FOREWORD

During the 2002-2003 academic year the College of Arts and Sciences continued making significant strides toward achieving its goals and objectives. Through collaborative efforts of many students, faculty, staff, and friends working together, the agenda of the College has moved forward. This agenda, which commits the College to:

- Improving the quality of teaching, research and service by the vigorous recruitment, support and retention of the best students, faculty, and staff;
- Strengthening efforts to create and synthesize knowledge for the betterment of humankind;
- Improving the quality of its programs that prepare students for purposeful lives, responsible citizenship, and leadership demands in a rapidly changing world;
- Nurturing mutually beneficial relationships and building new ones with the community, governmental agencies, alumni as well as the public and private sectors; and
- Improving the efficiency and effectiveness of the administrative delivery of services that support the College’s mission,

is consistent with the University’s Strategic Framework for Action.

Some important achievements and highlights of the College and its programs during the 2002-2003 academic year are chronicled in the document that follows. Included in the attached report are the individual reports from the various units that comprise the College.

James A. Donaldson
Dean
Office of the Dean

Mission, Goals and Objectives

In accordance with the mission of Howard University, the College of Arts and Sciences endeavors to provide its students with an undergraduate education grounded in the quest for intellectual freedom, social justice, artistic expression, and pursuit of knowledge. With diverse curricula and degree programs, emphasis on synthesis of knowledge/learning and a sense of responsibility to the global community, the College of Arts and Sciences provides exceptional educational experiences for its students. Its students’ critical and creative thinking skills are developed through the search for solutions to human, scientific and social problems.

The following goals and objectives were established for the 2002-2003 academic year:

1. Improve the quality of teaching, learning and support in courses offered by the College of Arts and Sciences.
   - Implement formal orientation programs for new (to Howard University) instructors at the departmental level to ensure that high academic standards are maintained in all courses.
   - Increase by at least fifty percent over last year the number of students involved in research with faculty members.
   - Introduce student evaluation of instruction at both mid-semester and end of semester.
   - Make preparations for implementing the revised freshman seminar program during the fall semester of 2003.
   - Review at least four additional undergraduate degree-granting programs.

2. Recruit, develop and retain the best students, faculty and staff.
   - Significantly enhance academic advising for all students by making greater use of peer mentoring, improving the availability of both faculty and professional advisors, and increasing the use of technology advising. Strengthen the College’s retention program.
   - Expand opportunities for students, faculty and staff to take full advantage of special resources (technology, etc.) at the University.
   - Enter into strategic partnerships with institutions that provide increased study and research abroad opportunities for our students and faculty.
   - Obtain Chairs for the Departments of Health, Human Performance and Leisure Studies, History, Political Science, Mathematics, Philosophy, and Modern Languages and Literatures.

3. Foster greater research efforts and scholarly activities.
   - Encourage each department to hold research seminars and colloquia on a regular basis.
   - Provide partial support for conference attendance where faculty members present papers. (Faculty members with probationary appointments below the rank of associate professor will be given the highest priority for support.)
• Help defray photocopying expenses related to submission of research papers and monographs, and research proposals to external sources.
• Assist faculty members to obtain approvals needed from Howard University to send their proposals to external sources.

4. **Reconnect with graduates and friends of the College of Arts and Sciences.**

• Engage our alumni in recruiting new students, identifying internship opportunities for current students and employment opportunities for graduating seniors, and securing external support for the College and its programs.
• Send at least three communications to our graduates, friends and external constituency.
• Promote short seminars on stimulating topics for friends and graduates of the College who live in the area.
• Publish a College newsletter semi-annually.

5. **Improve the delivery of services to students and faculty.**

• Establish training programs for staff members that strengthen communication (writing, speaking, reading and listening) skills and technology (word-processing, web-production, database manipulations) skills.
• Inaugurate an annual ceremony to recognize staff members who are providing exemplary service to their units.
• Harness the University’s vast technology resources to automate some of the College’s operations and processes.

6. **Increase financial support from external sources.**

• Submit at least three major proposals to governmental agencies and private foundations.
• Increase by at least fifty percent the amount of funds received by the College through the Annual Fund.
• Secure captains for at least twelve teams in the College’s Fund-raising program.

The realization of the College’s mission, goals and objectives will help move forward the agenda described in Howard University’s Strategic Framework for Action II.

**Challenges and Opportunities**

There are four continuing major challenges confronting the College of Arts and Sciences that need immediate attention: (1) recruiting and retaining exceptional faculty members; (2) providing sufficient instructional and research facilities for existing and new programs and adequate office spaces for faculty members; (3) having large numbers of faculty members approaching retirement; (4) delivering adequate service and support to students, faculty, graduates, supporters, and friends of the College; and (5) participating fully and more effectively in policy-making (for example, timing announcements and implementing new interpretations of rules and procedures) that affects the College. Working closely with the Office of Advancement and other supporters, the College is developing a database of potential funding sources for the
proposed “Teaching and Learning Center” that is part of the University’s Strategic Framework for Action II. The College has continued efforts with the Office of Enrollment Management to recruit the best students; further, a modest Retention Program has been maintained to aid students, especially first- and second-year students. A College Task Force has developed, for consideration by the faculty, a proposal for an interdisciplinary undergraduate degree program in International Affairs.

Other continuing challenges include: (1) keeping faculty members, students, and staff informed of activities, programs and initiatives in the College; (2) maintaining at a high level the participation of faculty members in advising students; (3) insuring that all degree granting programs are of high quality; and (4) improving services offered to faculty, students and members of the College’s external community. Toward meeting these challenges, the College is exploiting technology resources that are abundantly available at the University – electronic mail and the Internet – to inform its constituency, is providing for faculty members workshops on student advising, is developing instruments for assessing its programs, is conducting external reviews of its degree granting programs, and is acquiring modern computer equipment for administrative and support staff and providing the requisite training to enable them to use the equipment effectively and efficiently.

Students

The College welcomed a record number of first-time-in-college students in the Fall 2002 semester, causing many new challenges. To provide programs for the additional students, new sections of courses were added and additional faculty members were hired.

A broad offering of courses from twenty-one areas was available for all students. Other educational experiences, including research opportunities and internships, and conferences and workshop participation, were offered to selected students. Students in the College of Arts and Sciences were supported from University scholarship funds, the Howard University Science, Engineering and Mathematics Program (HUSEM), the Louis Stokes Alliance for Minority Programs (LSAMP), and the Lilly Foundation. The National Institutes of Health, the Fogarty Foundation, the Mellon Foundation, and the Lucy Moten Scholarship Fund supported student travel and research abroad. Students in the College were recipients of prestigious scholarships – Rhodes and Pickering. Students of the graduating class of 2003 were accepted into graduate and professional programs in some of the best universities, including Howard University, Duke University, Columbia University, University of California, Harvard University and Oxford University.

There were 708 students recognized during the annual College of Arts and Sciences Students Honors Program. These students earned a grade point average of 3.2 or higher during the 2001-2002 academic year. During the May 2003 Commencement Exercises, 92 students graduated cum laude, 87 magna cum laude, and 36 summa cum laude from the College of Arts and Sciences.

At the heart of the College of Arts and Sciences is The Honors Program. Through an organized program of activities, it plays a central role in facilitating successful outcomes for
competitive students. There are regular sessions held intermittently throughout the year apprising students of the availability of national prestigious scholarships offered annually. In addition, speakers are invited on a regular basis to share information with students about their careers and impart to them information on potential opportunities. Past speakers have been alumni, Goldman Sachs (investment bankers), our diplomat-in-residence, and representatives from professional and graduate programs.

To promote academic excellence, the Honors Program of the College of Arts and Sciences awards "scholarships" in support of worthy academic projects. Students must first submit a proposal in which they provide evidence that their proposed activity will significantly enhance their education beyond what is offered by the curriculum. Tens of thousands of dollars have been awarded to students through this program. Funding has enabled students to study in many parts of the world at such universities as Oxford University and La Sorbonne, and in universities in Spain, Ghana, Brazil, Costa Rica, the Republic of South Africa, and beyond. Students have also participated in domestic exchange programs at institutions such as Duke University, Stanford University and the University of California at Berkeley.

Through the American Humanics Foundation, several received valuable experience working with non-profit organizations. Through other programs, students went on archaeological expeditions in Central America and pursued research during the summer in Ethiopia and Ghana.

Faculty

During the academic year faculty members continued contributing to their disciplines, the College and the University through sustained excellence in teaching, research, and service. Several departments and units hosted regional, national and international conferences, for example, the Race and Xenophobia Conference, Hearts Day Conference, Black Travel Writers Conference, College Language Association National Convention, Alain Locke Conference, Toni Morrison Society Conference, and the African Studies Association Reception. In addition, during the academic year, our faculty experienced rewarding and productive interactions with the students. Several faculty members supervised research investigations of undergraduate students, while others initiated and coordinated research projects that provided our students an opportunity to study at universities and research institutes in Ethiopia, Italy, Ghana, Belize, the Republic of South Africa and other countries.

The Special Task Force on International Affairs, composed of faculty members from several departments in the College and charged with developing a proposal for an interdisciplinary undergraduate degree program in international affairs, has completed its work. The faculty will consider this proposal during the fall semester of 2003. The College's Committees on Assessment and Merit were very active during the year.

While many of our faculty members participated in regional, national and international conferences on research and teaching during the year, some faculty members held offices in national organizations and are members of editorial boards of professional journals.
Staff

The College of Arts and Sciences has exploited staff development opportunities provided by the Howard Academy. Opportunities for further development are provided by the College through the implementation of special workshops for strengthening writing and verbal skills and basic computer skills of staff members. These workshops will expand to include WEB-page development and maintenance and database manipulations, in addition to word-processing, spreadsheet manipulations and power-point presentations.

Progress in fulfillment of the University's mission

During the 2002-2003 academic year the College continued reviewing undergraduate degree programs. External panels of specialists in varied disciplines will review over the next five years each degree program in the College. In the academic year 2002-2003, the College reviewed degree programs in Biology, Sociology, and Theatre Arts. Since Georgetown University, the University of Maryland at College Park, the University of Virginia, and Vanderbilt University are presented as four institutions considered comparable to Howard, the College has endeavored to include on each panel at least one member from these, or similar institutions. Review panelists this past year came from the University of Maryland, Spelman College, Vanderbilt University, the University of Toledo, and Woods Hole Marine Biological Institute.

Outreach Initiatives

During the summer of 2002, the College of Arts and Sciences, in collaboration with the Howard University School of Education, conducted the third Advanced Placement Institute at Howard University. The purpose of this program is to help increase the number of teachers, especially in the Washington metropolitan area, who are certified to teach Advanced Placement courses in the high schools.

The American Humanics program, directed from the Office of Student Affairs in the College of Arts and Sciences, has been involved with middle schools in the DC Public School System. Several Howard University students attended the national meeting of the American Humanics Foundation where two won prizes for their presentations.

Junior and senior high school students from the Washington metropolitan area presented their mathematics and science projects at a Science Fair on the campus of Howard University. The event was hosted by the College of Arts and Sciences.

Board of Visitors

The Board of Visitors, chaired by Howard University Trustee Renee Higginbotham-Brooks, Esquire, adopted the following mission statement: Having provided educational opportunities for generations of students since 1868, the College of Arts and Sciences is central to Howard University. Its Board of Visitors will assist the College of Arts and Sciences in
obtaining support to enhance the exceptional educational experiences offered to its students. The first project approved by the Board of Visitors is to secure sufficient funds for the endowment of a professorial chair in Public Service in the College of Arts and Sciences.
STUDENT AFFAIRS ANNUAL REPORT

Overview
The unit’s purpose is to enhance the experiences of students through retention, undergraduate research and other relevant activities that complement the College’s academic programs. Also, to foster student leadership and preparation for post baccalaureate options for graduates, i.e., careers, graduate or professional schools, etc.

Mission
Student Affairs provides retention and recruitment support for the College of Arts and Sciences through the Office of the Dean.

Goals
- Foster programs that enrich student’s undergraduate experiences.
- Develop alliances that provide greater opportunities for students.
- Support advising activities to improve the registration process in the College
- Identify scholarships, internships, employment and financial opportunities for students.

Objectives
- Increase the number of students enrolled in the natural sciences, specifically, physics, chemistry, mathematics and Health, Human Performance and Leisure Studies by 20%.
- Increase the number of students involved in undergraduate research by 25%.
- Foster student organizations that enhance student life in the College and are relevant to academic programs.
- Develop and support activities promoting students’ access and willingness to seek advising through support units and faculty.

The following reflects the enrollment for specific departments in the natural sciences. The goals of recruiting and attracting more students to physics and mathematics were achieved. However, there is a decline in chemistry and HHPLS majors.

<table>
<thead>
<tr>
<th>Department</th>
<th>FALL 2001</th>
<th>FALL 2002</th>
<th>SPRING 2002</th>
<th>SPRING 2003</th>
</tr>
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<td>Chemistry</td>
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<tr>
<td>Mathematics</td>
<td>35</td>
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<td>46</td>
</tr>
<tr>
<td>Physics</td>
<td>6</td>
<td>16</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>HHPLS</td>
<td>21</td>
<td>19</td>
<td>21</td>
<td>18</td>
</tr>
</tbody>
</table>
Promoting Excellence in Teaching and Research
Strengthening Academic Programs and Services
Howard University through Student Affairs in the College of Arts and Sciences was awarded $14,000 for a Buffalo Soldiers research project for five (5) history majors. Linda Jones is the principal investigator and Dr. Donald Roe is the research advisor. This is an extension of the College’s partnership with the Desert Southwest Ecosystems Study Unit (DSECSU). Upon completion of 25% of their research, they presented their findings along with Haskell University (a native-American serving institution) in Lawrence, Texas. The presentations were well received by the DSECSU.

An archeological excavation on a Buffalo Soldiers site is being planned for Summer 2004. Student Affairs will recruit and interview anthropology majors for the archeology project.

Student Affairs promoted the Provost’s undergraduate research program. More than half of the awardees (25) were students in the College of Arts and Sciences. In addition, the faculty continues to mentor undergraduate projects for students.

During Fall 2002-Spring 2003, advised by faculty, thirty-two students participated in undergraduate research. The departments providing the opportunities were Art, Health, Human Performance and Leisure Studies, Psychology, Physics, Sociology & Anthropology.

Additional research opportunities were sought and accomplished through Service Learning courses offered through the College and coordinated by the Center for Urban Progress’ Center for the Advancement of Service Learning. Students conducted research related to service activities in twenty-one courses in the College coordinated by the Center for the Advancement of Service Learning.

Five students in psychology are participating in summer research in 2003. They are Kristin Carothers, Kyla Day, Shayla Hart, Karmen Kizzie and Vetisha McClair.

Honors Program students summer research/internship opportunities (included two intensive study programs):

Donovan Anderson, Junior, History
Study French at Middlebury’s French Language School, Middlebury College, Middlebury, VT

Robert Boone, Junior, Political Science
Internship: NAACP Legal Defense and Education Fund National Office in New York, NY

Kyla Day, Junior, Psychology
Fonta Gilliam, Junior, Political Science

Robtel Pailey, Junior, African Studies
“Caux Scholars Program in Conflict Transformation”, Caux, Switzerland

Jonathan Richardson, Sophomore, Political Science
Eight-week intensive German language course, Goethe-Institut, Dusseldorf, Germany

Erika Rollins-Tappin, Sophomore, English
Research: “Study Similarities & Differences in Teacher Training Between U.S. & Australia”, Sydney, Australia

Kenny Wesley, Junior, Spanish/Chemistry
Thesis Research: “Fatty Acids Link to Diabetes”, Universite des Antilles, Port au Prince, Martinique

Brian Woodward, Junior, History
Research: “Brown v. Board of Education”, Smithsonian Institute, Washington, DC

Student Affairs administered the College’s AP Institute for the second year. The majority of the participants were from the District of Columbia Public School system. They enrolled with the College seeking a certification for teaching either AP Calculus AB or English Language. The following describes the institute:

- Structured for instructors who are planning to teach advanced placement courses for the first time or who have less than two years experience in teaching AP courses
- Designed to help AP teachers plan and prepare successful courses, as well as provide them guidance in curriculum development and teaching methods
- Courses led by consultants certified by the College Board

Enhancing National and Community Service
The American Humanics alliance continues. Seven (7) students attended the American Humanics Management Institute conference in Las Vegas, NV in January 2003. Participating in workshops with over 700 students, the College’s students received three awards: Launch Award for best new program; Most Creative Award for exhibit introducing the program at Howard University; and Outstanding Case Study Project awarded to Studly Auguste in the College. The students were successful in raising $3400 to cover travel expenses and registration fees. Students created and submitted business cards to representatives from nineteen (19) national non-profit organizations.
The students continue to pursue the certification in non-profit management offered through American Humanics and the College of Arts and Sciences. Eight students successfully completed the American Humanics Seminar. Linda Jones was the seminar leader. The department of HHPLS is currently developing a course, “Introduction to Non-Profit Management” which will be offered in Fall 2003. Academically, students may satisfy academic requirements for the certification through a major or minor in Leisure Studies or a minor in Community Development. Two students are presently in internships with Project C.H.A.N.G.E. and Manna. Next year, one student will be eligible for certification upon graduation.

The American Humanics Student Association became a recognized University student organization. The American Humanics Student Association planned and coordinated several community-based activities. One in particular, Mega Math Madness, was well-received by teachers, students, and administrators at Meyer Elementary. This activity was a follow-up to last year’s project, Fabulous Fun Friday.

In April, a recognition ceremony hosted by American Humanics introduced the advisory council. One of the members of the advisory council is the Executive Director of Our Children, Inc. Through this program, the AH community director coordinated tutorial services for schools in the southeast corridor of Washington, DC.

The list of notable activities involving community service through American Humanics Student Association is:

- Mathematics Awareness Program—math workshop for students and parents with Dr. Raphael (math department) at Meyer Elementary School (Fall '02)
- Diabetes Walk (Oct '02)
- Tutoring and Mentoring Program with Our Children, Inc. in SE, Washington, DC (Nov '02-May '03)
- Homeless Walk through Howard University’s Project C.H.A.N.G.E. (Nov. '02)
- Christmas on the Ave through Howard University’s Project C.H.A.N.G.E. (Dec. '02)
- National Youth Service Day at Meyer Elementary (April '03)

Ten physics majors were successfully recruited for Fall 2002. In April 2003, they formed a Physics Club.
Strengthening Academic Programs and Services

**New Student Symposium.** The second annual symposium was held on August 20, 2002 to assist the transition to college. Freshmen and transfer students were provided a variety of workshops to attend.

The presenters of the workshops were mainly from the University Counseling Services, Student Health Center, AF and Army ROTC, International Affairs Center, School of Education, Arts and Sciences Student Council, Enrollment Management, Center for Academic Reinforcement, Pre-Professional Programs, Center for Urban Progress, Americorps, Departments of English, Modern Languages and Literature, Psychology, and Political Science and a tour guide from Washington DC (City Life workshop)

- The topics were:
  - Academic Advising: Your Role to Academic Success (Mandatory)
  - Study Skills/Time Management
  - Pre-Professional Programs
    - Pre-law
    - Pre-Medical
    - Pre-Dentistry
    - Pre-Pharmacy
  - Healthy Relationships
  - How to become a Commissioned Officer
  - Community Service, Development and Certification in American Humanics
  - Prestigious National Awards, Domestic and International Exchange Programs
  - Howard University Science, Engineering and Mathematics Program
  - City Living
  - Financial Planning, Staying out of Debt
  - Preparing for a Career in Teaching
  - Student Involvement in Governance and Student Activities
  - Parents Only: How to be Supportive and Let Go

The last workshop was exclusively for parents.

The **Student Parent Support Group** continues to provide a network for those students who have the daunting task of being full-time students, employees and parents. It became a University recognized student organization. It partnered with Teen Mothers Take Charge to coordinate workshops that teens and Howard students could attend together. The workshops hosted by the College were:

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Workshop/Meeting</th>
</tr>
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<tbody>
<tr>
<td>January 31, 2003</td>
<td>Dr. Lisa Greene, Counselor</td>
<td>Relationships with In-Laws</td>
</tr>
<tr>
<td></td>
<td>University Counseling Services</td>
<td></td>
</tr>
<tr>
<td>February 21, 2003</td>
<td>University Counseling Services</td>
<td>Lack of Support from Family</td>
</tr>
</tbody>
</table>
February 28, 2003  Dr. Nickole Scott-Conerly  Parenting Skills
Counselor
University Counseling Services

March 7, 2003  Dr. Lisa Green  Time Management/Stress
Counselor  Management

March 28, 2003  Dr. Carolyn Goode  Nutrition/Vegetarian Diet for
Asst. Director for Health Education  You and Your Child
Student Health Center

The following were more retention efforts in the College through Student Affairs:

Fall 2002 incoming freshman registration went very well. All freshmen were required attend a workshop on Advising on Tuesday during freshman orientation week. The workshops were conducted by Educational Advisory Center and the advisors in the academic departments. The locations of the workshops according to the students’ majors were provided to the freshman and transfer students beginning on Sunday. The Education Advisory Center routinely reserves six rooms in Locke Hall during orientation week. These rooms were not needed because the students were confident after the workshop to register for classes. This initiative eliminated lines and frustration and enhanced the freshman experience.

The College continued Supplemental Instruction for Chemistry in its retention efforts. Supplemental Instruction, at most universities, tends to provide support in courses where students experience lower rates of success, usually, in mathematics and the natural sciences. The program differs from tutoring because it requires a higher level of student engagement in sessions led by supplemental instruction leaders. The leader is normally a student who completed the course no more than a year before. The benefits of using supplemental instruction instead of traditional tutorials are:

- Students are notified during the first class session that academic support through supplemental instruction is being offered.
- Students in the first day of class vote on specific days and times for sessions.
- The leader serves as a facilitator for discussion and problem solving which is done by the session attendees.
- The program requires faculty participation, support and promotion. It is recommended that the leader is a former student of the faculty member in the past semester or year. This student is expected to lead sessions in the same course for the following semester or year upon completing the course with a grade of B or higher. Since there is a prior relationship, the leader has a good understanding of faculty’s teaching styles and expected outcomes.
- As leaders complete higher level of courses in their discipline, they are also expected to provide supplemental instruction to these courses within the next year—thus allowing
more junior leaders to lead introductory courses. The results are the supplemental instruction leaders gain a mastery of content, which is sound preparation for students who may pursue graduate studies.

Documented results:
Students attending the supplemental instruction sessions tend to outperform non-attendees on tests. It was also noted by an instructor that attendees with the characteristics of students who normally fail the course, earned passing grades. The data collection is in its second year.

**Proposed expansion for Academic Year 2003-2004:**

Courses
Calculus (2 sections)
Algebra II (3 sections)

Pre-calculus (1 section)
Applied Calculus (1 section)
Statistics (2 sections)
Chemistry I (1 section)
Chemistry II (1 section)
Organic Chemistry (1 section)
Physics (1 section)

**Requirements for Implementation**

- 22 Supplemental Instruction Leaders stipends (students) ($64K)
- Three Workshops ($4K)
  - Faculty
  - Leaders
  - Combined Workshop with both leaders and faculty
- Attend annual supplemental instruction conference ($5K)
  - One leader
  - One faculty
  - Student Affairs

In addition to supplemental instruction, staff worked with students in organizations to assist them with developing self-help strategies that assisted them and their peers in gaining confidence and skills that will prevent them from academic flunking, changing their majors, or dropping out of schools. Alumni, students, and staff provided retreats, workshops and seminars in topics such as study skill, self-esteem issues, stress management, and financial aid.

- The Student Affairs unit hosted a reception honoring students on the dean’s list and organized the graduating class of 2003 diploma ceremony which was also followed by a reception. David Dinkins, former mayor of New York City, consented to be the guest speaker for the Honors Convocation but inclement weather prevented the convocation from taking place at the previously scheduled date and time.
Other activities supported by the Student Affairs unit were:

- Conducted a workshop in Philadelphia with alumni and parents of Howard University students.

- Pre-orientation program sponsored by the Center for Academic Reinforcement. This activity provided an opportunity to meet freshmen that plan to attend Howard University this fall as well as their parents/guardians. Students took a Reading and mathematics placement examination. The participants also wrote an essay, which was graded by university faculty. At the end of the program, the participants and their parents were provided the results and advised accordingly. Most of the participants were advised by counselors and were able to select courses for the fall semester.

- Recruitment workshop sponsored by Enrollment Management

- Retreat at the National Conference Center to develop a proposal for a major in International Affairs. Member of the International Affairs Committee and coordinator of administrative tasks.

- Attended two meetings on Americans with Disabilities Act sponsored by the Office of Special Student Services

Goals for 2003-2004

Parents Weekend (September 2003)
Expansion of Supplemental Instruction Program
Develop more Alliances for research and student projects.
Report from Special Programs in Student Affairs

Career development activities included a seminar by MIT and a conference at Abbot Laboratories.

