is one of two or three such projects at ARL institutions. This system enables the faculty to become aware of their colleagues' publications on campus and promotes interdisciplinary communication. It is also a useful tool to readily demonstrate scholarship at Howard to donors and funding agencies. This digitized inventory provides bibliographic control of faculty publications in the social sciences and humanities, especially, which may not be abstracted or indexed in high profile, costly databases like Social Sciences Citation Index or the Arts and Humanities Citation Index, or the less expensive, but limited coverage products like America: History and Life or Wilson’s Social Sciences Index. With this in-house database, colleagues at other institutions and inquisitive students around the world can locate citations to Howard faculty’s research, critiques, and commentaries that have been published in journals, proceedings, or books with little or no coverage in secondary services. Full-text access to journal articles is available to a relatively small number of entries; many more are being added as faculty can obtain permission from publishers for restricted access to full-text access to their works.

In the Moorland-Spingarn Research Center, a photographic collection digitization project was completed by Progressive Technology Federal Systems (PTFS) and Access Imagery (AI). More than 20,000 original images were scanned from the Center’s collections, including: manuscripts, photographs, and rare books. PTFS completed the scanning of 10,000 single manuscripts and original photographs onsite. The project included approximately 1,200 19th century illustrated newspaper drawings, 200 early 20th century photographs of black stage acts, twenty photo albums, and samples from 100 manuscript collections. Each item was scanned as a low resolution thumb-nail for research use, as a mid-resolution image that meets publication standards, and as a high resolution archival image. The AI project involved digitizing 10,000 original and copy negatives representing holdings from manuscript, prints and photographs, archives and library collections in the same low, mid and high-resolution formats. The resulting digital library, only a microcosm of the Center’s graphic holdings, will be incorporated into the Prints and Photographs Department’s searchable database for research. The high resolution digital images can either be printed or sent electronically, saving valuable time and expense to the Center and to its researchers.
The University Library system is collaborating with the Office of the Provost and the Department of Computer Science in the College of Engineering, Architecture and Computer Sciences in the Freedmen's Bureau Project at Howard University.

The goal of this project is to fulfill the affirmations of the Freedmen's Bureau Preservation Act of 2000 by preserving the records of the Freedmen's Bureau and by using innovative imaging and indexing technologies to make these records easily accessible to the public. Toward this end our interdisciplinary team of faculty researchers and students have developed a knowledge-based system to organize, store and disseminate this information and knowledge in digital form. To date we have received over 10,000 digitized images of letters, marriage certificates and other Bureau records from the National Archives and Records Administration. We have also acquired about 450,000 Freedmen's Bureau banks records. Over the last year our project team has designed, built and prototyped a distributed knowledge utility comprised of (1) an innovative methodology and tool kit for the acquisition, representation and dissemination of information; (2) a set of Web-based software tools that support the maintenance of this knowledge and; (3) a number of intelligent agent interfaces that facilitate user access and distribution of each digitized image and its related knowledge. Moreover, we had begun to create a digital library to be used as a test bed for researchers.

Recalibrate administrative and student support operations to the Internet

Build a comprehensive Health, Recreation and Student Life facility designed to support intramural as well as intercollegiate athletic activities, and to improve and maintain health and physical activity of the student body

Build capacity for 1,000 additional parking spaces

Goal II: Promoting Excellence in teaching and research

Restructure the Office of Research Administration

Develop a coherent incentive system for faculty research

Strengthen the research professional track

Increase the number of endowed chairs

Increase the number and amount of Graduate School stipends

Create new interdisciplinary research groups
Encourage the faculty to pursue membership in National Academies based on faculty honors and achievements in research, publications and pedagogy. Recognize such memberships publicly.

Upgrade FacNet equipment

Develop collaborations and establish stronger academic linkages and professional peer interactions with other leading universities and colleges

Establish a Teaching and Learning Center

The Center for the Excellence in Teaching and Learning which was originally proposed in Strategic Framework I in 1996 finally opened its doors on October 6, 2003. Housed in the iLab, Howard’s central computing lab, the Center offers faculty weekly workshops, hands-on help in “Open Labs,” and consultations, among other services related to teaching, student learning, and classroom assessment. (See www.cetla.howard.edu).