Recruitment

Staff developed and implemented a recruitment plan which included: targeting geographical areas which have the target population that have the background and the subject interest that is compatible with the College of Arts and Sciences. Special attention was given to increasing student enrollment in mathematics, chemistry, physics, classics, fine arts, and the foreign languages.

Staff began a partnership with Booker T. Washington High School in Houston Texas. The partnership will include providing curriculum, research, and instructional support in the areas of mathematics, chemistry, and physics.

Below is a list of geographical areas and the schools that were visited throughout the 2002-2003 academic year.

**Texas**
- James Madison
- HSWillowridge HS
- Deakey HS Fair
- Houston Community College
- Cypress Fairbanks ISD, College Fair
- Booker T. Washington
- Klein Forest HS (College Fair)
- Elsik HS
- Lamar HS Fair
- Law Enforce & Criminal (college fair)
- Jesse H. Jones HS (College Fair)
- Houston Community College (Central Campus)
- Alief Hastings HS
- Barbara Jordan HS (fair)
- Hightower HS
- Booker T. Washington
- HS Perform & Visual Arts
- Yates
- Westbury Christian Academy
- NSSFNS College Fair

**North Carolina**
- Dudley Science & Math
- Ben L. Smith HS
- Hillside HS
- Enloe High School
- NC HS for Science & Math
- Charlotte College Fair

**Virginia**
- Hampton HS
- IC Norcom HS
- Woodside HS
- Bethel HS
- MEAC College Fair
- Matoca HS
- Petersburg HS
- Ocean Lakes HS
- Salem HS
Florida
Booker HS for Performing Arts
Hillsborough HS
C. Leon King
Tamp Bay Technical HS
Boca Ciega HS
Center Advanced Technologies
Miami Dade Community College

Future Plans

Parents/ Family Weekend – A fun-filled weekend for families to visit the university and their students.

School and College Collaborations– a partnership focusing on developing more effective communications, leveraging resources, collaborating on recruitment, grants, and alumni relations activities.

Fundraising Activities – a fundraising program that includes marketing the new building, increasing donation to the college from private industry, alumni and friends of Howard and recruiting new donors.

Environmental Awareness Club– a student organization design to educate students about issues related to the earth’s environment. The club would collaborate with People for the Ethical Treatment of Animals, the World Life Fund and the National Zoo.
ANALYSIS OF SURVEYS
Student Questionnaire Results

Major: Biology
Total Number Surveyed: 71
*the number in ( ) are the number of students that responded to the answer, the bolded words are some student’s answers to questions

1. In what year of college at Howard University did you declare your major?
   (24) Before the 1st year
   (2) during the 2nd year
   (16) during 2nd year
   (10) during the 3rd year
   (1) during the 4th year
   (2) other (specify) not yet

2. Have you changed your major while enrolled at Howard University?
   (7) yes
   (50) no
   If yes, from what majors, when, and why:
   ➢ 1st semester of junior year from chemistry because biological sciences are more exciting, chemistry is too difficult
   ➢ from chemistry to biology
   ➢ from biology to public relations back to biology
   ➢ nursing to biology
   ➢ from biology to COBIS back to biology during second semester
   ➢ from physics to biology I did not find the physics department to be student friendly and they did not seem to devote much time to getting acquainted with their students except for 1 professor.
   ➢ Biology to health management back to biology
   ➢ From nutrition to biology because I was more interested in biological sciences and I needed a stronger background for dental school
   ➢ Changed major during my sophomore year so that I could have more options when I graduate

3. What was (were) your reason(s) for choosing your present major:
   (25) Job/ career opportunities
   (35) Preparation for professional school
   (11) Preparation for graduate school
   (0) Entrepreneur programs
   (3) Self employment preparation
   (6) other please specify: passion, for the love of science, strong interest in the field, whimsy
4. Do you have confidence that the academic program in your current major provide adequate preparation to achieve your post baccalaureate goals?

(48) yes
(12) no
if not why:
- there needs to be more research opportunities available through the department

5. Is the academic program in your major challenging?

(53) yes
(6) no
Please explain:
- Biology required the memorization of specific facts/ concepts, this memorization is perhaps the most difficult aspect of this major
- The classes provide a lot of information which is tested, but also will be important in the future
- Course outline could be more geared toward specific areas of biology
- Work piles up quickly
- The scheme allows students to learn how to manage taking more than 1 science at a time
- Needs more opportunity for hands on research experience

6. For the most part, are your classroom experiences within your major (you may circle more than one answer)

(36) interesting
(12) engaging
(16) dull
(4) exciting
(8) mundane
(4) innovative
(2) inspirational
(6) memorable
(33) useful
(1) other please list: longer classes are grueling, challenging

7. For the most part, are the faculty members approachable?

(52) yes
(7) no
- Is the chairman?
(27) yes
(18) no

8. For the most part, are the faculty members accessible?

(50) yes
(7) no
- Is the chairman?
(26) yes
9. Do you have a faculty advisor in your major?

(56) yes
(4) No

If yes, are you satisfied? Please explain:
- no, never see them
- I haven’t consulted my advisor a lot
- I usually don’t go to him for anything. I haven’t actually met with him since freshman year.
- Yes, she makes understanding the scheme easy
- No, she is often not available and I learn more from others
- I picked my own advisor after I couldn’t find the one assigned to me
- I hardly ever see him, he’s never in his office

10. Do you have a faculty mentor?

(7) yes
(51) no

If not, do you think a faculty mentor would be useful?

(37) yes
(5) no

why:
- planning classes and advice
- a mentor could help with choosing classes most beneficial to our career goals as well as aid in finding summer internships
- then maybe possibly I could receive more guidance and a research position
- I could use someone to talk to about career goals because I haven’t as yet decided

11. Which departmental faculty would you recommend to your peers because he or she (they) is (are) effective in the classroom?

(3) Gordon
(3) Dr. Eckburg
(11) Dr. Frankel
(1) Dr. Anne Williams
(6) Dr. Dickson
(1) Dr. Gordan
(2) Dr. Petersen
(5) Dr. Duffield
(7) Dr. Eribo
(20) Dr. Norma Williams
(4) Dr. Saddler
(3) Dr. Middendorf
(3) Dr. Twitty
(1) Dr. Martin
(3) Dr. Bremner
(1) Dr. Lall
12. Which department faculty would you discourage your peers from taking because he or she (they) is (are) ineffective in the classroom?

(5) Dr. Duttaroy
(1) Dr. Anderson
(1) Dr. Frederick
(1) Dr. Kassim
(1) Dr. Assota
(1) Dr. McKenna

13. How do you rate the classroom facilities in your department?

(1) excellent
(11) good
(29) fair
(12) unsatisfactory
(6) poor
(1) other

14. If applicable to courses in your major, how do you rate the laboratory facilities?

(0) excellent
(5) good
(19) fair
(18) unsatisfactory
(18) poor
(0) other

15. In support of your academic program, how do you rate the University library systems in the following areas?

Condition of facility: (12) excellent (20) good (21) fair (5) unsatis. (0) poor
Available books: (4) excellent (25) good (22) fair (5) unsatis. (0) poor
Staff support: (4) excellent (25) good (25) fair (4) unsatis. (0) poor
Avail. Publications: (4) excellent (21) good (24) fair (5) unsatis. (1) poor
Hours of Service: (16) excellent  (28) good  (11) fair  (2) unsatis.  (2) poor

16. Are you notified of internships, research and other experiential learning opportunities in the
department of your major?
(39) yes
(18) no
If so, how are you notified and are the notifications timely?
➢ There is a bulletin board outside the biology department main office
➢ Notice boards around the department
➢ They are posted
➢ Offices of career services, center for pre-professional education
➢ E-mail
➢ Flyers, usually timely
➢ faculty

17. Have you participated in internships, research or other opportunities supervised by faculty
members of our department?
(6) yes
(58) no
If so, were the opportunities relevant to your major and/or your career goals?
(4) yes
(1) no

18. Are you notified of lecturers, seminars, symposia and other activities supported or sponsored
by your department?
(40) yes
(15) no
In most instances, are these programs relevant to your post baccalaureate goals?
(26) yes
(13) No
If so, how are you notified and are the notifications timely?
➢ Bulletin board
➢ Sometimes teachers make announcements in the class however, very rare
➢ E-mail
➢ Flyers, word of mouth, teachers announcement

19. Are you advised on career, research, professional and other opportunities available for majors
in your field?
(27)yes
(23) no
Is the information current?
(25) yes
(44) no
20. Do you have confidence that your classroom experiences is enhanced because the departmental faculty members participate in relevant and current research and/ or community service?
(34) yes
(24) no

21. Are you aware of student academic organizations in your major?
(44) yes
(7) no
How did you hear about the organization(s)?
- posters in biology department
- word of mouth
- flyer
- signs, posters, word of mouth
- flyers, word of mouth
- personal inquiry
- flyers
- in class

22. Are you active in the student academic organization(s)?
(31) yes
(26) no
If not, why?
- I have not had time yet, but I intend to become active this year
- Time
- Meeting clash with other events

23. Does (do) the organization(s) meet regularly?
(35) yes
(5) no
Is there a faculty advisor for each organization?
(29) yes
(4) no
If not please explain:

24. Overall, do you have confidence that your academic program and preparation are competitive with other research-comprehensive institutions comparable to Howard University?
(36) yes
(15) no
If not please explain:
- Labs require better technological equipment such that we can conduct contemporary lab work.
- The program needs to be more active.
- Labs often lack properly functioning equipment
- Students are not given the opportunity to participate in research
25. Would you encourage a friend or family member to matriculate at Howard University and pursue your major?

(34) yes
(13) no

please explain:

- A lot of opportunities for minorities
- Depends on major
- One’s college experience at Howard is what they make it
- Encourage no, but neither would I discourage them because it is adequate, you get back what you put into the experience
College of Arts & Sciences
Graduating Student Survey Analysis
May 2003
**African Studies Department**

Results from one submitted survey:

<table>
<thead>
<tr>
<th>Special Study Option</th>
<th>Number of participants</th>
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<tbody>
<tr>
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<tr>
<td>Work Study</td>
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<tr>
<td>Distance Learning (on-line courses)</td>
<td></td>
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<tr>
<td>Double Major</td>
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<tr>
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<td>Academic organizations in major</td>
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<td>Other organizations</td>
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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
Art Department

Results from nineteen submitted surveys:

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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
Biology Department

Results from seventy-two submitted surveys:

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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
Chemistry Department

Results from twenty-one submitted surveys:

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Note: The number in the parenthesis next to the word internship indicates the number of internships done by the students.
Classics Department

Results from six submitted surveys:

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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
Economics Department

Results from four submitted surveys:

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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students.
## English Department

Results from twenty-seven submitted surveys:

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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
## Health, Human Performance, and Leisure Studies Department

Results from two submitted surveys:

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<td>Service Learning</td>
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<tr>
<td>Undergraduate Research – Thesis</td>
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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students.
**History Department**

Results from seventeen submitted surveys:

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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
**Mathematics Department**

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<tr>
<td>Undergraduate Research –Publishing research</td>
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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
Modern Languages & Literature Department

Results from three submitted surveys:

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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
Music Department

Results from twelve submitted surveys:

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<td>Internship (8)</td>
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<td>Greek organizations</td>
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<td>Other organizations</td>
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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
Political Science Department

Results from thirty-three submitted surveys:

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<td>Undergraduate Research –Publishing research</td>
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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
Psychology Department

Results from sixty-nine submitted surveys:

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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
Sociology & Anthropology Department
Results from twenty-one submitted surveys:

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<td>Other organizations</td>
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Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
**Theatre Department**

Results from three submitted surveys:

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<td>Distance Learning (on-line courses)</td>
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<td>Double Major</td>
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<td>Study Abroad</td>
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<td>Practicum</td>
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<td>Interdisciplinary courses</td>
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<td>Academic organizations in major</td>
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<tr>
<td>Other organizations</td>
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</tr>
</tbody>
</table>

Note: the number in the parenthesis next to the word internship indicates the number of internships done by the students
THE STATE OF THE DIVISION OF FINE ARTS

Associate Dean for the Arts: Tritobia Hayes Benjamin, Ph.D.

Introduction

The Division of Fine Arts is comprised of the Department of Art, the Department of Music, the Department of Theatre Arts, the Office of University Choirs and Bands, and the Gallery of Art. The major assets of the Division are: a prestigious history; a corps of competent, energetic faculty members committed to teaching, learning, research and creativity; talented students, and distinguished alumni, many of whom are internationally recognized for their achievements in the arts. In addition to preparing students in the visual and performing arts, the departments in the Division of Fine Arts also provide service courses to the University in the Divisional Studies A category. Throughout the academic year, the departments were diligent in their service to the University, and to academe, as they prepared students for careers in the arts and enriched the lives of others by guiding them in the exploration of the products of man’s creative impulses.

Executive Committee of the Division

The Executive Committee of the Division of Fine Arts continues to focus on the integrity of the professional degrees in the College of Arts and Sciences. Each department continues to review and assess the schemes of all majors offered and determine how the core curriculum and general education requirements of the COAS will impact each major. Throughout this process the departments had an opportunity for extensive and intensive self-study of all programs.

Outcomes Assessment Activities

The nature of the visual and performing arts mandates performance measures in accordance with each program and, by their nature, varies. Hence, implementation of an outcomes assessment instrument beyond the “traditional” approach will be directed by the discipline. For example, the Department of Art has used the following periodic reviews by the Executive Committee of faculty and student productivity: exit interviews of graduating students; student success in competitive and invitational exhibitions; student success in obtaining admission to graduate and professional programs, and the success of students in establishing private businesses and/or consultant firms. The Department of Theatre Arts’s adjudication process of evaluating acting courses continues to be the backbone for its outcomes assessment program in addition to exit interviews. Many of the alumni as stated above are in the national spotlight which, in many instances serves as a barometer of how well graduates of the department are utilizing their academic training. Senior Seminar, an exit competency course allows the student to enter the professional world with better skills. The student must have professional head shots, resumes, registration with agents, audition techniques and a career plan prior to graduation. Moreover, knowledge of the business world through the study of stocks, bonds, investment strategies, union rules and regulations, bookkeeping and other related business skills are issues that are reinforced before entering the world of show business. The Department of Music continues to employ the
senior recital as a form of measurement for its majors in addition to other traditional tools, and an exit interview.

Highlights of the Departmental Reports

The departmental annual reports document the instructional and scholarly activity of the performing and creative faculty in the Division of Fine Arts. Unique among HBCUs, the Department of Art is the only program that has the faculty expertise and facilities to offer graduate programs (MFA) that prepare professional artists and designers. Moreover, in the area of art history, the department is also distinguished with the only graduate program among HBCUs that prepares students for entry-level museum positions i.e., curatorial and registral, as well as education and community outreach programs.

During this past academic year, the Department of Art was focused on a Self-Study review in preparation for a 10 year reaccreditation visit which took place December 1-4, 2002. The department is awaiting reaffirmation.

Now completing its fourteenth season the James A. Porter Colloquium on African American Art is rapidly becoming a “must attend” scholarly forum in the metropolitan area. Scholars of national and international repute have presented papers on issues relating to art history, cultural criticism and concepts in African American art and culture. Named after the noted art historian and artist James A. Porter (1905-1970), former professor and chair of the Howard University Department of Art and director of the Gallery of Art, the colloquium has provided a forum for scholars and advanced students to present their research findings and to discuss current issues, problems, and concepts in African American art and culture. This year’s theme, Memory, Metaphor and Gender: Black Women in Art and Visual Culture attracted the attention of colleagues from California to New York, Texas to Michigan, and throughout the United States. On the evening of the opening, the department hosted its inaugural gala honoring renowned art historian and artist, Dr. Samella Lewis. The department also launched the Public Art Lecture Series and Workshop with two of its professors. Funded by an Academic Excellence grant, professors Smedley and Phillips implemented an interdisciplinary course, Public Art I and II. The course invited guest lecturers and was documented by video. Time As the Rhythm of Experience, was the title of the interdisciplinary seminar taught in the department by Professor Alfred Smith (chairman) and Professor James Lindesay, of the Department of Physics. Held once a week, the students met the goal of developing a fully interdisciplinary course that, ultimately, will fulfill distribution requirements for the College of Arts and Sciences.

The Department of Theatre Arts continues to prepare its students to enter the professional field as actors, musical theatre professionals, dancers and skilled technicians. The response of the audiences to the season’s productions reaffirms their level of preparedness as evidenced by the comments of individuals and administrators who attended the performances.
The production season was very successful. Last academic year, the department continued to align selected productions with social, economic, and health issues, by initiating an interdisciplinary approach with other departments and schools/colleges. The presentation of WIT provided the audience with information about dealing with cancer. The play was followed by a conference on Women and Cancer under the auspices of LESSONS ON LIVING, which has presented theme conferences with other productions. The department experimented with the presentation of Infinite Variety at various venues. The goal was to display the many capabilities of the students and faculty, through performances in a wide variety of theatrical presentations. Mumia, written by Professor Sybil Roberts, was presented in a workshop format and was later performed at New York University and in Philadelphia, Pa. D.C. Highlights written by Professor Denise Hart premiered in the Roxie Roker Touring Company productions. In collaboration with Rankin Chapel the department produced God’s Trombones funded in part by a Lila Wallace Grant to explore the relationship of religion and the arts. The semester closed with a dance concert under the direction of Dr. Sherrill Berryman-Johnson.

The Department of Music offers programs of study on the undergraduate and graduate level. Two programs, at the undergraduate level, have the distinction of being unique among curricula usually offered in HBCUs: Music with Elective Studies in Business, and Music Therapy. These areas may be regarded as “critical professional fields” for they are not offered at many institutions - historically black or white - yet, there is a great demand today for persons with knowledge of and training in Music Business and psychological therapy through means of music, Music Therapy. The Department of Music attempts to solve a dearth of special services in the metropolitan area by offering outreach programs for interested high school students. During the academic year, the department also provided free music therapy treatment services to the DC Public Schools, several hospitals and many nursing homes. In addition to the Thursday Student Recital Series the Department of Music presented Wednesday at Noon in the Blackburn Gallery Lounge throughout the academic year. “The University community was mesmerized by the series from September to April. Visitors were encouraged to bring lunch and enjoy the music during the noon hour.

A special recital program celebrating the life and professional service of Dr. Hortense Kerr, a faculty member and head of the Music Education program for 25 years was presented by the department.

The Jazz Ensemble presented a special concert to honor retired faculty member and former chair, Dr. Doris E. McGinty in November, 2002. In March of the following year, Dr. Willie Hill, president of MENC, was also honored with a guest performance by Buck Hill, celebrated saxophonist.

The performing units of the University Choirs and Bands have enjoyed a year of exciting and stellar activities. Travel throughout the United States by the University Choir and the Marching Band attests to a demanding schedule. This year the marching band had the honor of performing at half time on national television during the National Football League NFC Championship Game between the Philadelphia Eagles and the
Tampa Bay Buccaneers on January 26, 2003. The University Choir paid homage to the events of September 11 with a noonday performance on campus. They were invited to perform at the Kennedy Center with the National Symphony and Vanessa Williams for *Carmen Jones*, November 15-17, 2002. And, the Choir was requested to perform at the issuing of the United States postal stamp for Thurgood Marshall on January 7, 2003. A comprehensive listing is cited in the report that follows.

The Gallery of Art enjoyed a productive year at home and on the road. *An Inside View: Highlights from the University’s Collection*, a phenomenal success opened the academic season (August 16-November 10, 2002). Impressed with the quality of the exhibition, the Rockford Art Museum requested the collection for its Black History Month Celebration in Rockford, Illinois. The opening reception of the ten-week long exhibition was attended by more than 600 guests. Throughout its run, *A Inside View*... continued to attract a tremendous amount of patronage and media attention in the Rockford Chicago area. A 19 page color reproduction catalogue was produced to accompany the exhibition.

The 72nd Annual Art Student Exhibition premiered earlier this year, December 4, 2002 - February 28, 2003 to accommodate the National Association of Schools of Art and Design (NASAD) accreditation visit December 1-4. The 33rd Faculty Exhibition and the B.F.A./MFA Student Exhibitions closed the exhibition schedule.

**Summary of Department Needs**

Space continues to be an issue of great concern in the Division of Fine Arts, especially for the Department of Theatre Arts. The lack of space for rehearsal of plays and musicals in the department remains the major concern. The sculpture program was relocated to the Doors & More Warehouse on Sherman Avenue. However, major renovations have yet to be completed which are contingent upon reaccreditation.

Adequate rehearsal space for the marching band, the concert band, and the choir is woefully wanting. The current band room will accommodate the Jazz Ensemble, and perhaps the Concert Band. But the facility will not permit large numbers as evidenced by the University Choirs and Marching Band. Practice in Rankin Chapel is not often available and the band is forced to use Green Stadium or the parking lot. The Music department is in need of rehabilitating a massive number of pianos for its instructional program to continue.

**CONCLUSION**

The most important issue facing the programs in the Division of Fine Arts is one of space allocation. The high level of performance and productivity has reached critical mass and indeed will be affected in the near future without an alternative strategy.
ANNUAL REPORT
2002-2003

African Studies Department
(Robert J. Cummings, Ph. D., Chairman)

1. **UNIT OVERVIEW**

African Studies at Howard University was established officially to offer the Master’s of Arts degree in 1953. In 1969, the units, under the Graduate School, offer the first US doctoral degree in African Studies. In 1988, the Board of Trustees approved the recommendation offered by the Graduate School of Arts and Sciences to transfer the African Studies and Research Program to the College of Arts and Sciences and the official establishment of a Department of African Studies with both graduate and undergraduate programs. Since 1991, both programs have been fully functional as the primary academic components of the department.

As articulated in previous annual reports and in various external reviews, the internal institutional support for the department has remained fundamentally unchanged. As noted over the past 7+ years alone,

“There has been a serious reduction in the department’s faculty, rather than an increase, for example, as recommended by various external reviewers. This has occurred at a time when international and regional economic and political developments have been front page news globally. Recommendations for increased student assistantships and scholarships, increased supportive faculty travel grants, increased supplies and expenses budget, development of a specialty library, the hiring of an African bibliographer at the Moorland Spingarn Research Center and the Founders Library, and broader university involvement in the department’s efforts to attract and capture external funds, have not received much active attention.

After more than a decade since the unit became a full department, promises made to support the unit with a complement of instructional staff for African languages remains outstanding. Institutional financial supports for the Strategic Framework for Action, I-II, have yet to be realized as the necessary costs associated with SFA articulations have remained below the radar screen of financial priorities. Indeed, while we have the mechanical or structural frameworks, the engine or monies needed to push forward these intellectual concepts appears to be only a distant mirage. “The Department of African Studies, however, continues to maintain its professional, intellectual, and academic standing and is respected by national and international colleagues for its long term contributions to the discipline.”

An opening has appeared, the digital divide in Africa, that has is providing new opportunities for the Department of African Studies. These opportunities, it is anticipated, will serve to link constructively the Department’s historic and future contributions, especially in an academic field that has such vital significance for an expanded Howard University role in
international affairs and academic development in regional and global studies. To achieve this goal, the Department is collaborating with several external institutions and has created an “Institute for the Study of the Digital Divide in Africa (ISDDA)”. For more information, please visit www.isdda.org.

The Institute will lend high visibility to two (2) of the department’s primary objectives, viz., “to bring into balance its primary goal of highly trained undergraduate students who are competitive in international education and related skills. It has sought to increase both its practical and theoretical perspectives regarding research and development strategies and academic pursuits for the intellectual growth of its undergraduate students.”

The Department remains true to its mission at both the undergraduate and graduate levels. Our students continue to benefit from this commitment as demonstrated by the increased numbers who are invited to participate on academic panels, participate in specialty internships and make applications to and successfully compete in prestigious scholarship and fellowship programs. It is the goal of this Department’s group of scholars to transform further this Department and increase its productive contributions to the benefit of a greater number of its undergraduate students, both majors and minors.

2. MISSION, GOALS AND OBJECTIVES OF THE DEPARTMENT

The mission of the undergraduate African Studies Program is to provide an opportunity for Howard University students to acquire, through interdisciplinary study, an objective view of Africa’s place and future in a globalizing world. In conjunction with the Strategic Framework of Action I/II, our mission is also to educate and train first degree graduates who will either pursue graduate studies in African Studies or work in Africa-related fields in the United States, or in the international development field where a basic knowledge and understanding of the economic, political and socio-cultural dimensions of Africa’s development and its place in the global community are required.

The Department of African Studies faculty, via goal #1, will strengthen and maintain the uniqueness of its undergraduate program in African Studies by (a) providing a continuously high quality program of learning that is reinforced by information and communication technology and interactive distance learning for all students, and (b) equipping them with leadership skills in research, teaching and service in the public, private and nonprofit sectors in the United States, Africa, and the international development community. Departmental goal #2 provides for a high quality general education curriculum that combines substantive course work on Africa’s economic, social and cultural development, with the improvement of the student’s cognitive and writing skills, and the provision of Africa-related practical experiences.

Departmental goal #3 offers students a curriculum that educates and trains all students to be able to conduct critical inquiry and research through the design and implementation of a research project and the ability to utilize library and ICT (information and communication resources).
Our several objectives are designed to assist all of the students who avail themselves to African Studies (a) to develop competencies in the fundamentals of African Studies through their individual interdisciplinary interactions in the core program; (b) to provide them with a good basic understanding of contemporary Africa for their intellectual and practical growth; (c) to provide students with the conceptual and analytical skills necessary to understand and interpret African society, environment, thought and culture as well as their own and other societies and cultures. (d) to use regional and case studies, and theories of development, environmental studies, political and social change to understand and analyze the forces of continuity and change, and to seek solutions to improve the human conditions in Africa; (e) to promote students’ use of interactive distance learning in African Studies, ensure the appropriate use of ICT generally, and to encourage innovation in research, teaching, and in their specialized career choices.

3. PROGRESS IN FULFILLMENT OF UNIVERSITY’S MISSION

The Department, working with the University’s Outcomes Assessment Committee, has created a successful assessment plan, and guide, that set forth an evaluative structure for the fulfillment of both the university’s corporate mission and the Department’s mission. In this context, the mission of the Department of African Studies, a social science unit of the College of Arts and Sciences and the Graduate School, is to foster an active intellectual environment through its academic functions, specifically research, teaching and service, that prepares its national and international student populations to acquire and employ knowledge about African life and societies at both the undergraduate and graduate levels of the University. African Studies has begun the process to focus on all students who might be attracted to the Department’s offerings and provide a common and solid foundation of ideas, paradigms, skills, and knowledge about Africa, its position in and contributions to the global community. This approach conjoins with other units in the social sciences division of the College of Arts and Sciences. This approach allows us to expose and equip our students with interdisciplinary perspectives that are useful in analyzing, interpreting, and solving historical and contemporary African problems and issues. It prepares our students to work in government, non-government, national and international organizations, and public and private institutions that focus primarily on African-oriented matters as well as international issues.

Last year’s public pronouncement regarding globally focused education as a goal for Howard University brought together the mission and primary academic strategies of the University, the Department and several other academic units across the University, many years after the continent had been almost totally neglected, rhetoric notwithstanding. Intellectual and research balance between the disciplines yet remains an articulated objective, although it is driven by the Strategic Framework of Action (SFA)-I/II. Various members of the faculty have been able to exploit SFA –I/II’s clarity and the specificity of their priorities to acquire individual research and related resources for selected projects.

This claim is substantiated by the past year’s achievements as associated with several members of the Department’s faculty. Among others, Dr. Mbye Cham and Dr. Sulayman Nyang
have lectured at several institutions in West Africa and Europe on a range of issues including Islamic thought and philosophy; Dr. Robert Edgar and Dr. Luis Serapião were able to acquire a Fulbright Award and University award, respectively, to support their sabbatical leaves; and Dr. Robert Cummings’ institutional Excellence Award supports his current research, “Documenting the US-UNESCO Crisis, 1980-1987”. Department students also received special achievement awards and recognitions for their academic and public service activities, including the Pickering Scholarship (undergraduate) for Foreign Service, the Sasakawa Dissertation Research Award, and research and teaching appointments to several universities while writing their dissertations (graduate). The Graduate School of Arts and Sciences, through its university wide competition, recognized African Studies as one of its most prominent Department and provided the unit with some financial supports, student assistantships, and specialized computer equipment to help the Department in its challenge to move to the next level of excellence.

Linked with the university’s current mantra, “Leadership for America and the Global Community,” and the two SFA pronouncements, this department’s future strategies and goals have gone several steps beyond the usual “potential” response that characterizes Howard’s general response to creative intervention. The current levels of positive interventions by the GSAS, and the Office of the Provost, are perceived by AFST faculty, while modest today, as valid demonstrations of the desire to support the long term needs of the Department as presented in our strategic design.

Discussions with external donors and governmental agencies continue to result in greater flexibility towards our requests precisely because of the perception that the central administration of the university supports related programs, projects, and activities. University colleagues from elsewhere have increased their requests for associations and linkages with this Department after years of disbelief regarding Howard’s attitudinal behavior and performance toward African studies.

The European Union, through its European Commission Delegation based in New York and Washington, funded an “International Conference on Racism and Xenophobia in the United States and Europe,” with Howard University as the 2002 American host. Individuals and officers of the University of Illinois at Urbana, University of Illinois at Chicago and the Peoples Program of Chicago joined with Dr. Cummings, HU Provost and others to produced what has been evaluated as an outstanding program in which recognized scholars, practitioners, politicians, religious leaders, and laypersons from the US and Europe participated. The EC thought the Conference so valuable that it provided funds sufficient enough for a two-part conference in the US at Chicago and Howard. The US conference will be followed by its European counterpart (2003) and hosted by the European Union.

4. KEY PERFORMANCE INDICATORS

- The Department is incorporating into its research strategies graduate and undergraduate students especially to conduct research in Africa through inter-university cooperation programs, internships and study abroad project programs, funded through public and private groups;
• The Department is expanding its pool of professional and research contacts and increasing its joint research activities at the institutional, local, national and international levels.
• The Department is working with organizations such as World Bank, the United Nations, and the European Union, among others, to initiate training programs for African policy and development practitioners.
• The Department is expanding its strategy to take into account the wider environment including technology (IT and Distance Learning), politics, economics, and the social dimensions (e.g., poverty, gender and health) of African Studies.
• The Department is increasing its capacity to publicize its activities through the use of public and private media outlets (such as our electronic newsletter, and websites including our most recent project ISDDA).

5. ACCREDITATION - RELATED NEWS OR ISSUES

The Department did not undergo a direct accreditation challenge this year.

6. SIGNIFICANT EVENTS

A. One of the most significant events for the Department has been the development and organization of the Institute for the Study of the Digital Divide in Africa. As noted on our website, ISDDA is designed to promote digital equality through an awareness of the benefits of Information Communication Technologies as development tools, particularly in education. ISDDA brings together institutions and stakeholders to discuss the impact of the digital divide, the prospects for capacity building gained by exploring digital opportunities, and the strategies required by emerging modern nations to gain competitive access.

    As part of the Department of African Studies at Howard University, ISDDA is guided by traditional and innovative methodologies and can take advantage of an interdisciplinary approach to learning that enables us to advocate an enlarged perspective to the conversation regarding ICT implementations in Africa. ISDDA will focus primarily on using ICTs to address educational challenges and how best to galvanize the expertise and resources of the HBCU community to identify and present cohesive solutions to Africa’s development needs and digital challenges. In addition to employing the expertise within African studies, Howard, and other HBCU institutions, ISDDA is collaborating with other external institutions, practitioners, and experts to identify specialty tools and resources that currently exist specifically to address questions regarding the current status and future of Africa’s Digital Divide.

B. Another rather outstanding event in the Department and for the United States was the public classroom lecture offered by Dr. Robert Cummings as part of the Howard University TV-32 production of @Howard. Hosted by President Swygert and produced by Dr. Judi Moore Latta, HUT-TV interim Executive Director, @Howard brought together several outstanding senior professors and scholars and community leaders who
provided lectures, oral biographies, and commentaries on topics of interests. The enterprise was highly acclaimed and resulted in increased exposure for the Department.

7. SIGNIFICANT ACHIEVEMENTS

(a) “African American Civil Society Leaders Workshop” with The United Nations Secretary General, Kofi Annan; Dr. Cummings is co-host.

(b) Dr. Robert Edgar won the Fulbright Research Award and will spend a sabbatical year in South Africa

8. CHALLENGES AND PROJECTED SOLUTIONS

The fundamental need, as noted in previous annual reports, is authorization and funds for new hires and increased budgetary allocations in critical areas for this department. Included in these new hires necessarily must be professional women. As an interdisciplinary academic unit, we have economists, political scientists, historians, policy specialists and such, but what is most needed just now are rural development specialists and women in development specialists, such as agriculture, environment, gender equity, that is, scholars with field experiences appropriate to the development of specific projects and programs that are made capable of mobility (i.e., they can be tested and transported with the capacity to meet the needs of specific socio-cultural and politico-economic environments). The resolution of this challenge at its most simply is the employment of new faculty.

Obtaining financial resources continue to be a challenge as well in this department for our Supplies and Expenses. The department has not had an increase in this line for more than two decades. An increase of 30 percent would make a major difference in the administrative operations of this unit. Inflation and time have conjoined to make the current departmental budget allocations totally obsolete. The departmental allocations for student assistantships and scholarships simply do not exist at a competitive level for this unit which must compete with other national programs in international and regional studies. We have been able to survive in this category almost totally on the basis of our national/international reputation. Much is needed here to maintain our position and considerably more is needed to achieve a new level of competition. The Graduate School of Arts and Sciences has represented the most vital potential for student support. The clear allocation of funds for graduate students may release some funds for our undergraduate students. Departmental efforts to meet this challenge via extramural funding have been left wanting external grants generally no longer provide much help in this arena.

To expunge an inherent challenge that has captured the Department since its inception, African Studies has continued to seek channels to improve its undergraduate pool of majors. This challenge has proven itself to be the most difficult since students are anxiously in search of disciplines that appear to offer immediate post-graduate employment opportunities. This current trend certainly will change, but until then, expended energies have failed and the Department manages only to graduate 1-2 undergraduate students per year. Our answer to this reality is to
increase budgeted scholarships and related financial assistance for undergraduate majors -- in a
time when such funds are relatively short for the social sciences.

Additionally, departmental courses have been attached successfully to African and
international studies, as a disciplinary field, and to a non-optional internship program. This
option continues to provide us with the primary framework for a program that can withstand the
scrutiny of external employers and other higher educational institutions. We will continue our
testing and evaluation of this option to determine its success and/or failure.

Our undergraduate programs continue to benefit from the department’s participation in
the Writing Across Disciplines program, supervised by the Department of English. This
program allows students from across the campus the benefit of seeing African Studies in a fully
academic setting. It exposes them to the complement of African Studies professors, their
academic backgrounds and interests, and the results have been most significant in establishing
the department and the field more clearly in the minds of many students. They have been able to
explore how they might use these offerings to supplement their major fields, resulting in an
increasing number of majors and minors for the department that result also an enlarged pool
graduate applications for African Studies. We are satisfied with our continuing progress as we
recognize the need to do much more.

Summarily, solutions to this Department’s current challenges continue to include:

-- (a) Linking this Department with African based institutions in the offering of
undergraduate and post-graduate degree programs that support capacity building
priorities of African countries and governments and provide our students with life
experiences.

-- (b) Raising the departmental efforts for competitive external funding awards and
thereby increase the inflow of research supports, undergraduate and graduate student
scholarships, paid internships, field research travel grants, and faculty research
production and output.

-- (c) Increasing its use of telecommunications, distance and web-based learning
strategies, and wedding HU’s theoretical offerings with practical implementation
methodologies in a way that supports undergraduates exposure to the international field
of study.

-- (d) Increasing the pool of quality personnel to enhance faculty involvement in the process for
enlarged faculty participation. Prioritized attention will be given to the rural development and
women in development specialties, that is, scholar-researchers, preferably women, with
academic and field experiences appropriate to the development of specific projects and programs
that can be made capable of mobility. That is, these specialty offerings can be class-room tested
at Howard and later “transported”, having the demonstrated capacity to meet the needs of
specific socio-cultural and politico-economic environments on the continent.
9. SYNOPSIS OF DEPARTMENT DATA

The Department of African Studies departmental administrative structure is similar to that of other academic units across campus.

10. Students

Undergraduate students are 100 percent full time, including 60% of our undergraduates who either come directly from or affiliated directly with the continent of Africa. We are witnessing the arrival and advancement of the new “African American.”

10.1.1 Enrollment Data (AY 2002 – 2003)

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10.1.2 Graduation data

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10.1.3 Student Achievement

Ms. LeSina Martin, Graduated 2003 - Summa Cum Laude

Ms. Sadie Tucker, a senior, won several awards this year as well her colleague, Ms. Robtel Neajai Pailey, a sophomore. Ms. Tucker, among others, received the coveted and highly competitive national Pickering Fellowship in International Affairs, a United States Department of State Summer Internship at the American Embassy, Accra, Ghana (via the Bureau of African Affairs), a Study Abroad Fellowship at the University of Cape Town, South Africa, and Cum Laude graduating senior. Ms. Pailey, among others, has been invited to study through a Study Abroad Fellowship at the University of Legon, Ghana and holds a 4.0 academic average.

10.1.4 Students in Good Standing

All Current Matriculants

10.1.5 Students on Probation

NA

10.1.6 Students Dismissed

N/A

10.1.7 Student Organizations/Associations

Several students have reorganized the Department’s student organization. The chair of the Department provided both a student lounge and a small amount of financial support for the planning team to bring interested individuals together for this endeavor and collegiate interactions.

10.1.8 Overall GPA of Students

3.5 - 4.0 GPA

Licensure Exam Passage Data (number of students who sat for and passed exams)

Not Applicable

10.1.11 Employer Satisfaction Surveys
11. FACULTY

The undergraduate faculty/student major ratio is 1:6 at this stage of the department’s evolution. Our faculty/student ratio is based on actual numbers. There are eight (8) tenured, fulltime, and two (2) part-time faculty members in this unit, seven are accredited by the Graduate School of Arts and Sciences. The ratio is 1:10.7. The ratio at the undergraduate level is very low while at the graduate level the ratio is very high compared to US Department of Education surveys for graduate degrees in regional and international education. Attention is given to growing the undergraduate student population - a passive recruitment effort is afoot via the undetermined student majors.

11.1.1 FACULTY DISTRIBUTION

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<td>Part-Time Faculty</td>
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<td>TOTAL</td>
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</table>

11.1.2. Present Full-time (tenured track) Personnel:

Professor & Chairperson   CUMMINGS, Robert J. (Ph.D., UCLA). African Economic History; East Africa: Labor and Transport Systems; Sociology of Political Movements; Migration and National Development; African Regional Development and Economic Cooperation; Conflict Resolution in Africa.

Professor                  CHAM, Mbye B. (Ph.D., University of Wisconsin-Madison). Oral Tradition; Modern African Literature in English and French (West Africa and South Africa); Third World Film; Cinema, Film and African Development.

Professor                  DAVID, Wilfred L. (Ph.D., Oxford) Economics: East and West Africa; Development Policy; International Monetary Theory

Professor                  EDGAR, Robert R. (Ph.D., UCLA). Southern Africa; History; Religious and Political Movements
Professor NYANG, Sulayman S. (Ph.D., University of Virginia). Political Science and Public Administration: West Africa; Islam; Political Party Development

Professor SERAPIAO, Luis B. (Ph.D., American University) International relations: Southern Africa; Afro-Brazilian Relations

Associate Professor SHAMS, Feraidoon. (Ph.D., American Univ.) Political Science. Africa & Middle East; Islam; Political Theory

11.1.3 Present Part-Time Personnel:

Senior Lecturer LANGLEY, Jabez A. (Ph.D., University of Edinburgh, Scotland). African History; African Politics

Lecturer ZEWDE, Almaz (Ph.D., Michigan State University & Ph.D., Columbia University). Sociology; Agricultural Economics; Social Policy; and Social Research

11.1.4 QUALIFICATION OF FACULTY ACTIVITY

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<tr>
<td>David</td>
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</table>

11.1.6 RESEARCH ACTIVITY

All full-time faculty members were reviewed and re-certified in May 2003 as current members of the Graduate Faculty of the Graduate School of Arts and Sciences.


Robert Edgar African-American Historical Linkages with South Africa, 1890-1965

Mbye Cham, Curriculum Workshop on African Film Milan, Italy

Langley, Ayo, Funds for Academic Excellence Award, $2,500
Serapiao, Luis, Funds for Academic Excellence Award: $2,500

11.1.7 PROFESSIONAL AFFILIATIONS

All members of the Faculty are current members of the appropriate associations for this discipline, at the minimum.

11.1.8 RETIREMENTS

NONE

11.1.9 Faculty Success In Meeting the Workload Policy

Good

11.1.10 On time Textbook Orders

11.1.11 Professional Development Activities of Faculty

The professional development of the unit’s faculty is continuous, as demonstrated by the number of invited papers, lectures, chapters in books, essays, books and international consultancies. Faculty members in this unit continue to compete successfully for the Fulbright awards for professional and intellectual development. Many of the faculty participated in the University Academy Program.

12. STAFF

Staff Distribution

The Department has one (1) staff support person, serving 14 undergraduate majors and 66+ graduate students, 8 fulltime tenured faculty members, and 2 adjunct or part-time professors/lecturers.

Professional Development & Leadership Academy

Our Departmental Administrative Assistant has attended all appropriate Development and Leadership classes as listed in the Academy calendar.

[Permanent Statement: The Department of African Studies witnessed the passing of its long-time administrative secretary, Mrs. Vivian Mahathey, on May 25, 2002. She had served Howard University with distinction since 1966. ]

13. GRANTS AND CONTRACTS

13.1.1 Applications Submitted

Total Number of Submission: 7
13.1.2 Applications Funded
Total: 5

14. CURRENT CHANGES (due to outcomes, information from assessment activities or program reviews)

Unfortunately, there has not been any changes in the Department’s undergraduate program as stipulated under these criteria.

15. IMPACT AND EFFECTIVENESS OF RECENT POLICY CHANGES

Mixed impact and effectiveness are the current results of recent policy changes. As noted above, the Department has basically used the public statements (oral and written) to explore and advance its program, projects, and plans.

16. RESPOND TO TARGETS OF OPPORTUNITY
(and other elements cited in provost's "Moving to Tier One" open letter to the University community.)

For the Department, there has been an increased output primarily for research, travel and student financial assistance.

17. Prepared by:

Robert J. Cummings, Ph.D.
Department Chairperson
2003
AFRO-AMERICAN STUDIES DEPARTMENT  
Annual Report AY 2002-2003  
Dr. Russell L. Adams, Chair

Unit Overview

Established in 1969, the Department of Afro-American Studies is a multi-disciplinary undergraduate instructional unit of the College of Arts and Sciences. The Department offers a major and minor in the field of Afro-American Studies. It also offers required courses in the Divisional Studies component of the college curriculum and the Afro-American Cluster. Afro-American Studies majors tend to pursue careers in public and higher education, law, social work and governmental service. The full-time faculty of the department consists of one professor, three associate professors, two assistant professors, and one part-time lecturer. The support staff consists of one departmental secretary and one supervisor of the Afro-American Resource Center.

Mission, Goals and Objectives of the Department

In line with the University’s mission of developing leadership for America and the global community, the Department has the mission of providing social science oriented instruction to undergraduates through a curriculum based primarily on the experiences of African American and related populations in the Black Diaspora. The goal of the Department involves the design, delivery and evaluation of a multi-disciplinary curriculum containing courses supporting a) political analysis, b) sociological analysis and c) cultural analysis of the black experience with emphasis on North America and the Caribbean. Embedded in the curriculum are basic elements of college-wide core-curriculum goals of fostering intellectual openness, historical awareness, empirical analysis and social justice. The performance objectives of the Department consist of providing academic and practical training in critical analysis, basic research techniques, data processing and communication skills sufficient to prepare majors for successful graduate and professional work.

Progress in Fulfillment of the University’s Mission

The Department has made some progress consistent with the goals of the University. During the past academic year, nine majors successfully completed the requirements for the bachelor of arts degree, this number being a departmental record. In the past academic year, 1,197 students enrolled in our service and elective courses. Much of the progress achieved during the past year was the result of faculty members responding to workload challenges significantly in excess of those officially prescribed. However, it must be emphasized that without at least two additional faculty members, the progress of the Department will be retarded. A departmental curriculum review has concluded that the increased service demands have already impeded a necessary curriculum revision designed to reflect the national evolution of the field.
Key Performance Indicators

Student Performance. On May 10, 2003 two of nine graduating majors were cited as having, respectively earned honors of *cum laude* and *magna cum laude*. One third-year major was inducted into *Phi Beta Kappa*. The on-site internship work of one graduating earned him a regular full-time job with the host organization of his internship. Two other graduating majors had successful internship experiences with the Woodrow Wilson Research Center. The student departmental association, the Kwame Ture Society, evolved into a self-activating scholarly discussion group with a monthly book/issue review program, Dr. Gregory Carr, departmental advisor. Members of the Kwame Ture Society attended several scholarly conferences in the field of Afro-American Studies: The “State of Black Studies” Conference sponsored by the Schomberg Center for Research in Black History and Culture (February, New York), the National Council for Black Studies Conference (March, Atlanta), and the Association for the Study of Classical African Civilizations (March, Nashville). Participating majors indicated that their attendance at these conferences enriched their sense of their majors and the department’s relationship to the field. Non-majors may have affiliate membership in the Kwame Ture Society. Two graduating affiliate members of the Kwame Ture Society anticipate entering, respectively, Harvard University Law School and Georgetown Law Schools in the Fall Semester, 2003.

Faculty Performance. In addition to teaching loads in excess of those prescribed, faculty members continued their research and publication programs. Dr. LaVonne R. Jackson, assistant professor, has completed a textbook *Introduction to Afro-American Studies I: Slavery to Post-Reconstruction* for Kendall Hunt Publishers with a scheduled publication date of July 2003. Dr. Gregory C. Carr, assistant professor, is scheduled to complete by September 2003 the manuscript of his book *Africana Studies as Intellectual Work*. Dr. Priscilla Ramsey completed the manuscript for her book *John Edgar Wideman: Cultue, Class and Narrative*, now being examined by several publishers. Dr. Russell L. Adams continued his work as co-editor (with Dr. Michael Frazier, Political Science Department) of an interdisciplinary book of essays entitled *Come Join Us Brothers: African Americans in the Civil War*.

Significant Events and Achievements

A signal honor was received by Mr. E. Ethelbert Miller on May 7, 2003 when the D.C. Public Library held a major press conference to announce that his book *Fathering Words: The Making of an African American Writer* was selected of its focus book for its second annual city-wide “D.C. We Read” Program for the month of May. Dr. Russell L. Adams was featured in the Close-Up-African American Civil War Memorial Prize-winning short film on African Americans in the Civil War in November, 2002. Dr. Adams also was the subject of a film interview on March 7, 2003 for the Cosby Foundation Senior Citizens’ “Roots and Wings: A Program in Intergenerational Leadership and Learning. “ Dr. Priscilla Ramsey Chaired two Panels in her field, (literature) at the annual Spring Conference of the Chesapeake Chapter of the American Studies Association, held April 5, 2003 at the University of Maryland and the other at the Spring Conference of the College Language Association, held April 27, April 23,
2003. Norfolk State University. Among other events, Dr. Priscilla Ramsey and several of her students attended August Wilson’s “Ma Rainey’s Black Bottom,” presented at Arena Stage, Washington, D.C.

**Challenges and Projected Solutions**

The Department faces three challenges: 1) curriculum revision, 2) personnel shortages and 3) dated Afro-American Resource Center holdings resulting from the University’s re-programming funds used to maintain its holdings. The accession and staffing situation of the Resource Center have remained stagnant even its current supervisor has brought honor to it and the university. The Department has commenced a review of the basic curriculum which is now perceived as being less than adequate in its upper level courses. The primary cause of this particular problem is shortage of faculty and increased service demands upon the Department. At least two additional faculty members are needed to solve this problem. A related personnel problem has to do with support staff. For 27 years, the Department had two secretaries. It now has a single secretary attempting to cover the work of two while no financial recognition of this extra service to the university as the workload of faculty and the service demands on the college have both increased significantly. The situation of the Afro-American Resource Center is essentially the same. The present incumbent has had to rely on work study students in order to keep a basic service level. Since the acquisition budget for the Resource Center was abolished 15 years ago, the holdings of the Center have become dated. The supervisors of the Center has made a strong effort to persuade publishers and bookstores to donate current materials to this center which services not only the Department but the university campus and larger community.

**Synopsis of Department or Unit Data**

**Students**

The Department generally has approximately 45-50 majors and over 100 minors.

Student enrollment for the Fall Semester, 2002: 597.

Student enrollment for the Spring Semester, 2003: 600.

Student enrollment for the past academic year: 1,197

The faculty/student ratio for the year was 1/100.

**Faculty**

Distribution. The distribution of faculty is as follows: one full professor, three associate professors, and two assistant professors.

- Full Professor (and Chair): Dr. Russell L. Adams
- Associate Professor: Dr. Priscilla R. Ramsey
- Associate Professor: Dr. Lila Ammons
- Associate Professor: Dr. Nikongo Ba Nikongo
- Assistant Professor: Dr. Gregory C. Carr
Assistant Professor: Dr. LaVonne R. Jackson
Lecturer I: Dr. Walter Hill, one/fourth time (Senior Archivist, U.S. Archives II, College Park, Md.)