Develop a plan for the Howard University North Campus in Beltsville, Maryland

Goal 3: Increasing Private Support

Initiate a major Capital Campaign during Fiscal Year 2002

IV. The Campaign for Howard: Leadership for America and the Global Community, which has as its goal to raise $250 million dollars, was officially launched on March 9, 2002, at the University’s annual Charter Day celebration. The Campaign seeks to reach out in an unprecedented manner to alumni and friends, as well as to corporate and foundation partners. It endeavors to reconnect Howard alumni to Alma Mater in meaningful ways that inspires them to invest in the University's academic and intellectual pursuits. It affords the entire Howard community significant opportunities to collaborate and focus on ideas that will strengthen the institution. Above all, it celebrates the rich Howard legacy, contributing to its future and further heightening its stature among the nation's premiere institutions of higher learning. The Campaign is helping to make real the goals and aspirations found in the University’s Strategic Framework for Action II. To date, close to 50% of the Campaign’s goal has been achieved.

The major priorities of The Campaign are to provide resources needed to strengthen academic programs and develop new facilities for learning and research. It will do so by actively seeking funds to support endowed chairs, endowed scholarships and information technology throughout the institution. These priorities will support the scholarly preeminence of Howard University, offer educational opportunities and attractive incentives to all students, and bring the latest technological tools to its classrooms, libraries and dormitories.
In support of The Campaign, Mr. Virgil E. Ecton was hired as Vice President for University Advancement after serving 31 years at the United Negro College Fund (UNCF). As a former senior executive at UNCF, Mr. Ecton was responsible for the generation of more than $1.6 billion dollars and the realization of educational opportunities for tens of thousands of African Americans enrolled at the 39 UNCF private, Historically Black Colleges and Universities. The University has also garnered the support of one of the most powerful executives in the media and entertainment world to serve as its campaign chairman.

A campaign budget was established that supports and/or augments Howard’s annual financial commitment to University Advancement. As a result, operations in several related departments including Alumni Relations, Annual Giving, Advancement Services and University Development have been strengthened. Notable achievements include formal adoption of new alumni association bylaws, the creation of an electronic alumni community, the revitalization of the *Howard Magazine*, the establishment of a coordinated campus-wide donor solicitation approach, the creation of a Campaign for Howard and online giving site, a strengthened alumni database and revamped efforts related to donor relations and stewardship. [More Capital Campaign… need to consolidate better]

**Enhancements in alumni and donor relations**, as well as in the annual giving program have combined to positively affect the alumni participation rate -- a factor of the number of alumni who give divided by the number that can be reached or solicited for a contribution. As shown in Figure x.x, the alumni participation rate has increased from 9.4% in 1999 to 20% in 2003. This percentage change was achieved despite the mathematical impact of a dramatic increase in the number of alumni who could be reached/solicited, as a result of the strengthening of the advancement database. A more efficient, professionally-staffed and state-of-the-art telecenter is to credit as well. The telecenter, which falls under the annual giving program, has afforded direct communication with alumni through targeted, school and college-based appeals for support. The current alumni participation rate falls below the rate projected in the University’s *Strategic Framework for Action I*, which lists an aggressive goal of greater than 30% participation by this time. Continuous efforts on behalf of The Campaign and in support of strengthened University Advancement programs will result in steady and ongoing increases in the alumni participation rate.
Alumni Participation Rate
FY 1999 - 2003

Several of the largest dollar commitments to The Campaign have come from alumni, including $5 million from Howard’s Chairman of the Board of Trustees, Mr. Frank Savage, over $2 million from Mr. James Silcott, $2 million from Dr. Madison F. Richardson and at least three more at or above $1 million dollars. Commitments from friends of the University have been historic as well, including a gift-in-kind with a potential of $19.5 million from Microsoft Corporation, a gift of $4 million from Mr. John H. Johnson, $3.1 million from the Kauffman Foundation, $1.4 million from Mr. Richard D. Parsons, $1 million from Delta Sigma Theta Sorority, $1 million from the PepsiCo Foundation and $1 million from United Technologies Corporation.