**Quantification of Faculty Activity: Workload**

Dr. Russell L. Adams, Fall Semester, 2002- three courses;
   Spring Semester, 2003- two courses

Dr. Priscilla Ramsey: Fall Semester, 2002- three courses;
   Spring Semester, 2003- three courses

Dr. Nikongo Ba Nikongo: Fall Semester, 2002-three courses;
   Spring Semester, 2003-three courses.

Dr. Lila Ammons: Fall Semester, 2002,-three courses;
   Spring Semester, 2003-three courses

Dr. Gregory Carr: Fall Semester, 2002-three courses;
   Spring Semester, 2003-three courses.

Dr. LaVonne R. Jackson: Fall Semester, 2002-three courses;
   Spring Semester, 2003- three courses.

Dr. Walter Hill (1/4th Time): One course per semester

Comment: Due to shortage of faculty, departmental service and divisional courses tend to
have excessively high enrollments. When the optimum enrollment should be 23-30
students, Courses such as AFRO-005: Introduction to Afro-American Studies I tend to
have 50-60 students and AFRO-191: Comparative Slavery with a optimum of 35, tend to
have 40-50 enrollees. High enrollment numbers tend to generate correspondingly high
office hour traffic and service, with faculty members continually trying to maintain a
satisfactory balance between quantity and quality of aggregate faculty/student contact
hours. Junior faculty in particular are also expected to publish and to render service to the
university. The Department lost one secretary in a retrenchment drive by the University
some years ago. The one remaining secretary likewise experiences the pressure of these
large numbers. While the administrative/service demands Department have increased, his
secretary routinely goes far beyond her formal duties to try to cover work of two
secretaries. To date efforts to formally and finally recognize the work of this have not
succeeded, a situation to which attention has been called repeatedly.

**Publications**

Faculty Performance. In addition to teaching loads in excess of those prescribed< faculty
members continued their research and publication programs. Dr. LaVonne R. Jackson,
assistant professor, has completed textbook *Introduction to Afro-American Studies I:*
**Slavery to Post-Reconstruction** for Kendall Hunt Publishers with a scheduled publication date of July 2003. Dr. Priscilla Ramsey completed the manuscript for her book *John Edgar Wideman: Culture, Class and Narrative*, under contract with Mellen Books and scheduled for publication in 2004. Dr. Gregory C. Carr, assistant professor, anticipates completing by September 2003 the manuscript of his book “Africana Studies as Intellectual Work.”

**Research Activity**


**Professional Affiliations**

Dr. Russell L. Adams: African American Civil War Memorial Foundation
National Council for Black Studies
Association for the Study of Afro-American Life and History
Smithsonian Institution Associates; National Geographic Society;
African American Washington Area Genealogical Society
Dr. Priscilla Ramsey: National Society of Teachers of English
Institute of African American Research (Columbia University)
The Duke Ellington Society (Washington, DC)
Text and Author Organization (University of Florida)
Poutre Poetry Society: Afro-American Studies

Dr. Lila Ammons: American Political Science Association
National Association for the Advancement of Colored People
National of Negro Women
African American Women’s Research Institute

Dr. Gregory Carr: Association for the Study of Classical African Civilizations
National Council for Black Studies
KwameTure Society

Dr. LaVonne R. Jackson: Association of Third World Studies
Association of Black Women Historians
Afro-American Family History Association
Southern Historical Association
American Historical Association

Dr. Nikongo-Nikongo: Chair, Caribbean Interest Group
J. William Fulbright Scholarship Board

Workload Policy

As indicated Quantification of faculty above, all faculty members, including the chair have workloads exceeding the required minimum. Each semester all faculty members, except the chair, maintain a workload of nine credit/contact hours weekly and share instruction in different departmental courses. In the Spring semester, due to heavy service request associated with Black History Month, the chair does six credit/contact hours in the Spring Semester.

Professional Development Activities

Dr. Russell Adams: College or Arts and Sciences Leadership Retreat, August 15. 2002
Banner Training Instruction: 3 hours, July 20, 2002
Workshop: Faculty Excellence Awards Implementation
Association for Afro-American Life and History Program
Biographical Portraits Guidelines: American Political Science Association
Afro-American Civil War Memorial Association
National Visionary Leadership Project

Dr. Priscilla Ramsey: Banner Training Instruction- 3 hours. July 20,2002
Banner Training Instruction: 6 hours, August 2002
Advisory Center: Student Advising Training, March 11, 2003
Joined National Council of Teachers of English, 2003
* Institute for African Research
  • The Duke Ellington Society, Washington, DC
  • Text and Author Organization, University of FLA

Dr. Lila Ammons: College or Arts and Sciences Leadership Retreat, August 15, 2002
Workshop on Assessment Tools/Strategies, November 2-3, 2002
Training Session on New Effort Reporting System, April 10, 2003
Faculty Advising Workshop, October 30, 2002

National Conference of the Association for the Study of Classical African Civilizations
Annual Conference of the National Association for Black Studies

Dr. LaVonne Jackson: Ninth Annual NBCU Faculty Development Symposium, October 17, 2002
U.S. Coast Guard Headquarters, Washington, DC, Black History Month symposium theme, “‘The Souls of Black Folk’ 100 Years Later.”

Staff
As indicated above, the departmental secretary and the supervisor of the Afro-American Resource Center constitute the staff of the Department. Both individuals rendered excellent and performed far in excess of workload expectations, a situation representing a continuation of the same quality of previous years.

Grants
Dr. Russell L. Adams received a Faculty Excellence Grant of $4800
To support the development of the Social Science Division
Course contribution to the Core Curriculum of the College of Arts and Sciences
Dr. LaVonne R. Jackson received a Service Learning Grant of $1500 from the Center for Urban Progress in support of student participation in its service learning program.

Impacts and Effectiveness of Recent Policy Changes
Faculty members have shown greater interest in converting instructional materials for use in the Smart Rooms. However unannounced changes in scheduling the Smart Rooms has some diluted their enthusiasm.
Banner System grade reporting has virtually eliminated the problem of late grade reporting. The existence of the Faculty Merit Program has increased faculty participation in developmental programs.
Annual Report  
Department of Biology

William R. Eckberg, Chairman  
May 15, 2003

1. Unit Overview – Chairman’s summary

The Department has continued its efforts to become more vision-oriented and goal-directed. Our primary goals are fully-focused on the goals of SFA II: to provide the best possible education to our students (Strengthening Academic Programs and Services and Promoting Excellence in Teaching and Research) and to produce significant research findings (Strengthening Academic Programs and Services, Increasing Private Support and Promoting Excellence in Teaching and Research). Specific areas targeted for improvement this year were our computer labs, in which we replaced 25% of the very outdated computers with state-of-the-art equipment, and the introductory courses (Biology 101/102) for which we selected new textbooks. We also experimented with placing the course material on Blackboard. This was phenomenally successful. The pass rate jumped from 60% to 85%. This is far better than the national average and should be an important factor improving our retention and graduation rates.

Two faculty members were lost (Dr. Dwivedi to retirement and Dr. A. Williams to resignation), and another was on leave for the year (Dr. Poston as a Program Director on an IPA at the NSF). Fortunately, the Department was able to utilize the funds freed up to hire two temporary faculty members, Drs. Kamla B. Deonauth and Victoria Guerrero. They took important lead roles in the improvement of our introductory curriculum.

One important advantage this year is that we were able to begin and end the year with a full support staff. We have been making efforts to bring our Animal Caretaker position under the departmental budget, as the IACUC has attempted to eliminate this important position. The position will be even more important as one of the new faculty members we are hiring does research on mice, which will significantly increase vertebrate animal usage in the department.

As noted in last year’s Annual Report, the presence of a new chairman has altered some policies in the department. Additionally, the former chairman had left a number of “fires” burning, and much time and effort has gone into putting them out. This activity continues to this day; however, the number of such fires is decreasing steadily, and we hope that they will all be doused very soon.

A lack of sufficient support from the administration continues to be the major hindrance to our goal of improving the education that our students receive. The cost of supplies and equipment for labs in biology courses is vastly greater than what is recovered in lab fees. Tripling the lab fee would not cover the costs for some courses. The administration must begin to recognize the costs inherent in offering a quality program in its largest and most popular undergraduate department.
2. Mission, Goals and Objectives of the Department or Unit

The mission, goals and objectives of this department closely parallel those of the University. We have established a strong instructional and research unit in contemporary biological sciences. The responsibility for the fulfillment of the University and departmental mission fall on the faculty, who administer, guide, and seek resources to maintain high standards and competitive academic programs. We focus on:

1. the communication of specialized information and skills to optimize the pursuit of new knowledge (SFA II – Promoting Excellence in Teaching)
2. the dissemination of information though hands-on training to graduate and undergraduate students interested in the biological sciences (SFA II – Promoting Excellence in Teaching, Strengthening Academic Programs and Services), and
3. the discovery of new information through original, state-of-the-art research (SFA II – Promoting Excellence in Research)

At the undergraduate level, the Department offers programs leading to the Bachelor of Science degree. Students complete a set of core requirements after which they have access to a wide variety of didactic and research-oriented elective courses. The department particularly encourages students to make use of the varied research opportunities offered by the faculty.

At the graduate level, the Department offers programs leading to the Master of Science and Doctor of Philosophy degrees. Both are research oriented. The department offers students a wide variety of research opportunities with concentrations in two areas: 1) Cell and Molecular Biology and 2) Ecological and Evolutionary Biology.

3. Progress in fulfillment of University’s mission

Consistent with the mission of Howard University, the Department of Biology seeks to provide an educational experience of exceptional quality to students of high academic potential [and to develop a] cadre of faculty who, through their teaching and research, are committed to producing distinguished and compassionate graduates. To this end and consistent with the primary goals of SFA II, the department continues to promote excellence in teaching and research.

Several initiatives related to instruction continued from last year. 1) All faculty members have now placed their syllabi and course materials on the World Wide Web. 2) The department’s Smart Classroom is now almost maximally used. 3) As this facility is far too small for our introductory courses, the chair obtained funds from Dean Donaldson for the purchase of a laptop computer and high-intensity projector to be used for lectures in the Biology Auditorium. 4) A particular focus was the improvement of the introductory courses (Biology 101/102). The administration requested the addition of more sections to the Biology 101 and 102 courses to accommodate the large number of students enrolled; in the process, it requested an evening lecture; this was added. The faculty chose new textbook for Biology 101/102 that emphasizes discovery and the scientific method. It will be implemented in the fall. 5) Recognizing that our current budget is inadequate to support quality laboratory
experiences for our undergraduate students, all faculty members were asked to provide reasonable budgets that will support state-of-the-art laboratory experiences in our undergraduate courses. All complied, and the appropriate request was made through the Dean to the Central Administration. There has regrettably been no response to this request. 6) Drs. Hugh B. Nicholas Jr. and David Deerfield from the Pittsburgh Supercomputing Center taught a section on Bioinformatics as a part of our Biochemical Genetics course in the fall semester, 2002. This was a major benefit to our students and will lead to the development of new directions in teaching and research in the department. 7) Two faculty members (Drs. Ampy and Dickson) applied for funds from the Fund For Academic Excellence for the purchase of new computers to replace the 8 year-old ones in our student computer lab; the Chair pledged matching funds from the departmental budget for 2002-3 if they were funded. Dr. Ampy’s project was funded, while Dr. Dickson’s proposal was not deemed sufficiently different from Dr. Ampy’s to be funded. Thus, to complete the upgrade, Dickson requested such funds during the current cycle. His request is still pending. 8) Two Biology students, Jermaine Barker and Shane Kahn received grants from the Provost’s Undergraduate Research and Creativity Awards. 9) The department began to offer departmental seminars for the first time since Dr. Anderson’s grant-funded series several years ago. Students are encouraged to attend departmental seminars. Each of these initiatives was designed to increase the availability of technology to students as mandated by the goals of SFA II as well as to improve their critical-thinking and problem-solving skills.

Other continuing programs also support the University’s mission and SFA II. The NIH-supported Alliance for Minority Progress (Drs. Gordon and Lee) continues, as does the grant funded by the NSF to support the development of a course in Environmental Studies (Drs. Middendorf and Poston). The department has applied for a new NIH-supported MARC grant (Dr. Anderson).

The Biology Department is pleased to report many efforts consistent with SFA II goals to expand linkages and partnerships to encompass local, national and international initiatives, The Fogerty International Center/NIH program (Dr. W. Anderson) will send 15 undergraduate trainees to leading labs in Addis Ababa (Ethiopia), where they will be studying parasitic diseases (leishmaniasis and schistosomiasis) and performing HIV/AIDS research. New linkages with the Pittsburgh Supercomputing Center have been described above. Dr. Bremner continues as co-PI and course director of the Howard/Johns Hopkins Cancer Partnership. Drs. Middendorf, Petersen and Poston are co-PIs for a NOAA Educational Entrepreneurship program. Dr. Middendorf also participates in a DOE funded Community Technology Center grant to Howard University’s Center for Urban Planning. Dr. Lee coordinated videoconferences on teaching science and mathematics with Bowie State University, Virginia State University and Norfolk State University.

Consistent with the SFA II goals of promoting excellence in research and bringing Howard University to Tier I status, all faculty members were repeatedly told that it is their responsibility to seek and find extramural support for their research. Compliance with this important aspect of the faculty workload remains low, but is improving. Nevertheless, we are proud to report that all previously funded research grants in the department have been renewed. In addition, we have applied for a 6-fold increase in the amount of extramural dollars in the
department. Drs. Duttaroy and Eckberg were awarded supplements to their NIH and NSF grants for the support of a graduate and an undergraduate student, respectively. Partial support for two graduate students is included in Drs. Bremner and Eckberg’s grants. Dr. W. Anderson has been actively assisting Dean Donaldson in the writing of major research training grants. To increase the number of grants in the department, the chair has asked each faculty member to include such among their goals and objectives for the coming academic year. The response has been heartening. Nearly all of the faculty members who have provided their objectives included the submission of at least one specific grant proposal to a specific external agency. We are thus encouraged that support for our research will increase next year.

4. Key Performance Indicators

The most significant performance indicators this year were 1) the substantial increase in the pass rate of Biology 102 and 2) the 6-fold increase in the amount of grant funds applied for by the faculty. The pass rate jumped from 60% to 85%. This is far better than the national average and should be an important factor improving our retention and graduation rates. The amount of grant funds requested increased from $2,347,357 to $13,587,995.

5. Accreditation-related news or issues

There were no accreditation-related issues this year.

6. Significant Events

The department hosted the 64th Annual Meeting of the Association of Southeastern Biologists (ASB), April 9-12, at Crystal City Hyatt Regency Hotel in Arlington, VA. There were nearly 600 registrants and 800+ in attendance. Seventy colleges and universities from throughout the southeast and adjacent states and 23 state, federal and private agencies were represented. For the regular ASB program 285 titles for poster, paper and symposium sessions were submitted. Faculty and students from Howard University were involved in eleven of the poster and paper presentations. A prominent feature of the annual meetings of ASB is the presentation of faculty research award and a graduate student research award. For the faculty research award a manuscript must have been submitted for publication and a paper presentation on this research given at the annual meeting. The graduate student research award is for the best paper presentation by a student. Each awardee receives a certificate and a prize of $600. Dr. Middendorf chaired the herpetology paper session. Dr. Eribo chaired the microbiology section. In addition to the regular ASB program, 18 posters and over 30 oral presentations from undergraduate students of the BBB Honor Society were given at the meeting. Drs. Lafayette Frederick and Geraldine Twitty served as the local arrangements committee, and performed gratis all of the work required to make this important event happen.

Undergraduates supported by MIRT conducted research in ethnopharmacology and infectious diseases at the University of Ghana and
Addis Ababa University. They made poster presentations at the ABRCMS meeting in New Orleans.

Sylvia Esset, who graduated summa cum laude/ΦΒΚ won First Prize for her presentation at an international meeting in New Jersey.

Supported by a grant from the USAID, Dr. Broderick Eribo and 12 others from Howard, participated in a high school teacher training program at Makelle University, Ethiopia. Dr. Eribo taught biology to more than 60 teachers, who in turn were responsible for presenting workshops to junior faculty at their respective high schools.

This year, 15 Howard University students and faculty will be MIRT-supported at Addis Ababa University's Institute of Pathobiology.

Drs. Hugh B. Nicholas Jr. and David Deerfield from the Pittsburgh Supercomputing Center, Mellon Institute, Pittsburg, PA presented a workshop on Bioinformatics under the auspices of the Molecular genetics class (Fall 2002). Drs. Nicholas and Deerfield are supported by the NIH to provide such workshops at HBUs.

7. Significant achievements

Dr. Winston Anderson was one of two university faculty nationwide who received a Millennium Award from the White House.

Dr. Middendorf chaired ad hoc committee to establish the Howard University Graduate Environmental Studies Program. Led preparation and submission of the proposal, which was approved by both the Graduate School Curriculum Committee and Graduate Faculty in Spring 2003.

Dr. Dutta was the faculty research award recipient at the ASB meeting for the paper titled, “Enhanced bioremediation of 2,4-dinitrotoluene in soil by a genetically modified Sinorhizobium meliloti.”

8. Challenges and projected solutions

The major challenges this year were the improvement of the core curriculum (Biology 101/102), increasing the use of technology in teaching, utilizing our resources more efficiently and increasing research support.

To accomplish the first objective, a volunteer committee of faculty members, chaired by Dr. Duffield met several times during the fall semester. However, its meetings in the fall yielded no concrete proposals, and when it did not meet in January-March, the chairman disbanded it in favor of a new committee led by Dr. Twitty with substantial contributions from Drs. Deonauth, Dickson, McKenna and Petersen. They have already selected a new investigation-oriented textbook, which should significantly improve student learning of the scientific methods and procedures as well as making the course subject matter more interesting and allowing the teaching faculty the opportunity to add technology to the classroom. We are very hopeful for the fall, 2003!
Two significant efforts were made towards introducing technology into the classroom. We are pleased to report a substantial increase in the number of faculty members using the WWW in their teaching; nearly all Biology faculty members now use the WWW to some extent in the classroom. All faculty members provided their syllabi to the chairman, who posted them on the WWW. Several faculty members have put their entire courses on Blackboard or on their own websites. Most importantly, Dr. Deonauth put the entirety of Biology 102 on Blackboard. This resulted in a significant increase in the pass rate in this course. Of 278 students enrolled, only 18 withdrew, and only 25 received grades of D or F. 235/278 or 85% passed the course with a C or better. This is about double the pass rate in previous years and also about double the pass rate for this course nationwide. We are highly gratified by this success and expect it to be translated into higher retention and graduation rates in the next 3 years.

In another effort to improve the utilization of technology in teaching, the department purchased an Epson computer projector and a PowerBook computer to allow faculty members to use this technology in classrooms other than the Biology Department Smart Classroom. These were utilized primarily for Biology 101/102, for Parasitology and for Advanced Molecular Techniques and Applications.

The Department recognized a special need for a classroom that would allow us to teach the larger classes that our increasing enrollment has made our lecture rooms (other than the Auditorium, which is already heavily utilized) too small for many of our elective courses. Accordingly, we proposed that rooms 316-320 be combined into a single room that would seat 70-80 students and have a computer projector and smart board. We made this request to the administration and we await funding.

A low level of research support continues to be a major challenge for the Department. At the beginning of this academic year, only 4 faculty members held research grants (Drs. Anderson, Bremner, Duttaroy and Eckberg). No new research grants were received during this year, though all programs funded at the beginning of the year are still funded, and Drs. Duttaroy and Eckberg both received supplements to support students. Other major research grants are pending. Dr. Dutta submitted four proposals to different agencies totaling $1,026,500; Dr. Petersen submitted one to NSF for $1,098,212; and Dr. Lee submitted one to NASA for $8,835,010. The chairman has discussed the need to submit more research proposals regularly with the faculty at meetings and one-on-one. Several faculty members have made commitments to submit proposals during the next academic year.

9. Synopsis of Unit Data

Biology continues to be by far the largest and most popular undergraduate major at Howard University. The number of majors remains between 700-800; the number of graduates was 115 this year; this was about the same as last year and substantially larger than any other department in the College. The hiring of two temporary faculty members (Drs. Deonauth and Guerrero) at the beginning of the fall semester, the loss to retirement of one (Dr. Dwivedi) at the end of the fall semester and the loss of another to resignation (Dr. A. Williams) early in the fall semester left the department with the same number of faculty this year as last year. We were authorized to fill two
positions, and these were advertised. After interviews, we have selected two candidates and are negotiating with them to begin in the fall, 2003. The Department was able to implement the University Faculty Workload Policy and systems for the evaluation of both faculty and chair success and productivity.

10. Students

**Graduate Students: Ph.D. & M.S.**

- Enrollment Data – 26 Ph.D.
- Graduation Data – 6
- Enrollment Data - 11 M.S.
- Graduation Data – 1
- Students in Good Standing – 37
- Students on Probation – 0
- Students Dismissed - 0

**Student Achievements –**

**Marcus Hodges** Poster Presentation at the International BioIron Society Annual Meeting, National Institute of Health “Iron-citrate toxicity against asexual – stage Plasmodium falciparum”

Oral Presentation St. Augustine’s College 3rd Annual Research Day, Raleigh, N.C. “Recombinant Plasmodium falciparum Iron Regulatory-Like Protein (rPfIRPa) Specifically Binds to a Putative Plasmodial Iron response Element and Demonstrates Aconitase Activity”

Poster Presentation at Howard University Graduate Research Symposium, Howard University, Washington, DC “Recombinant Plasmodium falciparum Iron Regulatory-Like Protein (rPfIRPa) Specifically Binds to a Putative Plasmodial Iron Response Element and Demonstrates Aconitase Activity”

**Yongqing Chen** – Sigma Xi –The Scientific Research Society (Full Membership), American Society for Microbiology (Student Member)

**Michael Perkins** (PhD student with Dr. Dutta) was also honored this year as an AIBS Diversity Scholar.

**Ms. Shercoda Smaw** a graduate student in the Biology Department pursuing her Ph.D. received the top award at the ASB-Meeting 2003 for her research on the Effects of Simulated Acid Rain on the Urban-adapted Moss Bryum capillare.

**Undergraduate Students:**

- Enrollment Data – 541 Full-time
- Graduation Data May 2003 – 115
- Students in Good Standing – 454
- Students on probation – 87
- Students dismissed – 0

Student organization and associations: Thomas B. Smith Society
Student Achievements:

Ms. Kimberly Jernigan received the 2003 UNCF*Merck Undergraduate Science Research Scholarship Award.

Undergraduate Research and Creativity Awards, Howard University, Washington, DC

Jermaine Barker “Profiling of Functional Groups/Enzymes During 2, 4 DNT Biodegradation”

Shane Khan “Co-culture of Osteoblasts on a Collagen Matrix”

Allana Roach and Pamela Clarke, two of our undergraduates (both working with Dr. Lee), received recognition by the AIBS Diversity Scholars Program

Undergraduate student academic awards:

Summa Cum Laude – 6
Magna Cum Laude – 10
Cum Laude – 14
Phi Beta Kappa – 9

Thirty five percent of Graduating Seniors expect to attend Medical School, Dental School or graduate program

Students with 4.00 GPA

The Department of Biology had 52 full-time undergraduate students who earned 4.00 GPA. In addition, the department had 4 full-time graduate students who earned 4.00 GPA.

The department had 8 MEAC 2002-2003 All Academic Award Winners. All Academic consist of sophomores to senior student-athletes with a cumulative grade point average of 3.0 or better from all sports.

11. Faculty

Distribution

Listing of full-time faculty

Professors (tenured):

Franklin Ampy
Winston Anderson
Richard Duffield
Sisir Dutta
William Eckberg
Jack Frankel
Abner Lall
Clarence Lee
Raymond Petersen
William Sadler
David Schwartzman
Arthur Williams (resigned at the beginning of the Fall Semester)

**Associate Professors (tenured):**
- Theodore Bremner
- Leon Dickson
- Radhey Dwivedi (retired after Fall Semester)
- Broderick Eribo
- Mary McKenna
- George Middendorf
- Muriel Poston (on an IPA at NSF)
- Norma Williams

**Assistant Professors (tenured):**
- Marjay Anderson (on administrative leave)
- Geraldine Twitty

**Assistant Professor (probationary):**
- Atanu Duttaroy

**Master Instructor:**
- William Gordon (on 40% released time)

**Lecturer (temporary):**
- Kamla B. Deonauth
- Victoria Guerrero

**Listing of part-time faculty**
- Amha Asseffa
- Lafayette Frederick (*emeritus* from Biology)
- Vincent W. Hollis (*emeritus* from Biology)
- Kunle Kassim

**Quantification of faculty activity**

**Publications**

**Book Chapter (Peer Reviewed):**


**Peer Reviewed Research Articles:**


**Abstracts:**


**Conferences, Workshops and presentations**


Lall, A. Presented an invited address at the DNB Symposium: Communication: Fireflies at Fifty; Annual Meeting of the Society for Integrative and Comparative Biology, January 5, 2003, Toronto, Canada


Middendorf, G. Education at field stations. Invited Presentation for the Trinity College Field Station Workshop. 26 August 2002.


Other:

Holsinger, KE and the IBRCS Working Group (McKenna, subcommittee chair). 2003. IBRCS White Paper: Rationale, Blueprint and Expectations for the
Research Activity

Sponsored

**Anderson, W.A.** NIH. Minority research enhancement through international exchange.

**Bremner, T.A.** USAMRMC. Anti-estrogen regulation of macrophage products that influence breast cancer cell proliferations and susceptibility.

**Duttaroy, A.** NIH. Manganese superoxide dismutase and in vivo aging.

**Duttaroy, A.** AFAR. Genomic regions involved in manganese superoxide dismutase regulation in *Drosophila*.

**Eckberg, W.R.** NSF. Mechanisms of calcium release and egg activation in *Chaetopterus*.

Non-sponsored

**Dickson, L.E.** Research participant with Associate Professor Carolyn Broome, Howard University College of Medicine and Howard University Cancer Center (subproject P.I.) on the Minority Institution Cancer Center Partnership Grant,

**Dutta, S.K.** PCB Induced Gene Induction in fungi

Molecular structure analysis of PCB degrading community in different contaminated soils obtained from US Army experimental plots, Indianapolis, Kalamaju, Woodspoon using state of the art high throughput new technique T-RFLP (terminally fluorescent labeled)

Phytoremediation of PCB contaminated soils.

Biodegradation of 2,4 DNT by fungi

Biodegradation of 2,4 DNT by bacteria

**Frankel, J.S.** The effects of naturally occurring and synthetic androgens on the growth of the spottail shiner *Notropis hudsonius* (Cyprinidae).

**Middendorf, G.** Ongoing studies of lizard behavioral ecology in the Chiricahua Mountains of southeastern Arizona.
Middendorf, G. Ongoing studies of biodiversity of the herpetofauna of Rock Creek and Catoctin Mountain National Parks.

Petersen, R.E. Research with graduate and undergraduate students on the effects of pollutants on plant systems, RT-PCR and microarray analyses of *Arabidopsis thaliana* and Glycine max cultivars in response to ozone.

**Undergraduate Research**

Brandice Allen (Dr. W.A. Anderson)
Bellowney Bailey
LaPhaun Barrington (Dr. R.L. Petersen)
Gregory Catchings (Dr. G.A. Midedendorf)
Pamela Clarke (Dr. C.M. Lee)
Sylvia Esset (Dr. A. Duttaroy)
Chondra Glover (Dr. R.M. Duffield)
Ticaria L. Jackson (Dr. W.R. Eckberg)
Kimberly Jernigan (Dr. W.A. Anderson)
Shane Khan (Dr. W.A. Anderson)
Shaundel Knights (Dr. D. Schwartzman)
Tinashe Kuimba
Camille Megna
Onyeka Okonkwo (Dr. A. Lall)
Danyell O’Neal
Shirron Posey (Dr. J.S. Frankel)
Arre Reid (Dr. C.M. Lee)
Allana Roach (Dr. C.M. Lee)
Terri Turner (Dr. R.L. Petersen)
Gary Warner (Dr. T.A. Bremner)

**Professional Affiliations**

Anderson, W.A. American Society for Cell Biology

Dickson, L.E. American Society for Biochemistry & Molecular Biology, American Chemical Society, American Society for Microbiology, Sigma Xi, American Association for the Advancement of Science, National Organization for the Professional Advancement of Black Chemists & Chemical Engineers, New York Academy of Science, American Society for Cell Biology, Research Association of Minority Professors.

Dutta, S.K. Genetic society of America, American Society of Microbiology, Bioelectromagnetics Society, Association of Southeastern Biologist

Eckberg, W.R. American Society for Cell Biology (Minority Affairs Committee);
Society of the Sigma Xi (Howard University Chapter President, 2003-4);
Corporation member, Marine Biological Laboratory, Woods Hole; American Association for the Advancement of Science

Member, NIH Study Section: Minority Predoctoral Fellowships
Chair, NIH Study Section: Bridges to the Future

**Lall, A.** Association for Research in Vision and Ophthalmology, Society for Neuroscience, Society for Integrative and Comparative Biology, Sigma Xi

**McKenna, M.** American Institute of Biological Sciences (Board of Directors, Chair, Human Resources Committee), Ecological Society of America

**Middendorf, G.** Associate Editor, Journal of Natural Resources and Life Sciences. 2002-03.

Chair, National Science Foundation Graduate Research Fellowship Program Review Panel. 2003.

Member, Scientific Advisory Committee of the Southwestern Research Station of the American Museum of Natural History, Portal, AZ. 2002-03.

**Petersen, R.E.** Chair of Student Research Committee for the Association of Southeastern Biologists

Member of the Student Scholarship Committee for OTS-Carnegie-Melon.

Howard University advance team member for Science Education for New Civic Engagements and Responsibilities (SENCER) Program.

**Retirements**

**Dr. Radhey Dwivedi**

Dr. Dwivedi came to Howard University from the University of Texas at Austin in 1969. He taught cell biology courses in the Botany Department and later in the Biology Department. His ultrastructure courses (hands-on experience in electron microscopy) was very popular among students, not only from Howard, but also from the consortium. He was thesis director for about 20 MS students and helped sever MS/PhD students as a committee member. He also directed the research of 15-20 undergraduate students. His research specialties included electron microscopic and biochemical studies and immunocytochemistry in collaboration with USDA scientists of the Plant Molecular Biology Laboratory. He also collaborated with the USNRL on plant pathogens. His publications are mostly in cell biology and biochemistry. In addition, he has written several popular articles. He had NIH grants for several years in collaboration with the College of Engineering on effects of microwaves on cell structures. He is the US President of the International Centre of Cultural Studies on Ancient Traditions located in Nagpur, India. He is involved in many socio-cultural-spiritual organization, including the Friends of India Society International and in youth programs.

**Faculty Success in Meeting Workload Policy**

The University Workload Policy was implemented in the Department of Biology by vote of the faculty, which also adopted two instruments for the evaluation of compliance. In the first, each faculty member proposed his/her **Objectives** for the
coming year. In the second, each faculty member reports how he/she has met the policy and is **Evaluated** by the APT Committee and the Chairman.

**On Time Textbook Orders**

All textbook orders for the past academic year for the Department of Biology were on time. Because of our selection of a new lecture and lab text for next year, the selection of the lecture text was made in April, but the lab text was not selected until early May.

**On Time Grade Submissions**

All Biology grades were submitted on time.

**Professional Development Activities of Faculty**


An Introduction to Course and Program Assessment. Charlene D’Avanzo (Hampshire College) gave a faculty workshop at Howard University. Funded by a NOAA grant to **Drs. Middendorf, Petersen and Poston**. 1-2 November 2002

**Dr. McKenna** organized an Environmental Justice Workshop during the AIBS Meetings in March 2003 to explore ways that biologists, researchers and teachers can become more aware of the issues involved and the programs that currently address these problems. The invited workshop leaders were: Rebecca Parkin, Professor, George Washington University School of Public Health, Rodney Cluck, Scientist, Materials Management, Bureau of Interior and Daniel Gogal, Scientist, EPA Office of Environmental Justice.

She also developed the AIBS Diversity Scholars Program to recognize the achievements of minorities in biology and to encourage participation of under-represented minority groups in AIBS activities. Diversity Scholars present research posters at the AIBS meeting, and receive a year's membership in AIBS with a complimentary subscription to Bioscience. In 2003 they had six winners: DeAlma Yarbrough from U Cincinnati, Emilio Bruna from U Florida, Alicia Young-Williams from Smithsonian Environmental Research Center, Pamela Clarke from Howard, Michael Perkins from Howard and Allana Roach from Howard.

**Dr. Dickson** participated in the Writing Across the Curriculum Workshop, Teresa Redd, Instructor, College of Arts and Sciences, May 20-22, 2002 (9 hours).

He was a participant in the NETsWork Project directed by the Institute for Schools of the Future (ISOF) to develop the capacity of participating college faculty to develop technology skills, integrate technology with their course work to enhance student comprehension and success. This project is funded by the U.S. Department of Education's Preparing Tomorrow's Teachers for
Technology (PT3) program. He created an animation to explain the "Negative Regulation of the Lac Operon.

He was a co-planner and participant in the Research Association of Minority Professors Annual Conference held in Washington, DC (02/-6-08/03).

Dr. Petersen was a Participant in SENCER Summer Institute 2002.

Dr. Dutta attended workshops on phytoremediation by EPA at Chicago, March 2003, ASM workshops May 2003, Bioinformatics workshop through the courtesy of Pittsburg Supercomputing Center, and Understanding and Implementing The Strategic Framework for Action II. HU Leadership Academy May 29 and 30, 2003.

Biology Department Seminar Series 2002-2003

10/23 Charles Mulchi, Department of Natural Resource Sciences and Landscape Architecture, University of Maryland, College Park
Title: Plant and Soil Responses to Global Climate Change

11/6 David Deerfield, Assistant Director, Biomedical Initiative, Pittsburgh Supercomputing Center, Carnegie Mellon U
Title: Overview of Bioinformatics

11/13 Hugh Nicholas, Senior Scientific Specialist, Biomedical Initiative, Pittsburgh Supercomputing Center, Carnegie Mellon U.
Title: Aldehyde Dehydrogenase: Investigating Structure, Function, and Genetics through Computation and Experiment.

1/15 Kelton Clark, Scientific Program Manager, SI/LSAMP Partnership, Smithsonian Institution, SERC, Edgewater, MD
Title: The Response of Prey to Variability in Predator Guild and Refuge Habitat

1/30 Charles Nilon, Associate Professor, Department of Fisheries and Wildlife, University of Missouri, Columbia, MO
Title: Wildlife Conservation in Urban Neighborhoods

2/12 Yaffa Grossman, Department of Biology, Beloit College, Beloit, WI
Title: Integrating the Effects of Photosynthesis, Respiration and Growth on the Carbon Budget of Fruit Trees: A Computer Simulation Model

2/26 William Jeffery, Department of Biology, University of Maryland, College Park
Title: "Evolution and Development: A View from the Degenerating Cavefish Eye.” - SPEAKER CANCELLED – Will reschedule in AY 03-04

3/12 Dr. Danilo Tagle, Program Director, Neurogenetics, National Institute of Neurological Disorders and Stroke.
Title: "Molecular Pathogenesis in Huntington's disease".

3/26 Eton Codling, Beltsville Agricultural Research Center, Beltsville, MD
Title: "Nutrient Enrichment and Heavy Metals in Soils"

3/31 Clayton Rugh, Department of Crops and Soil, Michigan State University
Active Searches

The Department received authorization to fill two full-time faculty positions during this year. The faculty elected to search for a Microbiologist and a Wetlands/Aquatic Ecologist. These searches have been completed, and the Chairman is in negotiations with the selected candidates.

12. Staff

Distribution

After its reorganization, the Biology Staff consists of the following: an Office Manager (Donnell Scott), whose primary responsibility is budget management and who oversees the rest of the staff; two administrative secretaries (Joann Stotts and Mary Clarke); a technician (Cynthia Cannon), whose primary responsibility is to oversee repairs of the physical plant and to receive and keep track of incoming equipment and supplies; a maintenance and records assistant (Colin Reid), whose primary responsibility is the maintenance and delivery of teaching supplies and equipment; a laboratory coordinator (Norman Francis), whose responsibility is the coordination of the laboratories for Biology 101 and 102; a greenhouse manager (Josephus Weeks); and an animal caretaker (Leslie Goode), who is paid by the ORA. The office manager reports to the chairman; the laboratory coordinator reports to the chairman and the faculty; the other staff members report to the office manager.

Professional Development Activities

Cynthia Cannon
No classes taken.

Collin Reid
No classes taken

Donnell Scott
Becoming an Empowered Team Player
Business and Professional Public Speaking
13. Grants and Contracts

Applications Submitted

For FY ’03, the faculty of the Department of Biology submitted 8 proposals for a total of $13,587,995. This represents a 6-fold increase in requested funding over the activity of FY ’02, in which 8 proposals were submitted for a total of $2,347,357. Lists of submitted proposals are appended.

Applications Funded

Officially, the Department received 5 awards totaling $567,324 in FY ’03. In FY ’02, the Department received 8 awards totaling $1,224,638. However, this difference is misleading, as some of the awards totaling $708,971 received in FY ’02 were multi-year awards that carried over into FY ’03. Lists of the funded proposals are appended. Seven of the new and continuing awards are for research. Three are for curriculum development. One is an IPA agreement with the NSF.

14. Current Changes
The Department was reviewed during the Fall Semester. However, the results of that study have not been reported to the Department. Therefore, no changes have been implemented in response to it. We expect to implement such changes next year.

15. Impact and Effectiveness of Recent Policy Changes

At the Staff level, there has been one significant policy change during the academic year and one that will be implemented late in the academic year that will impact the department and improve its effectiveness. The department has placed all staff members under the direct supervision of the Office Manager. The goal was to establish a “unity of command” where all staff members report to the same manager. The policy will improve communication between management and staff by providing a direct line of communication. Furthermore, the department can increase goal congruency, where the goals of the university, department and staff are on one accord; and that is, providing a quality service to our students.

The Chairman and Office Manager have developed an Office Policy and Procedure Manual that will be implemented in the latter part of the academic year. This manual outlines tasks and duties to be carried out by each staff member in accordance with their job description. This will improve the overall effectiveness of the department by establishing guidelines that have been well thought out by management.

For the faculty, the major policy change was the implementation of the faculty workload policy (SFA Goal #13). In the past, we have spoken of a “teaching load”; now we speak of a “workload”. The primary reaction to this policy on the part of many faculty members was fear. The chairman attempted to quell these fears by telling the faculty members that this would not increase their own workload, except in one or two cases. Instead, the new policy codifies the importance of research productivity as part of the faculty workload. This is of particular importance in a science department. In the end, all faculty members proposed and agreed to their
assigned workloads, and the chairman hopes and believes that most of the original trepidation has been eased.

16. Response to Targets of Opportunity

Increase access to and utilization of technology for students and faculty

The Department is proud of its efforts in this arena. Drs. Hugh Nicholas and David Deerfield presented a workshop on Bioinformatics under the auspices of the Molecular genetics class (Fall 2003). Drs. Nicholas Jr. and Deerfield are from the Pittsburgh Supercomputing Center, Mellon Institute, Pittsburg, PA.

Dr. Franklin Ampy obtained a FFAE award for the purchase of 4 new computers for the Biology Department computer lab. The chairman promised matching funds, and purchased 6 additional computers for a total of 10. The purchase of an additional 40 computers for this facility is projected for FY ’04, provided that a sufficient budget is available.

The Chairman obtained funds to purchase a laptop computer and projector for presentations in the Biology Auditorium and other classrooms.

Expand linkages and partnerships to encompass local, national and international initiatives

Dr. Winston Anderson’s Minority Research Enhancement Through International Exchange program (funded through the Agency for International Development, State Department) continues to provide Howard University faculty and students the opportunity to train teachers in Ethiopia and Nigeria. We have recently learned that this grant will be funded for three more years. An important new international
program, Sustainable Development of Biodiversity in Uzbekistan: Drug Discovery from Plants, proposed by Dr. Raymond Petersen, is pending. Dr. Petersen is also directing and providing a workshop for students at R.H. Terrell Junior High School in the District of Columbia on the proper use of the microscope. Another program (also pending) proposed by Dr. Clarence Lee is the Howard University Pipeline for Readiness and Educational Progress.

Accelerate Howard University’s research agenda

As noted above, four faculty members from the Department have funded research programs (Drs. Anderson, Bremner, Duttaroy and Eckberg). While the gross research dollars in the Department have not increased this year, the Department has applications pending for a far greater amount of research support than last year. In addition, with the implementation of the Faculty Workload Policy, several additional faculty members have made commitments to apply for research grants during FY '04.

Establish and fund multiple endowed chairs to recognize renowned scholars, researcher and leaders

The faculty recently voted to recommend establishment of an endowed chair in honor of Ernest Everett Just, first Head of the Zoology Department (1908-1941), first recipient of the Spingarn Award and a very prominent African-American scientist of the first half of this century. This recommendation will be forwarded to the COAS for its Board of Visitors.
DEPARTMENT OF CLASSICS
Summary of Annual Report, 2002-2003

We have had a banner year in the Department of Classics; our recent efforts at renovating and revitalizing classical studies at Howard University finally have reached fruition. The Department currently has twenty-five majors. Of this year’s 25 majors, six graduated this May. Fourteen majors have now graduated in the past three years. Five of our current majors were elected to Phi Beta Kappa. One, Marianna Ofosu, won a Rhodes Scholarship. Another, Uche Nwamara, received competing, full five-year scholarships to study ancient history from Columbia and Harvard; he will pursue his PhD in Roman History at Harvard in Fall 2003. Another, Maria Kane, winner of this year’s Bayton award, has received offers from doctoral programs at Yale, Duke, NYU, and Northwestern. Another, Keith Harris, one of last year’s stellar graduates, has been awarded the William Fontaine Fellowship to study Classics and ancient philosophy at the University of Pennsylvania; he also was awarded a Mellon Fellowship for Doctoral Studies in the Humanities. Two new majors, Solace Duncan and Vernon Edmundson, received Lucy Moten Fellowships for summer study abroad in ancient cultures. Our internships at the Center for Hellenic Studies, an affiliate of Harvard University, just have been doubled; this summer’s interns in Classics will be Garnetta Lewis (Latin) and Keith Harris (Greek). Our primary goal stated in each of the last several annual reports has been to produce a cadre of graduate students in Classics and related disciplines. We can now point to our first successes in this critical area. Moreover, the quality of this particular group of entering graduate students is remarkable by any standard. One indicator of the quality of our 25 majors is as follows: their average GPA was 3.40; their mean GPA was 3.50.

Further details regarding the state of the Department follow in the text below.

Reports of a proposed 3% budget cut will do enormous damage to our program. Frankly, the Department has done its part---and much more. It has demonstrated what a dedicated core of faculty can achieve. This surely deserves rewards, and not penalties.

Respectfully submitted,
I. Mission, Goals and Objectives of the Department

Howard University’s Department of Classics is the only degree granting Classics Department in any of the nation’s HBCU’S. We currently offer majors and minors in three distinct areas: Greek, Latin, and Classical Civilization. The field of Classics is by its very nature interdisciplinary (a fact that we can’t stress enough and one that is often overlooked or misunderstood), contributing courses and faculty expertise integral to both the Humanities and the Social Sciences, as exemplified by our focus on studies and methods in the areas of ancient history, philosophy, literature, art and archaeology, as well as in the study of classical languages (philology). We also offer a full complement of courses in ancient Egyptology. As such, the Department of Classics anchors several of the most important academic areas in the College.

The Department of Classics had always been known primarily as a service department. This unofficial ‘status’ often had been used to justify the meager numbers of majors produced by the Department. In the 12 years prior to 1998, the Department graduated only some seven majors. In July 1998, Dr. Rudolph Hock first assumed the chairmanship of the Department, and immediately began implementing a wide-spread series of reforms and innovations that had been generated by departmental committees. The result was dramatic: By the end of his first term (Spring 2001) the number of majors in Classics stood at 16. As of May 2003, we can boast of 25 majors, a Rhodes Scholar, a Mellon fellow, and four first-year students in prestigious graduate schools (Oxford, Harvard, Duke, UPenn). By way of comparison, we now have as many or more majors than each of the following regional Classics Departments: Catholic, George Mason, George Washington, Georgetown, Johns Hopkins, and the University of Maryland at College Park.

Thus, not only have we reached our initial goal of transforming the Department into a functioning and viable academic unit of the COAS, but we also have successfully addressed our related goal of channeling talented majors into graduate programs in Classics. If this trend continues, the Howard Classics Department will have a dramatic, national impact on the abysmal under-representation of minorities in the professional field of Classics.

II. Key Performance Indicators

A. The increase in the number of majors is paralleled by an equally dramatic increase in the quality of these majors (see below IV. 1: Synopsis of Departmental Data). Another important indicator of the continuing success of the Department is seen in the development of an enthusiastic and mutually supportive community of young scholars. The Department continues to nurture the growth of this spirit by encouraging the use of our student lounge and library which has recently been refurbished with a major donation of books from the personal library of Professor Emeritus, Frank M. Snowden, Jr. This room, a center of continuous activity for both students and faculty, is used for reading, tutoring, discussions, and generally for fostering a bond of common intellectual pursuits.
B. The Classics Department last spring (2002) was subject to a thorough external evaluation. The Fall semester was devoted to a full internal assessment that was presented in a detailed report on file in the Dean’s office. This report, which included performance indicators such as course syllabi, faculty resumes, enrollment statistics, etc., assembled the data for the external review of our program in March, 2002. The complete findings of the three-member panel are on file. No more meaningful and substantive performance indicator of our entire program is possible. We believe that this external review should form the basis for all future deliberations on the goals, direction, and constitution of the Department. We have already used items from the review, for example, in forming the basis of our budgetary needs.

III. Challenges and Projected Solutions

The Department of Classics has done its part: we have demonstrated that earlier weaknesses in the department had nothing to do with the subject matter or the field. Now the University has the opportunity to demonstrate its commitment to the pursuit of excellence in undergraduate education.

The challenges currently facing the Classics Department remain as follows.

A. The Department has lost two tenured faculty in the past three years, one through death, the other through retirement. In addition, two thirds of the current tenured faculty is over 55 and we anticipate at least one further departure in the very near future. Despite these trends that bode ill for the future of the Department and in spite of our current successes, we have been authorized to make a single tenure-track appointment. Even in this case the procedure was less than ideal: delays, restricted budget, miscommunications, and more. Hiring more good, energetic, young faculty on tenure track lines remains a very high priority. These hires need to be made as soon as possible so that these new faculty can undergo a period of apprenticeship and mentoring before assuming the mantle of leadership in the not too distant future.

B. As we have indicated in previous years, the Department needs increased funding to help support its students in their studies: scholarships, tuition wavers, funds for summer study abroad and at home. Such funding is especially necessary for majors in Classics who need the extra time (free of summer employment) for the honing of linguistic skills in ancient Greek and Latin. As is well known, it is no longer the norm that students enter American universities with training in Greek or Latin and often start their language training in their second or third year. For our majors to be competitive candidates for top graduate programs in Classics, it is imperative that students who lack resources be given as much financial freedom as feasible to pursue uninterrupted and intensive study year round.

Furthermore, as things stand now, there are several members of the faculty who have been and are teaching students Greek and Latin all summer long without pay to make up for this absence of institutional support. These same faculty regularly take on extra teaching loads to accommodate the needs of their students. These overloads, often
to the detriment of individual publishing schedules, surely deserve more recognition than they appear to have received under the current merit system.

C. Our departmental budget, always inadequate to meet our growing needs, is now being threatened with cuts to the bone that would virtually eviscerate our programs. Rather than being decreased or eliminated, our discretionary budget needs to be increased in order to meet the rising expenses associated with our growing pool of majors. Members of the department still are paying out of pocket for an unusual range of curricular- and student-related matters, e.g. books to match the specialized interests of students, gifts and awards, departmental functions and parties, videos and films for new courses, to name a few. Surely, the Department should be able to reimburse faculty for these out of pocket expenses.

We also have no discretionary funds to underwrite unanticipated personnel issues (e.g. last minute hires entailing advertisements, interviews, much less campus visits). Nor are discretionary funds available to invite guest speakers for the benefit of our program and students. To accomplish this, the department requires a discretionary fund that is administered by the chair and that falls outside of the purview of regular bureaucratic budgetary channels.

D. In light of our goal of creating a professional cadre of Howard-trained classicists, the Department is seeking various means of exposing our majors to work experience in the field. To this end, we are happy to report that we have established a program of internships for our majors at the Center for Hellenic Studies in Washington, DC, an affiliate of Harvard University. We will continue to pursue other such opportunities at the local, regional, and national levels.

E. The fact is that as a department we have already demonstrated that we have a wealth of ideas that will benefit our students. What we require to implement these solutions is the backing and support of the university in all relevant ways.

IV. Significant Events
On April 3 the Department of Classics and the Ralph J. Bunche Center co-hosted the inaugural Frank M. Snowden, Jr., Lecture as a tribute to the stellar career and scholarly achievements of the internationally renowned Howard classicist. Professor Danielle Allen, classicist, political scientist, and MacArthur Fellow, was keynote speaker. It is hoped that this The Snowden Lecture can become a fixture of the Howard academic calendar, budget permitting.

V. Synopsis of Departmental Data

(1) STUDENTS:

(1A) Enrollment Data:
Fall semester 2002: total enrollment of 507 students in courses taught by 8 faculty for a student/faculty ratio of 64:1. Spring semester 2003: total enrollment of 465 students
in courses taught by 7 faculty for a student/faculty ration of 66:1. These figures clearly
demonstrate the teaching productivity of the Classics Department faculty.