Goal 4: Enhancing National and Community Service

Continue to invest in Howard University Hospital’s capacity to provide area residents with high quality health care, independent of their ability to pay

Develop a new practice plan for clinical faculty in the College of Medicine

Create the Howard University Center for Public Service

Develop Phase 2 of the LeDroit Park Initiative

Build a National Digital Network to support urban education

Restructure Continuing Education to create the Howard University Metropolitan College
### 2.3 Enrollment Management Assumptions

Twenty-two assumptions are at the base of the enrollment management plan. They include variables such as optimum enrollment and student distribution, student retention, financial and personnel resource allocation, admissions criteria, program review and development, physical facilities use, and faculty retirement and workload. The assumptions extend from Board of Trustees performance indicators, the President’s Strategic Frameworks for Action I and II, Cabinet-level discussion concerning the future direction of the University, recommendations that resulted from the Middle-States accreditation process, self-study reports and program reviews, and Enrollment Management reports. The assumptions are presented below.

1. The optimum undergraduate, graduate, and professional student enrollment is 12,000 students and the annual FTIC population will be capped at 1,400 (Continuing Education and Metropolitan College enrollment not included).
2. At the end of the five-year enrollment period, the undergraduate to graduate/professional school ratio will be 60/40.
3. A review will be conducted of the number and distribution of international students and the services provided to them.
4. Enrollment in the proposed Metropolitan College (derived from the Continuing Education unit) will expand.
5. There will be a realignment and enhancement of resources, where appropriate, to manage the redefined programs and student population.
6. There will be an increase in first choice enrollment at Howard, which will enhance opportunities for attracting national achievement scholars and high achieving students.
7. There will be an increase in the male undergraduate and graduate student population.
8. The SAT/ACT admission criteria will remain steady, while schools and colleges assess the modification of the test format. The use of standardized tests as graduate and professional school admission criteria will remain under review.
9. Howard University will continue to be accessible to students with potential who score below mandated school and college SAT/ACT scores.
10. The number of transfer students enrolling at Howard will increase each year primarily as a result of the implementation of formal articulation agreements.
11. The retention rate for undergraduate, graduate and professional students will increase by 2% during each of the next five years.
12. Graduate school enrollment will increase by 700 students over the next five years, while undergraduate enrollment and enrollment in professional schools (Law, Medicine and Dentistry) will remain constant.
13. There will be a shift of resources to support the graduate area in the form of assistantships.
14. There will be an increase in financial aid resources to accommodate the redesigned mix of students.
15. There will be an increase in the number of students who have the ability to fund their education.
16. Each school and college will develop and implement five-year enrollment management plans.
17. There will be an enhanced and coordinated recruitment effort involving the Graduate School, graduate level programs, professional schools and undergraduate admission.
18. There will be ongoing program reviews and decisions about program continuation, elimination or enhancement.
19. There will be an alignment of physical facilities and classroom space with the new student mix and program distribution.
20. The five-year enrollment plan will be adjusted to respond to recommendations from the proposed post-tenure review process.
21. Results from the implementation of the July 2000 revised faculty workload policy will be factored into the five-year enrollment management master plan.
22. A targeted faculty and staff early retirement plan will be proposed to facilitate the development of faculty and staff cohorts that are consistent with the objectives of the five-year enrollment plan.
<table>
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<th>YEAR</th>
<th>UNGRD FTE</th>
<th>GRAD FTE</th>
<th>MED FTE</th>
<th>DEN FTE</th>
<th>LAW FTE</th>
<th>TOTAL FTE</th>
<th>YR TO YR %</th>
<th>HEADCOUNT</th>
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<td>2000-01 (Projected)</td>
<td>5,795</td>
<td>1,954</td>
<td>424</td>
<td>332</td>
<td>395</td>
<td>8,900</td>
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<td>2000-01 (Actual)</td>
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<td>389</td>
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<td>404</td>
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<tr>
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<tr>
<td>2002-03 (Actual)</td>
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<td>1,845</td>
<td>431</td>
<td>318</td>
<td>505</td>
<td>9,439</td>
<td>2.3%</td>
<td>11,210</td>
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</table>

**PROJECTED ENROLLMENTS**

| *2003-04 | 6,267 | 2,023 | 430 | 325 | 450 | 9,495 | 0.6% | 11,300 |
| *2004-05 | 6,138 | 2,267 | 430 | 325 | 430 | 9,590 | 1.0% | 11,475 |
| *2005-06 | 6,042 | 2,523 | 430 | 325 | 425 | 9,745 | 1.6% | 11,760 |
| *2006-07 | 5,965 | 2,800 | 430 | 325 | 420 | 9,940 | 2.0% | 12,000 |

* Projected Enrollments Based on a 12,000 Headcount Cap