(1B) Graduation Data:
Six students graduated from the Department of Classics in Spring 2003, an
increase of 17% over the previous year. Three graduates were awarded their degrees
summa cum laude and one was magna cum laude; two were double majors (History-
Classics); one received High Departmental Honors, submitting a thesis, ‘From Thersites
to Euxitheos: Aristocratic Values on Freedom and Citizenship in ‘Democratic’ Athens’.
Three Classics students were singled out for special commendation by President Swygert
at this year’s graduation ceremony: Marianna Ofosu will be attending Oxford on a
Rhodes Scholarship; Uche Nwamara will be studying Roman History and Law at
Harvard University; Maria Kane will study History and Divinity at Duke University. In
addition, Janyn Baird will be entering the Howard University Dental School.

(1C) Student Achievement
We have had a banner year in the Department of Classics; our recent efforts at
renovating and revitalizing classical studies at Howard University finally have reached
fruition. The Department currently has twenty-five majors. Of this year’s 25 majors six
graduated this spring. Fourteen majors have now graduated in the past three years. Five
of our current majors were elected to Phi Beta Kappa. One, Marianna Ofosu, won a
Rhodes Scholarship. Another, Uche Nwamara, received competing, full five-year
scholarships to study ancient history from Columbia and Harvard; he will pursue his
Ph.D. in Roman History at Harvard in Fall 2003. Another, Maria Kane, winner of this
year’s Bayton award, has received offers from doctoral programs at Yale, Duke, NYU,
and Northwestern. Another, Keith Harris, one of last year’s stellar graduates, has been
awarded the William Fontaine Fellowship to study Classics and ancient philosophy at the
University of Pennsylvania; he also was awarded a Mellon Fellowship for Doctoral
Studies in the Humanities. Two new majors, Solace Duncan and Vernon Edmundson,
received Lucy Moten Fellowships for summer study abroad in ancient cultures. Our
internships at the Center for Hellenic Studies, an affiliate of Harvard University, just have
been doubled; this summer’s interns in Classics will be Garnetta Lewis (Latin) and Keith
Harris (Greek). Moreover, the quality of this particular group of entering graduate
students is remarkable by any standard. One indicator of the quality of our 25 majors is as
follows: their average GPA was 3.40; their mean GPA was 3.50.

(1D) Student Organizations/Associations
In the Spring of 2003, the Howard Chapter of Eta Sigma Phi, the Classics national
honor society, sponsored our third annual college-wide, two-day reading of Homer’s
Iliad. This year’s event again was well attended by faculty and students from many
departments, a fact which demonstrates the degree to which an interest in Classics has
permeated the University.
The organization held an initiation for new members in Fall 2002 in the Browsing
Room of the Founders Library.
(2) FACULTY

(2A) Faculty Distribution:
This past year, 2001-2002, the Department was comprised of 1 full professor, 6 associate professors, and 3 lecturers.

(2B) Listing of Faculty: (in alphabetical order)
Carrie Cowherd (associate). Caroline Dexter (lecturer), Rudolph Hock (associate, Chair), Molly Levine (professor), Ken Mayer (lecturer), Ann Macy Roth (associate), Dale Sinos (associate), Alex Tulin (associate).

(2C) Faculty Activity:
Dr. Alex Tulin has had an article accepted by the journal QUCC (‘Anamnesis: Double-Entendre in Plato’s Phaedo’).
Dr. Molly Levine’s article ‘Bernal and the Athenians’ will be published in Debating Black Athena, edited by David C. Moore (Duke University), in press. Her paper, ‘Ovid’s Evolution’ featured at the Ars Amatoria: A Bimillenium conference at the University of Manchester in September, 2002, will be revised for a book The Art of Love: Bimillennial Essays on Ovid’s Ars Amatoria and Remedia Amoris.
Dr. Ann Macy Roth conducted a brief field season of archaeological research in Egypt between the fall and spring semesters (among her aides was a recent graduate in Classics and Anthropology, Nicole Moss. She also published an article ‘The Usurpation of Hem-Re: An Ancient Egyptian Sex-Change Operation’ in Mamdouh el-Damaty and May Trad, Egyptian Museum Collections around the World: Studies for the Centennial of the Egyptian Museum, Cairo, volume 2 (Cairo, 2002).
Dr. Rudolph Hock in January was awarded an FAE grant to attend Harvard University’s Management Development Program, June 15-27. His application was accepted in March. From February 6-9 he was one of 12 nationally invited panelists to attend a conference at Wabash College’s Center for Inquiry in the Liberal Arts. He planned and hosted the inaugural Frank M. Snowden, Jr. Lecture on April 3, at which the featured speaker was Dr. Danielle Allen of the University of Chicago. On April 11 he was invited by the Honors Committee to discuss (a) tangible ways to create faculty/student mentorships, and (b) ways to encourage an entire department to mentor/support students. On April 13-14 he was invited to participate in the ARHU Faculty Partners Initiative, hosted by the Graduate College of the University of Maryland to foster greater minority presence in Maryland’s graduate programs. On April 25-26 he attended the CAAS biannual meeting in Pittsburgh; he and his student, Marianna Ofosu, were the featured dinner speakers on Friday, April 25 (‘The Road to the Rhodes: The Journey of a Howard University Classics Major’; their talks will be published by the organization).

(2D) The Department considers itself blessed by the grace, resourcefulness, efficiency, and over-all outstanding performance of its administrative assistant, Ms. Deidra Goodwin. Not only is her presence critical to our program, but she continues to take courses at the University to, inter alia, improve her prospects for future employment.
N.B. I could not submit a complete and honest report, were I not to comment on the widely-announced (though not officially presented) 3% budget cut. I will repeat here part of what I wrote in the ‘Budget Askings’ in January, 2003: “It goes without saying that, given the specifics I outlined in the flat budget proposal for the purpose of enhancing and promoting our student and departmental pursuit of excellence, we would have far greater difficulty achieving our mission and purpose [i.e. if the cuts become fixed]. We believe that our demonstrated success over the recent past deserves all the support that the Administration can muster, and not suffer financial penalties.” To paraphrase what was stated earlier in this document (above, III: Challenges, first paragraph), the Department has more than done its part and demonstrated what a dedicated core of faculty can achieve. This surely deserves rewards and not penalties.
DEPARTMENT OF CHEMISTRY

Chairman: Dr. Jesse M. Nicholson

1. Unit Overview

- One of the largest in the Washington, D. C. Metropolitan Area
- Focal point of the science division at Howard University
- Maintained the American Chemical Society (ACS) Certification continuously since 1942
- First department at Howard University to offer the Ph.D. degree (1954)
- Granted the first Ph.D. in 1958
- Awarded numerous B.S., over 350 M.S., and 207 Ph.D. degrees
- The Department of Chemistry, during the 2001-2002 Academic Year, began developing AA Framework for Action in the New Millennium” in which Strategic Goals and Implementation Strategies were outlined.

2. Mission of the Department

The Howard University Department of Chemistry has a deep historical commitment to the training of African Americans and other peoples of African descent. We actively recruit and train talented students from all communities, on both the undergraduate and graduate level. Our students are well prepared to serve the nation and the global community as professional and educational leaders.

The Department of Chemistry plays a key role in preparing African Americans for careers in Chemistry through our American Chemical Society certification program. Our undergraduate program prepares students for chemistry-related careers and other professions. Our Bachelors Degree graduates are prepared to excel in graduate or professional schools. At the graduate level we seek out promising students who can benefit from the Howard experience by providing training in funded, nationally competitive research projects that will prepare them for industrial, government or university careers.
3. Goals and Objectives of the Department

- Increase the number of undergraduate majors to 150 and graduate 30 each year.
- Increase the number of ACS certified graduates to 10 each year.

Implementation Strategies:

1. Undertake a review of the curriculum
   a. Modernize the curriculum by developing further options for majors in addition to the current program.
   b. Develop minors better suited to undergraduate needs such as for students interested in the health sciences, environmental issues, teaching, business, law, etc.
   c. Encourage undergraduates to do a research project.

2. Identify all resources at the University for support of undergraduate chemistry majors.

3. Undergraduate labs are outmoded and unsafe, and need to be completely renovated.

4. New instrumentation for teaching labs is needed.

5. Classrooms need to be updated with new boards, projection screens, and better seating. A classroom with about 50 seats is needed.

6. Produce an undergraduate recruiting pamphlet and place undergraduate recruiting material on the departmental web site.

7. Develop and maintain close relationships with individuals and organizations in the University and College that advise students and provide career counseling, especially those who advise students about professional careers.

8. Develop a “Welcome to the Department of Chemistry” packet of materials to be given to incoming declared undergraduate majors and all students taking General Chemistry.

9. Advising at the undergraduate level should be done by all members of the faculty on a rotating schedule.

10. Create an undergraduate handbook that clearly describes degree requirements and relevant departmental policies (also on web).

(Undergraduate Education Committee)

11. Identify HU chemistry alumni working as high school teachers and develop an on-going relationship with them.

12. Identify regional high schools (public and private) that are likely sources of undergraduate chemistry majors, and visit them at least once a year for recruiting.
13. Invite local high school students to campus and work with the admissions office so that students and their parents visiting campus tour the Department of Chemistry and are given recruiting material.
14. Set up a “speakers bureau” for local high schools and encourage faculty and students to mentor science fair projects.
15. Survey current students as to why they chose Howard and would they have chosen Howard even if they had the opportunity to go elsewhere.

4. Progress Toward Achieving the Purpose and Goals of the University

4.1.1 The extent to which minorities in critical professional fields and graduate level arts and sciences are being prepared.

Chemistry is the central science. The students (more than 1600 each semester) who take chemistry courses at Howard University are receiving excellent preparation for careers in critical professional fields. Chemistry courses are essential to the training of health professionals (physicians, dentists, pharmacists, nurses, physician assistants, nutritionists, etc.), engineers, and physical and biological scientists. For example, the courses in general and organic chemistry include material that is covered on various examinations for professional schools, including the MCAT and DAT, and are prerequisites for biochemistry in medical and dental school. The Chemistry Department also provides a major portion of the courses in the chemical engineering curriculum, as well as a significant foundation for the pharmacy curriculum.

The chemistry major program has been accredited continuously by the American Chemistry Society (ACS) since 1942. Our majors are offered positions in chemical laboratories in industry or government when they graduate, and can matriculate to quality graduate programs. In addition to the course work provided at Howard, many chemistry majors are provided with the opportunity to spend summers in industrial laboratories through partnerships between the department and several companies.

Howard is the prime contributor in the training of African American Ph.D.s. The Chemistry Department was the first department at Howard to award the Ph.D. degree in 1958, and is doing an outstanding job of preparing African-American graduates and undergraduate. The proportion (up to 30% in some years) of the National’s African-American M.S. and Ph.D. graduates in Chemistry according to the National Science Foundation’s annual report. In keeping with our heritage, during this current academic year we already have three students who completed their Ph.D. and one Masters in chemistry, and a few more students are still in the final stages of study. Totally, there are thirty seven graduate students pursuing their graduate degree in our department. The majority of these
students are African Americans. Realizing the department’s contribution to the minority Ph.D. pools, many corporations come for employment recruitment. They also offer internships to our undergraduates in the hope they can be enticed to work for them, e.g., Eli Lilly, Procter & Gamble, Lubrizol, Rohm & Haas, Merck and Colgate-Palmolive. Bayer has provided a graduate summer internship for a student to attend our graduate program. We are using this as a recruitment incentive.

4.1.2 The extent to which your unit’s programs emphasize or solve, economic, and health problems affecting minorities.

Most scientific research benefits all citizens, including minorities. Chemistry research is playing a central and essential role in solving our environmental problems, developing new structural and electronic materials, and developing new medicines.

The Department of Chemistry applauds the vision of the National Science Foundation when it declares that one of its primary goals is to ensure that all undergraduate students be “scientifically literate” when they graduate.

4.1.3 The extent to which your unit is developing strong undergraduate programs in instruction.

The undergraduate program in chemistry is a very rigorous one. Though many of our current undergraduates are more interested in careers in medical fields, our program is still the same rigorous one that has been in vogue for a number of years. We still require three semesters of calculus. Four advanced (graduate) level courses are required for a Professional Society (American Chemical Society) certificate. We have been successful in persuading many of our student to pursue this ACS certified program.

Our Committee on Undergraduate Education has started a vigorous renovation of our undergraduate curriculum. This renovation features:

1. A suggested scheme for a new “Biochemistry” major curriculum
2. A new core curriculum to be taken by ALL Chemistry Majors
3. A new set of potential courses to satisfy the minor sequence, e.g., business, political science, computation, etc
An Outcomes Assessment Plan was also developed and submitted to the Office of the Dean this academic year for our undergraduate programs.

In addition to the chemistry major program, which has been successful for many years, the department added lecture and laboratory courses, including research courses, in polymer chemistry, which has been supported by several chemical companies and by NSF grants. In conjunction with the CSTEA program, undergraduates have been involved in programs concerned with atmospheric chemistry and environmental chemistry. Both of these new programs offer expertise in fields of chemistry which are of great practical importance, and have been received with enthusiasm by the students.

In summary, this department has a strong undergraduate program. If resources become available, we would like to strengthen it by: adding recitation sections to Organic Chemistry Lecture courses, by upgrading our computer lab: upgrading our laboratory instrumentation: and renovating our laboratory facilities.

5. Comment on the paucity of and the need for additional resources.

Firstly, we are overwhelmed as to where to begin to adequately respond to this. There is an urgent need for more support staff. We have been short on staff for many years but with the resignation of our only secretary last fall, the need has come into sharper focus. We have an immediate need for secretarial assistance. For the longer run we need an additional secretary, and also a Research/Grants administrator. Too much faculty time is spent currently on routine paperwork, especially for those faculty who have research grants.

Secondly, additional resources for new faculty are essential. In the past four years we have lost eight faculty members. Six of those retired, and two research-active faculty members left because of attractive offers at other places. Several more faculty are expected to retire in the next few years. If we are to rise to the next level (or maintain our current level), it is critical that we recruit and retain outstanding faculty. In order to do this, it is critical that new chemistry faculty get increased start-up funds, and that this funding be available as soon as they arrive at Howard. (Start-up packages for new chemistry faculty at other research universities are typically $200,000 to $500,000.) Also very desirable would be higher starting salaries for Assistant Professors, and timely delivery of new FacNet computers for new faculty.

Thirdly, more TAs are necessary. The Chemistry Department has two service courses (General and Organic) with very large enrollments. Most of these students take laboratory. Our labs run morning and afternoon, and some evenings. To provide students with the high quality of instruction and safe
laboratory experience they deserve, we need more TAs. At one time, we had 26 TAs, now we have only 15 and the enrollment has increased. To adequately staff our teaching labs and help with grading in the large lecture classes, we need 25-30 TAs. We would like to offer more laboratory sections (including evening labs) but this will not be possible unless we have additional TA slots. [Higher stipends for TAs are also necessary. We are grateful that stipends for graduate TAs were increased to $13,000 (Ph.D.) and $10,000 (M.S.), but this is still not competitive. We have written to the Graduate School to make the case for more TAs and higher stipends.]

Fourthly, the instrumentation available for the undergraduate labs is woefully inadequate. Many of the freshmen students comment that their high school laboratories had more modern equipment than are found here. We need funds to buy laboratory equipment and funds for equipment maintenance (and adequate staff to look after the equipment).

Fifthly, additional library resources are necessary, especially on-line resources. The university has recently made a large investment in new library buildings. However, these libraries will not be state-of-the-art until they have the online databases that are a requirement for research in the 21st century. These resources are not cheap but they are only a small fraction of the cost of a new building. The Chemistry Department has decided that online databases are a priority and has cancelled a number of journal subscriptions in order to get the most important databases: SciFinder Scholar and Beilstein CrossFire. (Because of limited resources, we have limited access to SciFinder Scholar.) We have also ordered on-line access to the major ACS journals. What is missing is the ISI Web of Science an essential resource for faculty and students in all scientific disciplines.

Finally, the Chemistry Building is obsolete. It was built in 1935 and partly renovated in the late 1970s. Although there have been some minor improvements since then (including ventilation, 1994; new windows, 1996; new roof, 2001) the building is still inadequate and in some ways unsafe. Some of the outside doors do not work properly and security is a problem. Because of the design and layout of the building (laboratory peninsulas, location of exits and stairways, etc.) it does not meet current building codes. Out deteriorating plumbing continues to cause problems. The classrooms have inadequate lighting, inadequate blackboards and broken seating. We are grateful that room G-8/9 has been converted to a “Smart”Room (although the projection screen should be raised, more white boards would be desirable, and the slide projector and opaque projector do not work well). Renovations of two rooms are especially urgent: Room B-4 (research laboratory) and Room 108 (Chemistry auditorium).
6. Administrative Action toward Achieving the Purposes and Goals of the University

1. Provide a summary of the present departmental administrative structure

   Currently, there are 31 people (Faculty plus Staff) in the Department of Chemistry. The full-time faculty consist of 23 (75%) and the staff consists of 6 (20%) of this number. Please Note: 66% of the full-time faculty are tenured. There is one part-time lecturer.

   The Department is managed by the Chair, who is assisted on the faculty side by the Associate Chair and on the non-faculty side the Office Manager.

   The Department has a number of standing committees that make recommendations that are voted on by the entire faculty. [See attached List of the Standing Committees of the Department (Attachment A).]

2. With regard to each of the six area listed below, kindly discuss, where appropriate, your unit’s overall direction and goals, achievements for the academic year, and what you hope to accomplish during the next academic year.

   a. Discuss efforts and achievements related to recruiting and retaining excellent faculty.

   The Department of Chemistry had a successful recruitment of new junior faculty. Three new junior faculty were hired effective Fall 2002. Dr. Martin R. Feldman, Professor, retired effective May 30, 2003.

   The Department has been given permission to recruit additional new junior faculty members. We were not successful in obtaining new junior faculty for the up-coming Fall Semester; however, we will begin the process of advertising for additional new junior faculty Fall 2003. We are very mindful that it is imperative that the individuals hired must be very interested in mentoring and encouraging undergraduates to participate in their research activities.

   The major problem that the department has in retaining excellent junior faculty is providing them with needed start-up funds and the renovation of their laboratory spaces. Additionally, we are not providing them with a salary which is competitive top those in the marketplace.
b. Discuss efforts and achievements in providing an appropriate academic atmosphere and working conditions.

To be perfectly blunt, we have been too busy trying to improve working conditions, ventilation, and painting. However, work still is needed on plumbing, electrical renovation of teaching laboratories, upgrading computer laboratories and refurbishing our lecture rooms so that we are able to incorporate more computer-aided instruction and interactive videos into our teaching program.

“Academic atmosphere” depends primarily on factors outside of the department, such as competitive faculty salaries, adequate staff, and quality of libraries, maintenance of equipment and communication between faculty and administration.

c. Indicate whether your unit has lost faculty members and cite the reasons for these losses.

Dr. Martin R. Feldman, Professor, retired effective May 30, 2003 after 40 years of dedicated service to the Department of Chemistry and the University.

d. Discuss efforts made and results achieved in faculty development.

Junior faculty is urged to apply for Career Development grants. They are also given reduced teaching loads so that they can complete requirements that are necessary for obtaining promotion and tenure. The department is very pleased with its efforts regarding faculty development.

Dr. Vernon Morris, Associate Professor with tenure, has been awarded a 3-year $7.5M grant from the Department of Commerce through the National Oceanic and Atmospheric Administration (NOAA) for the establishment of an Atmospheric Sciences Center.

e. Discuss specific administrative changes made to enable students to obtain better academic preparation.

The following administrative changes have been made to enable students to perform better in their classes:

1) Incorporation of mandatory chemistry problem solving sessions;
2) Published faculty office hours;
3) Banks of sample problems on our obsolete computers;
(4) AMP supported tutors;
(5) Faculty providing review sessions before major examinations, and
(6) HUSEM supported tutors.

f. Discuss efforts made and results achieved in fostering communication and harmonious relationships among students, faculty and administrators.

The department has to intensify its efforts in fostering communication and harmonious relationships among students, faculty and administrators.

Currently, our Annual Honors and Awards Program is our most important activity involving students, faculty and administrators. The unifying purpose of this function is to honor the undergraduate students who have performed in an exemplary manner in their course work.

7. Educational Effectiveness of your Units Academic Program in Achieving the Purposes and Goals of the University.

1. Academic Program

a. Assessment and development of present programs and courses.

Faculty has started a vigorous renovation of our Undergraduate Curriculum Program. The committee drafted an undergraduate program assessment plan that was sent to the Dean of the College of Arts & Sciences in March 2003.

b. Experimental or innovative programs and course development.

The department is currently developing a Pre-Med Chemistry Program. This program will feature a sound preparation in biochemistry and will be very interactive. Also it will incorporate many MCAT type topics into its introductory chemistry courses.

Carnegie Initiative on the Doctorate (CID)

In January, 2003, The Carnegie Foundation for the Advancement of Teaching (CF) announced the selection of the Department of Chemistry, Howard University, as one of seven chemistry departments in the nation as partner departments for the Carnegie Initiative on the Doctorate (CID). The other Departments of Chemistry are from: Duke University, The Ohio State University,
University of Colorado at Boulder, University of Michigan-Ann Arbor, University of Texas at Austin, and University of Wisconsin-Madison. The seven partner departments will convene periodically, over the next five years, examining, developing and executing all aspects of doctorate programs that would prepare new doctorates for the emerging needs and responsibilities of the chemistry discipline and profession. Explaining the need for the CID project, Carnegie Senior Scholar George E. Walker said, “We embarked on this project because we felt that this is a propitious time to study new opportunities and responsibilities resulting from the evolution of the disciplines as well as general changes in education and society.” The first convening was held between June 7 and June 10, 2003, at the Carnegie Foundation headquarters in Palo Alto, California. At this meeting, there was an agreement that doctorate curriculum should focus on professional development in addition to the disciplinary content. Thus any evolving doctorate curriculum should outline how to incorporate oral and written communication skills such that the new doctorates would be adept at scholarly publication, grantwriting, teaching pedagogy, public presentation, and managerial skills, etc.

2. Faculty/Student Ratio. (Comment on surveys, accrediting association reports, or other documentation relating to what the faculty/student ratio should be. Indicate your method for computing your ratio, if it is not based on the actual enrollment in your department.)

Each semester the faculty of the Department of Chemistry services approximately 1600 students and the department has 25 full-time faculty members. Therefore, the average student/faculty ratio is 64.

The American Chemical Society (ACS), the department’s accrediting agency, has published guidelines regarding student/faculty ratios for laboratory courses, e.g., General Chemistry Laboratories have a recommended 12/1; while Organic Chemistry Laboratories have a recommended 10/1 student/faculty ratio.

3. Library Resources

a. What are the areas in which the library is adequate?

In the past year or two, electronic access to the library resources has greatly improved. Mr. Mekkawi has put a high priority on Internet access. The library web pages are very good. STERLING is excellent. In 2002, we finally got limited access to SciFinder Scholar, the major online chemistry database, and this spring we
got access to Beilstein CrossFire, an on-line access to the major ACS journals.

b. At one time the library collection of books and journals was adequate, but this is no longer the case. In order to get SciFinder Scholar and Beilstein CrossFire, we had to cancel a number of important journals. There are a number of books, reference works, and databases that still need to be obtained.

c. Priority Needs
1. Full access to SciFinder Scholar. (At present we do not have sub-structure searching capability. Since we are limited to only one user at a time, we cannot use it for teaching purposes.)
2. More journals, especially online journals.

d. Student use of the library.

In the past, students did not use the library very much. Students have now learned to find chemical information via the Internet. Within the last year (since we got SciFinder Scholar), our graduate students are reading the chemical literature to a much greater extent. If we could get access to SciFinder Scholar for multiple users, we could use this in our undergraduate courses.

e. Faculty use of the library.

In the past many faculty have used other libraries, instead of the Howard University library. (We are fortunate to be located in Washington, D. C. where there are several outstanding libraries nearby.) Since we now have online access to SciFinder Scholar and most of the major journals, we will be less dependent on other libraries.

4. Significant Events

April 25, 2003, Annual Honors & Awards Program of the Student Affiliate Chapter of the American Chemical Society and the Department of Chemistry

5. Significant Achievements

Dr. Paul F. Hudrlik - Named to Editorial Advisory Board, “Current Organic Synthesis”
6. Students

6.1.1 Enrollment Data

As a comparison, over the last decade, the number of chemistry majors has declined. For example, in 2001, we had 100 chemistry majors and 25 graduates in May 2001. In 2002 we had 101 chemistry majors and had 27 graduates in May 2001. This year (2003) we had 96 chemistry majors and had 24 graduates in May 2003. There were 96 chemistry majors for the 2003 academic year. The total enrollment continue to be a majority of Black, Non-Hispanic (63) with 17 Non-resident Alien and 16 non identified.

6.1.2 Graduation Data

<table>
<thead>
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<th>Graduated</th>
<th>US Male</th>
<th>US Female</th>
<th>International Male</th>
<th>International Female</th>
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<tbody>
<tr>
<td>24</td>
<td>5</td>
<td>17</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Graduates with a GPA of at least 3.0

4          15     1                 1

Graduates who plan to go to Graduate School

4          7

6.1.3 Student Achievement

Angela Yaa Addo - magna cum laude
Tonisha Jean Bell - cum laude
Solaide Titilola George - cum laude
Nadia Melissa Gibson - summa cum laude
Clive Denton Hanson - summa cum laude
Jaha Ven Jari Howard - cum laude
Akida Geymayale Matthews - cum laude
Alicia Elizabeth Samuels - cum laude
Tristan Julian Shockley - magna cum laude
MD/Ph.D. Program
Michael Ekoe Simontacchi-Gbologah - summa cum laude
Tara LaSha Smith - summa laude
Lindsey Nicole White - magna cum laude
Clover Elyse McFadden - Golden Key Inductee
Beta Kappa Chi Inductee

Juniors

Toiya Jimerson
  Golden Key National Honor Society
  National Society of Collegiate Scholars
  Dean’s List

Karey Michelle Sutton
  National Dean’s List
  National Society of Collegiate Scholars
  ETA Sigma Phi Classical Honors Society
  Howard University’s Dean’s List
  Golden Key National Honor Society

Angela Deshawn Thomas
  Best AMP Undergraduate Researcher 2002
    (WBHR LS MAP)

Sophomores

Brandon O. Brown
  National Society of Collegiate Scholars

Santa Maria Young
  The National Dean’s List
  National Society of Collegiate Scholars

6.1.4 Conference Presentations

Solaide George
  ACS 225th National Meeting in New Orleans, LA
  Title of Presentation: Solution phase parallel synthesis of a twenty-four member library of dithiocarbamate ester analog of 4-methylpiperidine
  Dates: March 22 – 27, 2003
  Advisor: Dr. Oladapo Bakare

  Emerge Workshop 2003 in Atlanta, GA
  Title of Presentation: Solution phase parallel synthesis of a twenty-four member library of dithiocarbamate ester analog of 4-methylpiperidine
  Dates: April 24 – 26, 2003
  Award: Honorary Mention Award in Mathematics & Physical Science
  Advisor: Dr. Oladapo Bakare
6.1.5. Student organizations and associations

Activities of the American Chemical Society (ACS) Student Affiliates were as follows:

2. National Chemistry Week/Mole Day - Asked participants to guess the number of moles of M&M’s by estimating how many of these candies were in the jar. The activity consisted of using conversion factors in general chemistry; the winning prize to estimating closely to the actual number of M&M’s (and corresponding number of moles) was a $75 book voucher via the Howard University Bookstore.
3. Attended Scientific Meetings
4. Participated in the Flag Football (Intramural Women’s and Men’s Teams, 3 and 8 respectively)
5. Participated in the Science and Engineering Research Recruitment Fair
6. Attended the Alternative Careers in Chemistry Symposium

7. Faculty

7.1.1 Faculty Distribution

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<table>
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<th></th>
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<td>Professor</td>
<td>10</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>5</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>7</td>
</tr>
<tr>
<td>Lecturers</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>27  (Ph.D.)</td>
</tr>
</tbody>
</table>

7.1.2 Listing of full time faculty

Dr. Ayoni F. Akinyele, Lecturer
Dr. Mahamed A. Ali, Professor
Dr. Shawn M. Abernathy, Assistant Professor
Dr. Folahan O. Ayorinde, Professor
Dr. Oladapo Bakare, Assistant Professor
Dr. Raymond J. Butcher, Professor
Dr. Helen L. de Clercq, Assistant Professor
Dr. Martin R. Feldman, Professor
Dr. Yilma Gultneh, Associate Professor
Dr. Joshua B. Halpern, Professor
Dr. W. Peter Hambright, Professor
Dr. John A. W. Harkless, Assistant Professor
Dr. Ian S. Hendricks, Lecturer
Dr. Charles M. Hosten, Associate Professor
Dr. Paul F. Hudrlik, Professor/Associate Chair
Dr. Manickam Krishnamurthy, Professor
Dr. Jason S. Matthews, Assistant Professor
Dr. Dexter S. Moore, Associate Professor
Dr. Vernon R. Morris, Associate Professor
Dr. Jesse M. Nicholson, Professor/Chairman
Dr. Robert C. Rosenberg, Associate Professor
Dr. Abdul A. Shafagati, Lecturer
Dr. Galina Talanova, Assistant Professor
Dr. Tatiana Titarchuk, Lecturer
Dr. Dharmaraj Veeraraghavan, Professor
Dr. Yuan Yan, Assistant Professor

7.1.3 Listing of part time faculty

Dr. Michael Clarke, Lecturer

7.1.4 Quantification of Faculty Activity

Dr. Mahamed A. Ali, Professor

Departmental Committee on Graduate Education
Departmental Colloquium Committee
Departmental APT Committee

Dr. Shawn M. Abernathy, Assistant Professor

Departmental Computation & Instrumentation Committee
In charge of Departmental NMR Facility
Research Advisor (Undergraduate)

Dr. Folahan O. Ayorinde, Professor

Departmental Executive Committee
Departmental Committee on Graduate Education, Chair
Departmental Recruitment Committee
Dr. Oladapo Bakare, Assistant Professor

Departmental Committee on Undergraduate Education, Chair
Departmental Colloquium Committee, Chair
Research Advisor (Graduate and Undergraduate)

Dr. Raymond J. Butcher, Professor

Departmental APT Committee

Dr. Helen L. de Clercq, Assistant Professor

Departmental Recruitment Committee
Departmental Library Committee
Physical Chemistry Lab Coordinator
Research Advisor (Graduate and Undergraduate)

Dr. Martin R. Feldman, Professor

Departmental APT Committee

Dr. Yilma Gultneh, Associate Professor

Departmental APT Committee
Departmental Committee on Graduate Education
Departmental Colloquium Committee
Research Advisor (Graduate and Undergraduate)
Dr. Joshua B. Halpern, Professor

Departmental APT Committee
Departmental Library Committee
Physical Chemistry Lab Coordinator
Departmental Safety Committee, Chair
Research Advisor (Graduate and Undergraduate)
COAS, Technology Committee, Chair

Arranged for surplus NMR machines to be transferred to St. Martin’s College, Lacey, WA

Took part in selection panel for the NASA/Academy at GSFC

Dr. W. Peter Hambright, Professor

Departmental APT Committee
Departmental Library Committee
Chair, Inorganic Division
Departmental Safety Committee
Sabbatical Spring 2003
Research Advisor (Graduate)
Graduate School Assessment Committee

Dr. John A. W. Harkless, Assistant Professor

Research Advisor

Dr. Charles M. Hosten, Associate Professor

Departmental Executive Committee
Departmental APT Committee
Departmental Recruitment Committee
Departmental Colloquium Committee
Research Advisor (Graduate and Undergraduate)

Dr. Paul F. Hudrlik, Professor/Associate Chair

Departmental Executive Committee
Departmental APT Committee, Chair
Departmental Library Committee, Chair
Departmental Safety Committee
Research Advisor (Graduate and Undergraduate)
Departmental Space Committee (ad hoc)
Departmental Faculty Search Committee (ad hoc)
Carnegie Initiative Group (ad hoc)
Wheeler Lectureship, Chair
(J. Meinwald, November 19, 2002)
Responsible for the “Science Network”, a periodic
e-mail newsletter about seminars and other
campus events (since 8/98)
Search Advisory Committee member for the
Director of the Center for Excellence in
Teaching, Learning, and Assessment
Attended the Nanotechnology Workshop, HU,
7/17/2002
Attended the Provost’s Leadership Retreat,
Gallaudet College, 8/12/2002
Attended the Pinning Ceremony, HU, 8/17/2002
Attended Lockheed Martin Day Reception,
9/24/2002
Attended Training session for new Effort Reporting
System, 11/1/2002
Attended Assessment Workshop, Blackburn Center,
1/16/2003

Dr. Manickam Krishnamurthy, Professor

Departmental APT Committee
Departmental Committee on Undergraduate
Education
General Chemistry Division Chair
Analytical Division Chair
General Chemistry Lab Coordinator
Departmental Safety Committee

Dr. Jason S. Matthews, Assistant Professor

Departmental Executive Committee
Departmental Committee on Undergraduate
Education
Departmental Recruitment Committee
ACS Student Affiliates Advisor Chair
Departmental Safety Committee
Dr. Dexter S. Moore, Associate Professor

Chair, Undergraduate Honors & Awards Committee
Departmental Computation & Instrumentation Committee
Departmental APT Committee
Web Master for the Departmental website

Dr. Vernon R. Morris, Associate Professor

Departmental Executive Committee
Departmental APT Committee
Departmental Committee on Graduate Education
Departmental Recruitment Committee
ACS Student Affiliates’ Advisor
Physical Chemistry Division Coordinator
Departmental Safety Committee

Dr. Jesse M. Nicholson, Professor/Chairman

Departmental Executive Committee
Departmental APT Committee
Platform Marshall, University Commencement
Marshall for College of Arts & Sciences Recognition Program
Ex-officio on all Departmental Committees
Ex-officio on all Ph.D. Oral Defense Committees
Radiation Safety Committee, Member
Radiation Safety Ad Hoc Committee, Member
HUSEM Advisory Committee, Member
Co-PI, HU Science, Engineering & Mathematics (HUSEM) Project
American Chemical Society (ACS) Scholars Selection Committee
Attended Training session for new Effort Reporting System, 11/1/2002
Departmental FacNet Coordinator
Attended Pinning Ceremony, 8/17/2002
Honors Council, Member

Dr. Robert C. Rosenberg, Associate Professor

Departmental APT Committee
Departmental Committee on Undergraduate Education
Organic/Biochemistry Division Coordinator
Organic Chemistry Lab Coordinator  
Departmental Safety Committee  
Departmental Computation & Instrumentation Committee  

Dr. Galina Talanova, Assistant Professor  
Research Advisor  

Dr. Dharmaraj Veeraraghavan, Professor  
Departmental APT Committee  
Departmental Safety Committee  
Sabbatical Leave Spring 2003  
Research Advisor (Graduate & Undergraduate)  
Graduate Advisory Committee  
Chimnaya Washington Regional Center, Volunteer  

Dr. Yuan Yan, Assistant Professor  

7.1.5. Publications Printed  

Dr. Folahan Ayorinde  


Dr. Oladapo Bakare  


Dr. Martin R. Feldman


Dr. Joshua B. Halpern


Dr. W. Peter Hambright


Dr. Paul F. Hudrlik


Dr. Dexter S. Moore


Dr. Jesse M. Nicholson


Dr. Robert C. Rosenberg


Dr. Galina Talanova


G. G. Talanova, V. S. Talanov, M. G. Gorbunova, H.-S. Hwang, and R. A. Bartsch, Effect of Upper Rim para-Alkyl Substituents on Extraction of Alkali and Alkaline Earth Metal Cation by Di-

Dr. Dharmaraj Veeraraghavan


7.1.6. Publications Submitted/In Press

Dr. W. Peter Hambright


7.1.8. Professional Affiliations

Dr. Joshua B. Halpern
Research Professor, American University

Dr. Dharmaraj Veeraraghavan
American Chemical Society (Member)
Materials Research Society (Member)
Minerals, Metals and Materials Society (Member)
7.1.9. Retirements

Dr. Martin R. Feldman, Professor retired May 30, 2003

7.1.10. Professional development activities of faculty

Presentations by Faculty

Dr. Folahan O. Ayorinde
Research Data Management, Howard University Graduate School Workshop on “Responsible Conduct of Research”, October 24-25, 2002

Detection of Triacylglycerols and Related Compounds from Vegetable and Fish Oils by Matrix-assisted Laser Desorption/Ionization Time-of-flight Mass Spectrometry, 94th AOCS Annual Meeting and Expo, Kansas City, Missouri, May 4-7, 2003

Dr. Oladapo Bakare
Invited Lecture – Savannah State University
(April 29, 2003): Pyrazoloquinolines and Dithioarbamate Ester Libraries as Potential Anticancer Therapeutics

Dr. Joshua B. Halpern
Institut fuer Physikalisches Chemie, Universitaet Karlsruhe, Karlsruhe, Germany, “Vinyl Radical Visible Spectroscopy, Dynamics and Maybe a Little Bit of Kinetics”, July 2002


Fakultaet fuer Physik, Universitaet Bielefeld, Germany, “Vinyl Radical Visible Spectroscopy, and Excited State Dynamics”, June 2002
Dr. Paul F. Hudrlik
“Preparation of Silylated Calizarenes for Molecular Recognition”, Nanobiotechnology Symposium, Cornell University, June 21, 2002

Presented a Seminar at Lubrizol, Cleveland, Ohio, October 10, 2002

Dr. Dharmaraj Veeraraghavan


7.1.11. Presentations by Students & Associates

Dr. Oladapo Bakare
1st Place Award to Sophia Osei for Undergraduate Research Poster Presentation – Howard University Graduate Research Symposium, April 2003.

EMERGE Workshop 2003 “Recognition for Outstanding Performance in Technical Competition” Award (hosted in Atlanta, GA) – presented by Ms. Solaide George (Undergraduate Student)

Dr. Paul F. Hudrlik
Y. Jeilani, P. F. Hudrlik, and A. M. Hudrlik, “Cleavage of Allyl, Benzyl, and Phenyl Groups from Silicon by Intramolecular Attack by Alkoxide at Silicon”, 35th Middle Atlantic Regional Meeting, George Mason University, May 29, 2002; Abstract 147.

8. Staff

8.1.1. Staff distribution

Ms. Carolyn D. Joyner, Office Manager
Mr. George Chapman, Senior Technician
Mr. Miles S. Holloman, Technician
Mr. Mack Curry, Technician
Mr. Tommie Frye, Electronic Technician

9. Grants and Contracts

9.1.1. Applications submitted

Dr. Joshua B. Halpern


Dr. Paul F. Hudrlik


Dr. Dharmaraj Veeraraghavan

To Investigate the Impact of Tailorable Interface on the Morphology and Performance Characteristics of High Temperature Nanocomposites, 2003-2006, $497,137.00, AFOSR

Materials Science and Engineering Center on Polymers, 2002-2007, $250,000 (HU portion), NSF-UMass subcontract to HU

The Whitaker Foundation, Biomaterials Engineering Special Opportunity Awards, 2002-2005, $999,999, Whitaker Foundation (Co-PI)

Characterization of NR/Butyl Elastomer Blends, $62,000, 2003-2005, Michelin Americas Research Corporation
Dr. Galina Talanova

New Molecular Receptors for Selective Recognition of Hazardous Metal Ions, ORAU; Ralph E. Powe Junior Faculty Enhancement Program, $5,000, 2003

9.1.2 Applications Funded

Dr. Folahan Ayorinde

Graduate Assistance in the Areas of Need (GAANN)
U. S. Department of Education, $173,502.00, 8/15/02 – 8/14/03, Co-PI.

A Search for Porphyrins and Metalloporphyrins in the Murchison Meteorite Using MALDI-TOF Mass Spectrometer, National Aeronautics and Space Administration (NASA), $30,778.00, 10/1/02 – 9/30/03.

Dr. Helen de Clercq

NSF “HU-Baltimore/Washington Area Community College Chemistry REU Program” H. L. deClercq, PI; with contributions from eight other investigators. $180,000 for three years 2001 – 2004.

Dr. Joshua B. Halpern


Pulsed electric discharge plasma valves for scramjet ignition, JHU/APL, $20,000 per year, $106.647, 10/2001 – 9/2003.

Dr. W. Peter Hambright

“A Search for Porphyrins and Metalloporphyrins in the Murchison Meteorite Using Maldi TOF Mass
Dr. Paul F. Hudrlik

“Center for the Design of Nanoscale Materials for Molecular Recognition”, P. F. Hudrlik, PI, and 8 other investigators. $750,000 from Keck Foundation, plus $250,000 from HU; two years beginning Jan. 2002.


NSF “HU-Baltimore/Washington Area Community College Chemistry REU Program” H. L. deClereq, PI; with contributions from eight other investigators. $180,000 for three years 2001 – 2004.

Dr. Dharmaraj Veeraraghavan

Combinatorial Study of Biopolymer Dewetting, 2001-2003, $60,000, NIST.

Keck Center for the Design of Nanoscale Materials for Molecular Recognition, 2002-2003, $1,000,000, Keck Foundation (Co-PI).

Next Generation Aerospace Composites Through Nanotechnology, 2001-2003, $280,000 (AFOSR).

Materials Science and Engineering Center on Polymers, 2002-2007, $250,000 (HU portion), NSF-UMass subcontract to HU.


10. Departmental Colloquium Series

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Title</th>
</tr>
</thead>
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<tr>
<td>9/6/02</td>
<td>Dr. Jesse M. Nicholson</td>
<td>State of the Department</td>
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<tr>
<td>Date</td>
<td>Speaker</td>
<td>Institution/Title</td>
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<td>------------</td>
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</tr>
<tr>
<td>9/13/02</td>
<td>Dr. Selwyn Mapolie</td>
<td>Atom Transfer Radical Polymerization of Methyl Methacrylate Mediated By Copper</td>
</tr>
<tr>
<td></td>
<td>(HU)</td>
<td>In The Presence of N-Donor Ligands</td>
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<tr>
<td>9/20/02</td>
<td>Dr. Martin Feldman</td>
<td>I’d like to ask the audience, Regis!”</td>
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<tr>
<td></td>
<td>(HU)</td>
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<tr>
<td>10/4/02</td>
<td>Dr. Waldo Rodriguez</td>
<td>Atmospheric Aerosols and other Species in Multiple Dimensions: Ground Based Studies</td>
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<tr>
<td></td>
<td>(Norfolk State University)</td>
<td>and Visualization of Space-based Data</td>
</tr>
<tr>
<td>10/11/02</td>
<td>Dr. Vadim Knyazev</td>
<td>“Theoretical and Computational Chemical Kinetics in the Gas Phase.”</td>
</tr>
<tr>
<td></td>
<td>(Catholic University)</td>
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<tr>
<td>10/18/02</td>
<td>Dr. Joshua B. Halpern</td>
<td>Growth of Single Crystal GaN Nanofibers</td>
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<tr>
<td></td>
<td>(HU)</td>
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<tr>
<td>11/1/02</td>
<td>Dr. Gerald Roberts</td>
<td>“Mixed-Transition Metal Oxides as Bifunctional Electrodes”</td>
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<tr>
<td></td>
<td>(George Mason University)</td>
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<tr>
<td>11/8/02</td>
<td>Dr. Daniel Becker</td>
<td>Design, Synthesis and Efficacy of Matrix Metalloproteinase Inhibitors for the</td>
</tr>
<tr>
<td></td>
<td>(Pharmacia)</td>
<td>Treatment of Cancer and Cardiovascular Diseases</td>
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<tr>
<td>11/15/02</td>
<td>Dr. Jeff Davis</td>
<td>Self-Assembled Ionophores from Lipophilic Nucleosides: Structure, Function and</td>
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<tr>
<td></td>
<td>(UMD)</td>
<td>Properties</td>
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<tr>
<td>11/19/02</td>
<td>Dr. Jerrold Meinwald</td>
<td>“Sex, Violence, and Drugs in the Insect World”</td>
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<tr>
<td></td>
<td>(James W. Wheeler Lecture)</td>
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<tr>
<td>11/22/02</td>
<td>Dr. Sharon L. Neal</td>
<td>“Multivariate fluorescence studies of biomembrane models.”</td>
</tr>
<tr>
<td></td>
<td>(University of Delaware)</td>
<td></td>
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<tr>
<td>12/6/02</td>
<td>Dr. David Smithrud</td>
<td>Investigation of protein binding domains through the mimetic approach</td>
</tr>
<tr>
<td>1/17/03</td>
<td>Dr. Selwyn Mapolie</td>
<td>“Pyridinal-imine Complexes of Group 10 Metals As Catalyst Precursors for Ethylene</td>
</tr>
<tr>
<td></td>
<td>(HU)</td>
<td>Polymerization”</td>
</tr>
<tr>
<td>1/24/03</td>
<td>Ms. Priscilla B. Walker</td>
<td>A New Reagent to Modifying Disulfide Bridges</td>
</tr>
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<td></td>
<td></td>
<td>(Advisor: Dr. Janine Maddox, Cheyney University of Pennsylvania)</td>
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<tr>
<td>1/31/03</td>
<td>Dr. Joshua B. Halpern</td>
<td>Safety Seminar</td>
</tr>
<tr>
<td>2/14/03</td>
<td>Dr. Alfons Weber</td>
<td>Support for Chemistry Research at the National Science Foundation</td>
</tr>
<tr>
<td>2/21/03</td>
<td>Dr. Marion Walker</td>
<td>Combinatorial Techniques for the Analysis of Crystallization in Polypropylene Thin</td>
</tr>
<tr>
<td>2/28/03</td>
<td>Dr. Bart Schober</td>
<td>“Today’s Fluid Viscosity Modifiers”.</td>
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<tr>
<td></td>
<td>(Lubrizol)</td>
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<tr>
<td>3/14/03</td>
<td>Dr. Radu Custelcean</td>
<td>“Crystal Design via Conventional and Unconventional Hydrogen Bonding.”</td>
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<tr>
<td></td>
<td>(Washington State U)</td>
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<tr>
<td></td>
<td>(Prospective Faculty Member)</td>
<td></td>
</tr>
<tr>
<td>3/28/03</td>
<td>Dr. Raj Khanna</td>
<td>“Solid species in Planetary and Interstellar Environments” Laboratory Infrared Spectra of Relevant Organics.</td>
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</tbody>
</table>
4/4/03 Dr. Travis Holman (Georgetown) “The Remarkable Chemistry of Molecular Containers: From Molecular Recognition to Functional Materials”

4/11/03 Dr. Ram Hosmane (UMBC) “Fat” Nucleosides and Nucleotides as Novel Antiviral/Anticancer Therapeutics”

4/18/03 Dr. Scott Sieburth (Temple) “Silicon as Centerpiece in New Pharmaceuticals”

11. Current changes due to outcomes, information from assessment activities or program reviews

New assessment policies and activities were just put in place this past academic year, and we do not have results to present at this time. Please see the attached “Undergraduate Program Assessment Plan” that was submitted to the College of Arts and Sciences in March 2003 (Attachment I).

ATTACHMENT I

Department of Chemistry, Howard University
Undergraduate Program Assessment Plan

Mission of the Department
The Department of Chemistry at Howard University has a deep historical commitment to the training of African Americans and others of African descent. However, we actively recruit and train talented students from all communities, at both the undergraduate and graduate level. The Department fully dedicates itself to developing confident scholars through education in chemistry, research, mentoring, professional development, and networking in order for them to excel in the global community. At the undergraduate level, we seek out promising students who can benefit from the Howard University experience by providing students with excellent knowledge in chemistry and chemically related disciplines so they can be prepared for leadership roles in industrial, government, or university careers.

Goals of the Department
1. To educate and develop students with excellent knowledge of chemistry and other chemically related fields.

2. To educate and develop students who are capable of excelling in post-graduation activities including graduate school and employment in industrial, government, or academic positions utilizing training in chemistry.

3. To educate and develop students who can benefit from the Howard University experience, and are capable of assuming leadership roles in the United States and the global community.
**Broad Objectives of the Department**

1. To develop students who can demonstrate excellent theoretical knowledge in chemistry and other chemically related disciplines; and who possess strong critical thinking and independent learning skills.

2. To develop students who can communicate basic chemical knowledge and make intelligible application of this knowledge.

3. To develop an environment that will foster scientific integrity, and an atmosphere that enables open exchange of intellectual ideas, and which places a premium on undergraduate students development.

4. To maintain and build upon the role of the Department as a one of the leading providers of chemical education to students of African descent and other groups that are underrepresented in the chemical profession.

**SMART Objectives (SMART = Specific Measurable and Attainable in a Realistic Timeframe)**

1. Increase the number of chemistry majors by 20% by the year 2006.

2. Improve physical condition of undergraduate teaching laboratories and classrooms.

3. Ensure that 100% of graduates pursue chemistry related fields including (a) graduate school (b) other professional training (c) gainful employment in chemically related field.

**Activities for SMART Objective #1**

1. Pursue recruitment and outreach exercises including trips to high schools in the region.

2. Expand undergraduate areas of study to include options in biochemistry, atmospheric chemistry and forensic chemistry.

**Activities for SMART Objective #2**

1. Aggressively solicit funding for physical facilities improvement from alumni, corporate organizations and Foundations.

2. Present the university with detailed financial and structural plan for upgrading physical facilities.
Activities for SMART Objective #3
1. Maintain ACS certification for our program.

2. Pursue creation of curriculum options in applied fields such as biochemistry, atmospheric chemistry and forensic chemistry.

3. Establish a well-structured program for undergraduate research in chemistry.

4. Establish partnership with government institutions and corporate organizations that ensures internship opportunities for undergraduate students.

5. Encourage students’ attendance at seminar series organized by the department and other chemically related departments.

6. Encourage undergraduate students to make poster presentations at national, regional and local scientific meetings.

7. Encourage undergraduate students involved in research to work closely with one or more graduate students.

Assessment for SMART Objective #1
1. Number of recruitment trips made to regional and local high schools.

2. Number of flyers distributed in regional and local high schools.

3. Types of outreach programs planned for high school students.

4. Extent of new curriculum development.

5. Compare per capita chemistry majors in college of arts and science with per capita number of chemistry majors at other comparable ACS certified chemistry departments.

Assessment for SMART Objective #2
1. Number of solicitations made.

2. Amount fund raised.

3. Howard University financial commitment.

4. Progress of renovation plan.
Assessment for SMART Objective #3

1. Percent increase in number of students who graduate with degree in chemistry (including various curriculum options).

2. Number of graduates in chemistry who pursue chemically related post-graduation activities.

3. Number of undergraduates involved in research with professors in the department.

4. Number of undergraduates involved in summer research and other internship activities in chemistry.

5. Number of undergraduate students who present papers at conferences.

6. Number of undergraduate student authors in scientific publications coming out of department.
MISSION, GOALS, AND OBJECTIVES OF COMPREHENSIVE SCIENCES

The mission, the goals, and the objectives of the Comprehensive Sciences program are closely aligned with those of the Arts and Sciences College, and the Strategic Framework For Action II (SFA II) goals of the University as the provision of educational experiences of exceptional quality to students remains an endeavor of paramount significance. With an emphasis on academic excellence, the activities of the program focus on increasing the scientific awareness and the scientific literacy knowledge levels of the students. These goals and objectives are reflected through the achievement of aspects of the SCIENCE 2003 and BEYOND initiative of the program. Evolving elements of the initiative that reflect national science academic standards include the following:

- review of course lecture content
- revision of course laboratory content and experiences
- implementation of definitive changes into the lecture course content that incorporate interdisciplinary information in the basic sciences
- review and revision of “hands-on” course laboratory exercises
- implementation of changes into the laboratory exercises
- infusion of computer and information systems technology into “hands-on” course laboratory exercises
- development of strategies to stimulate student analytical and critical thinking skills
- the motivation of students to appreciate the scientific discipline as a knowledge base of information that will be useful in the solutions to a myriad of global social, economic, health, cultural, and political problems
- the advocacy of faculty and staff professional development endeavors

The lecture-laboratory courses that are offered by the program continue to be the only cogent introductory courses in the natural sciences that form the basic components of the general education curricula of the College and the University. The courses provide the undergraduate students with the information and experiences that prepare them to understand, analyze critically, and examine scientific issues and problems. The students become keenly aware of scientific concepts, principles, ideas, methodology technology, and issues. The students will be able to recognize and assess those issues and problems in their lives that have a scientific foundation. The students will increasingly utilize their knowledge to function effectively in the contemporary world of the third millennium.
And, the effect of their experiences in these college science courses expands exponentially when they impart what they have learned to others, which ultimately results in more informed members of modern society. This is significant as scientific ideas and concepts impact on ethical, legal, and public policy issues.

The courses that are offered are Life Sciences (botany, zoology, microbiology); Planetary Science (astronomy, geology, earth science); Physical Science (chemistry, physics); and Computer Science (information systems and technology). The courses are used to fulfill the general science divisional requirement by students in the College of Arts and Sciences. In addition, the lecture-laboratory courses are used to fulfill specific requirements for degrees, for certification, and for graduation by other University academic units including: the Schools of Business, Communication, and Education; plus selected programs, in the College of Pharmacy, Nursing and Allied Health and the School of Engineering, Architecture and Computer Science.

**PROGRESS IN FULFILLMENT OF THE MISSION OF THE UNIVERSITY**

The academic activities and endeavors that have been accomplished in fulfillment of the provision of an excellent education are based in the SCIENCE 2003 and BEYOND operational initiative of the program. Undergraduate education in the scientific disciplines for non-science majors represents a critical area of instruction. In response to directives as outlined in the Strategic Framework for Action II (SFA II) of the University, the program has launched extensive activities to develop pedagogics that involve the infusion of modern technological innovations into the lecture and the laboratory learning environments. This will facilitate the expansion of the scientific knowledge, experiences, and resources that are available to the students. These endeavors were also progressive activities that were developed in accordance with the promotion of excellence in teaching and the strengthening of academic directives of the University Strategic Framework for Action I (SFA I).

The courses that are offered by the program provide the students with the information and the fundamental skills that enable them to explore natural science methodologies, phenomena, principles, ideas, laws, concepts, and issues. The courses form the basic sciences centerpiece of the general education and core curriculum in the College of Arts and Sciences. In addition, plans are in progress for the development and implementation of new and innovative inter- and intra- disciplinary science lecture-laboratory courses. This also is in accordance with the strengthening of academic programs and the promotion of excellence in teaching goals as outlined in the University Strategic Framework for Action II (SFA II).

All of the lecture-laboratory courses that are offered feature the provision of scientific historic and contemporary information with special inclusions of the contributions of African-Americans and other minorities to the subject areas. In addition, lecture information and laboratory materials are provided to promote ample opportunities for the pursuit of intellectual scientific inquiries. Inquiry forms the basis for scientific investigations; experimental designs; collection, analysis, and interpretation of data; development of logical conclusions; applications
of scientific ideas to the solving of a variety of problems; and an awareness of consequences of
the application of science.

Course syllabi lecture notes, handouts, study questions, laboratory data and other
information is available to the students on the program's website at www.comprsci.howard.edu.
During 2002-2003, students in the Life Sciences, Physical Science and Planetary Science courses
received a booklet, A Compendium of African-American Scientists, to augment their
knowledge of the contributions of African- American scientists to disciples and subject areas in
the natural sciences. Many of the scientists featured in the compendium have an affiliation with
Howard University.

The efficacy of the instructional process in the lecture-laboratory courses is
assessed in several ways. Knowledge levels of course content is ascertained from
students at the beginning of each semester through their completion of course information
questionnaires. Pertinent informational points of the course subject matter comprise the
questionnaire(s). The responses of the students are reviewed and recorded. This course
pre-assessment data is compared with course post-assessment data that is
obtained from answers to specific questions that are placed [from the pre-assessment
questionnaires] on the final examinations. Results overwhelmingly usually show a
marked increase in the students’ ability to answer questions after successfully
matriculating in the courses.

Prior to the culmination of the semester, the students evaluate the courses through
the use of the course evaluation instrument. This evaluative tool provides a means by
which the components of the course lecture and/or laboratory may be assessed (syllabus,
textbook, lecture instruction aids, laboratory supplies, and equipment items, etc.).

In addition, the questionnaire affords the student with opportunities to specifically
critique the professional performance of the instructor. This vital information is used to
continuously monitor the quality of instruction and to foster a realistic base for a
discussion of needed improvements.

Instructional faculty members are peer-reviewed through classroom/laboratory
visitation and are also visited by the Chairman. The information obtained from these
assessments is discussed with the faculty member.

Upon the successful completion of these courses in the basic sciences, students
have the awareness of and the knowledge to make informed decisions about economic,
political, social, cultural, and educational problems or conditions/situations that have a
scientific basis. The students are familiar with the methods, theories, tools and
techniques of the natural sciences and, therefore, are scientifically literate. Scientific
literacy among human populations improves the capacity of society to effectively
explore, define, and solve problems from a critical, analytical, and logical perspective.
This represents more than adequate preparation for intellectual discussion of issues and
the formulation of effective strategies to solve problems. This enables the students to
become scientifically literate and scientifically aware citizens who are capable of making
definitive assessments of the opportunities and the risks that are inherent in the scientific enterprise. In the twenty-first century, the study of science and its relationships to other areas of knowledge remains essential to the intrinsic value of a complete understanding of the significance of an education in the liberal arts and sciences.

**KEY PERFORMANCE INDICATORS**

The performance indicators that reveal the efficacy of the program include course lecture-laboratory content evaluations by the students; evaluation of instructors by the students; instructor peer evaluations; and instructor evaluations by the Director. In addition, external reviews of the courses are accomplished through interactions with similar academic units at selected Colleges and Universities.

The information that results from these evaluative instruments provides a means for objective review of course content and faculty performance. As a consequence of evaluation information, course reviews have led to revisions. Course revision strategies include the following: (1) an emphasis on the coherence in the instruction of interdisciplinary subject areas; (2) the expansion of laboratory experiences; (3) the expansion of independent study opportunities; (4) an emphasis on the inclusion of writing activities (these develop the communicative abilities of students as they write examination answers, reports, papers, essays, etc. about scientific issues, projects, experiment results); (5) the highlighting of the discipline connections among the natural (physical and biological) science subject areas; (6) the provision of instructional information that shows relevant relationships between science and non-science disciplines (i.e., the humanities, fine, performing and technical arts, and the social sciences); (7) the development of effective assessment instruments (i.e., essay/short answer examinations, oral presentations, reports, short papers projects, etc.); and, (8) the incorporation of the contributions of African, African-American, and other minority scientists into the course content in the subject areas.

The primary task of the faculty is to provide instruction in the introductory lecture-laboratory courses. The students in the courses are mostly non-natural science majors and therefore the challenge can be daunting. The sections of the courses oft-times have large enrollments and the instructor works to provide individual attention and assistance to the students, particularly in the laboratory. The current faculty exhibit commendable levels of commitment and dedication. However, there is a need for some of the faculty who teach the natural sciences courses to receive enhancement training in their disciplines in order to strengthen their knowledge and expertise and to upgrade their skills. Scholarly productivity activities by a few faculty members are above average as exemplified by their grantmanship and publications records and their participation in professional meetings, workshops, seminars, chautauqua series and short courses. Faculty whose activities are less than adequate are apprised of their scholarly activities shortcomings and are encouraged to become more productive.
PROGRAM CHALLENGES AND SOLUTIONS

The major challenges of the Comprehensive Sciences program center around the acquisition of adequate space facilities, technical, fiscal and human resources that are needed for the operation of the lecture-laboratory courses.

Space facilities that are needed include designated Smart Rooms for lectures and additional laboratory facilities for the Life and Physical Science courses. The laboratories that are needed must have adequate facilities including an exhaust hood; modern air, gas, and water outlets; functioning sink; eye wash station; hazardous waste materials disposition station; functioning electrical outlets and other scientific accoutrements. The planetarium is in need of complete repair efforts as it is currently only sparingly used.

Adequate office space facilities are also needed for full-time and adjunct faculty. In addition, all faculty (at all ranks) should be provided with computers and accessible technical support services. The resolution of these instructional space facilities problems lies in the College/University provision of additional locations and facilities to support the program.

Faculty professional development endeavors also represent a challenge as constant improvements in knowledge and skills are needed in order to provide effective instruction in the lecture-laboratory courses. All faculty members are continuously admonished to participate in advanced learning experiences in their respective subject disciplines.

The design, development, and implementation of an interdisciplinary and integrative science lecture-laboratory course remain a challenge. It is anticipated that physical and human resources may soon be provided to accomplish this goal.

The infusion of the utilization of computer information and technology into all of the lecture-laboratory courses presents a challenge. This will be resolved partly through resources provided by a University Fund for Excellence grant award and potential external funding resources.

PROGRAM DATA SYNOPSIS

Students

The following graphics show the enrollment and distribution patterns of the students in the courses:
### COURSE ENROLLMENT DATA 2002-2003

<table>
<thead>
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<th>Courses</th>
<th>Summer 2002</th>
<th>Fall 2002</th>
<th>Spring 2003</th>
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<td>COMP 001 Life Sciences Lc-Lb</td>
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<td>103</td>
<td>138</td>
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<td>COMP 002 Planetary Science Lc-Lb</td>
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<td>45</td>
<td>51</td>
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<td>COMP 003 Physical Science Lc-Lb</td>
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<td>39</td>
<td>36</td>
</tr>
<tr>
<td>COMP 004 Computer Science Lc-Lb</td>
<td>33</td>
<td>138</td>
<td>137</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>38</strong></td>
<td><strong>325</strong></td>
<td><strong>362</strong></td>
</tr>
</tbody>
</table>

### TOTAL ENROLLMENT DATA 2002-2003

<table>
<thead>
<tr>
<th>Courses</th>
<th>Summer 2002</th>
<th>Fall 2002</th>
<th>Spring 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 001</td>
<td>241</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP 002</td>
<td>101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP 003</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP 004</td>
<td>308</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>2002-2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP 001 Life Sciences Lc-Lb</td>
<td>241</td>
<td></td>
<td></td>
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<tr>
<td>COMP 002 Planetary Science Lc-Lb</td>
<td>101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP 003 Physical Sciences Lc-Lb</td>
<td>75</td>
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<td></td>
</tr>
<tr>
<td>COMP 004 Computer Science Lc-Lb</td>
<td>308</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>725</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE ENROLLMENT BY SCHOOLS AND COLLEGES
Fall 2002

LEGEND

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences (AS)</td>
<td>122</td>
</tr>
<tr>
<td>School of Business (SB)</td>
<td>103</td>
</tr>
<tr>
<td>School of Communications (SC)</td>
<td>59</td>
</tr>
<tr>
<td>School of Education (ED)</td>
<td>32</td>
</tr>
<tr>
<td>Health Sciences (HS)</td>
<td>5</td>
</tr>
<tr>
<td>Engineering and Architecture (EA)</td>
<td>4</td>
</tr>
<tr>
<td>Continuing Education (CE)</td>
<td>0</td>
</tr>
<tr>
<td>Graduate School (GS)</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>325</strong></td>
</tr>
</tbody>
</table>
TOTAL ENROLLMENT IN COURSES BY SCHOOLS AND COLLEGES
SPRING 2003

LEGEND

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences (AS)</td>
<td>134</td>
</tr>
<tr>
<td>School of Business (SB)</td>
<td>130</td>
</tr>
<tr>
<td>School of Communications (SC)</td>
<td>75</td>
</tr>
<tr>
<td>School of Education (ED)</td>
<td>12</td>
</tr>
<tr>
<td>Health Sciences (HS)</td>
<td>6</td>
</tr>
<tr>
<td>Engineering and Architecture (EA)</td>
<td>3</td>
</tr>
<tr>
<td>Graduate School (GS)</td>
<td>1</td>
</tr>
<tr>
<td>Continuing Education (CE)</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL: 362
Faculty

The members of the full-time and adjunct faculty bring a wealth of knowledge, experiences and instructional competence to the courses that are offered.

A profile of the faculty is summarized as follows:

<table>
<thead>
<tr>
<th>Degree</th>
<th>M.S.</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Number of Faculty</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>(2) Male</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>(3) Female</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>(4) Part-time Faculty</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>(5) Full-time Faculty</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

The status of faculty is summarized as follows:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Gender</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>Female</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Master Instructor</td>
<td>Female-3; Male-2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Lecturer-2</td>
<td>Female-1; Male-2</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

The activities and the accomplishments of the Comprehensive Sciences faculty represent a myriad of scholarly and professional endeavors. These include holding offices and memberships in professional organizations and societies such as Sigma Xi Honor Society, American Society of Zoologists, American Institute of Biological Sciences, Society for Integrative and Comparative Biology, American Association for the Advancement of Science, American Society of Parasitologists, Beta Kappa Chi Honor Society, Washington Academy of Sciences, Minority Women In Science, American Association of University Professors, American Association of University Women, Association of American Educators, the National Institute of Science, and the Association of Computing Machinery.

Faculty members actively participate in the committees of the College and the University including the Judiciary Board, National Sciences Division Nominations, Student Grievances, Faculty Welfare and Compensation, Web-based Education, Information Technology, Religious Life, Lucy Moten Scholarship, the NCAA athletics certification task force, and the host committee for the annual conference of the Association of Southeastern Biologists.
Drs. Patricia Humphrey and Rose Nesbitt have the following publications:


Several faculty members made presentations were participants and received certification, judges or consultants at workshops, seminars, conferences, and science fairs including Science Education Strategies; Science Technology and Policy; United States Congressional Black Caucus’ Science and Technology Braintrust; Washington, D.C. City-wide Mathematics, Science and Technology fair; Science Discovery Day; Blackboard Training for Science Faculty; Distance Learning Conference; Project Kaleidoscope Science Learning Institute; General Education and the Assessment of Student Learning; International Conference on Transforming Mathematics and Science Education in the K-16 Continuum; the Howard University National Human Genome Center, Educause Information Technology Networking, Cisco workshops, Internet Security workshop, and Bioinformatics/DNA technology conference.

During 2002-2003, faculty members provided professional services as reviewers for journals, grants, and proposals for several federal agencies and journals to include the United States Departments of Education, Health and Human Services; the National Science Foundation; the National Institutes of Health; and the Journals of Tropical Medicine and Hygiene, South African Veterinary Association and Parasitology. In addition, a faculty member serves terms as consultants for the Educational Testing Service (Princeton, New Jersey) and the College Board (New York, NewYork).

Dr. Danny Harris, part-time computer science instructor was cited as one of the Federal 100—the top executives in government. He is a Senior Executive Service fiscal administrator in the U.S. Department of Education.

Members of the faculty have an extensive, strong, and sustained record of participation in local, regional, national and global community activities. Faculty have also functioned as mentors, leaders and consultants in many community organizations, associations, leagues, coalitions, guilds and alliances. These include Parent-Teachers Associations; Secondary Schools Educational and Cultural committees and forums; University of Maryland Agricultural Extension Service; Mississippi Gulf Coast Tricentennial Commission; Black Navy Veterans; United Negro College Fund (UNCF); National Association for the Advancement of Colored People (NAACP); National Council of Negro Women (NCNW); the Urban League; the International Order of the
Grants

The following faculty received grants for proposals submitted to the Howard University Fund for Excellence awards program for 2002-2003. The faculty members and proposals titles are as follows:

Dr. Marjay D. Anderson--“Interdisciplinary Perspectives on Current Biological Science Issues”

Mrs. Bonita W. Cooper--“Inter-university Symposium on Effective Teaching Techniques in Computer Science Technology”

Dr. Norma Small-Warren--"Introduction of Computer Technology into the Planetary Science course laboratory"

Staff

A profile of the secretarial and technical staff is as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary</td>
<td>1</td>
<td>Female</td>
</tr>
<tr>
<td>Computer Technician</td>
<td>1</td>
<td>Male</td>
</tr>
<tr>
<td>Information Systems Specialist</td>
<td>1 part-time</td>
<td>Male</td>
</tr>
<tr>
<td>Research Associate</td>
<td>1</td>
<td>Male</td>
</tr>
</tbody>
</table>

Staff members have participated in a myriad of administrative and technical activities during 2002-2003. Workshops and conferences attended include those sponsored by the financial aid, physical facilities management and College of Arts and Sciences academic advisory offices.
COMPREHENSIVE SCIENCES PROGRAM
ANNUAL REPORT SUMMARY

2003 marks the thirty-third (33rd) year that the Comprehensive Sciences program has provided a quality academic curriculum of introductory level natural science courses for the students that are enrolled at the University. The program has continuously reviewed and upgraded the inquiry-based multiple sections of the lecture-laboratory courses that are offered in successful attempts to always be current with the scientific ideas, concepts, and technology of the twenty-first (21st) century. As this academic unit enters its fourth decade (1970-2003), it is even more committed to the provision of a high quality level of instruction in the basic sciences to the students that involves progressive efforts that develop their critical and strategic thinking skills and which fosters effective problem-solving capabilities.

In an ongoing effort to promote increased levels of scientific awareness and scientific literacy among the students, the courses that are offered continue to be extensively reviewed and revised to insure the timely implementation of improvements.

During 2002-2003, more than 700 students were enrolled in the multiple lecture-laboratory sections of the Life Sciences, Physical Science, Planetary Science and Computer Science courses. All of the courses are taught during the fall and the spring semesters, whereas Planetary Science and Computer Science are taught during both of the summer sessions. The students are afforded ample opportunities to complete their educational science requirements and to appreciate the significance of the scientific discipline as a vital component of their life-long learning processes.

In order to effect the implementation of SCIENCE 2003 AND BEYOND, the operational initiative of Comprehensive Sciences, several academic and administrative developments were incorporated during 2002-2003. Academic activities and events included the analysis of course pre- and post assessment data to reveal definitive positive learning achievements by the students that are enrolled in the courses. Course content and instructor evaluations by the students provided vital information for the enhancement of lecture performance(s) and laboratory technological upgrades.

Faculty rigorously reviewed the entire course lecture and laboratory content and selective adjustments were made to make the experiences in the courses more meaningful. A common syllabus is used for each of the multisectional courses, which is designed to ensure uniformity and commonality in the course content. Faculty that provide instruction in the courses meet throughout the year to discuss course lecture content; laboratory exercises; supplemental course materials; type of examinations and other evaluative measures; and the content of the final examination.

During 2002-2003, pilot laboratory exercises in the Life, Physical and Planetary Science courses were developed and implemented. These exercises utilized computer technology and information systems software designed to collect, analyze, and retain raw laboratory data. The students were afforded these opportunities on several occasions as
well as learning how to process empirical data by traditional means. This greatly enhanced the delivery of quality educational learning experiences for the students. Plans for the development of a bioinformatics component in the Life Sciences course were initiated.

New Dell Pentium III computers that were purchased in May 2001 to replace models that were installed in 1996 continue to provide state-of-the-art hardware and software for the learning activities of the students. And, the students were afforded learning enrichment opportunities through the expansion of time available to work in the laboratory.

Several members of the faculty again have successfully obtained funding for academic activities through the University Fund for Excellence grants awards program. Furthermore, faculty have participated in a variety of professional development activities including teaching methods workshops and seminars as well as conferences and meetings in the various scientific disciplines.

Support secretarial and technical staff have also attended professional development workshops, classes, seminars and conferences and continue their respective contributions to the academic and the administrative operations of the program.

The administrative and the technical operations augment the academic pulse of the program in progressive efforts to provide high standards of support services that benefit the faculty and the students.
Overview

The Department hired three new assistant professors (Kasaundra Tomlin, Ragna Alstadheim, and Joseph Augustine) for the 2002/2003 academic year to fill the vacancies created by retirements. Enrollment in the Fall and Spring semesters of 2002-2003 was 968 and 968, respectively, for undergraduate courses and 89 and 79 for graduate courses. There were sixteen full-time and six part-time faculty members who taught a total of 68 undergraduate and 57 graduate courses for the academic year.

Mission, Goals, and Objectives

The mission of the department is to prepare students for national and international leadership positions by providing them with the highest quality undergraduate and graduate education in economics. The department does this through classroom teaching, faculty advising, and by exposing students to invited speakers throughout the academic year.

Progress Related to the Strategic Framework

In the fall of 2002, the department recruited three new faculty members to strengthen its offerings in the areas of mathematical economics, price theory, and econometrics and to increase the research productivity of the department. The department has taken steps to increase the quality of its undergraduate and graduate programs by restructuring the curriculum. At the undergraduate level, econometrics is made a requirement rather than an elective and at the graduate level new requirements in mathematical economics have been added. These changes will enhance the competitive position of our graduates in the market for jobs and for places in graduate and professional schools.

Key Performance Indicators

Enrollment in intermediate undergraduate courses doubled during the 2002-2003 academic year, largely as a result of letters written to undecided majors by the chairman. Since these courses are required for the major, it is expected that the number of graduates in economics will grow sharply over the next two years.

Enrollment in first year graduate courses has also grown. The number of Ph.D. students who have finished their course work and passed their comprehensive examinations has jumped sharply, indicating that the number of graduates will grow significantly over the next three years.
Significant Events

The department’s chapter of Omicron Delta Epsilon, the international honor society for economists, held its most successful annual banquet at the Blackburn Center in April after inducting eleven new members. The goal of this year’s banquet was to raise the $10,000 required for endowing the Joseph E. Houchins Scholarship Fund. The fund drive was spearheaded by the Howard University Economics Department Alumni Association (HUEDAA). The banquet and donations contributed $5,700 to the amount of $2,132 already in the account to bring the total to $7,832. The keynote speaker at the banquet was University of North Carolina Distinguished Professor, Dr. William “Sandy” Darity, who spoke on the topic, “The Economics of Reparations.”

Nine speakers participated in the Department’s Invited Speakers Program during the academic year:
1. Dr. Joseph Persky of the University of Illinois at Chicago spoke on the topics, “Does Trickle Down Work? Job Chains, Program Evaluation, and Local Economic Development,” and “The Economics of the Living Wage Campaign,”
2. Dr. Richard Spivack of the National Institute of Standards and Technology spoke on the topic, “Potential Impacts of Advanced Technology on the US Economy.”
3. Dr. Taizo Takeno of the World Bank spoke on the topic, “Protectionism and Product Standards Under Asymmetric Information.”
6. Dr. Sam Daley-Harris, Director of the Microcredit Summit Campaign, spoke on the topic, “Fighting Poverty with Microcredit.”
7. Dr. Srikantha Chatterjee, Massey University, New Zealand, spoke on the topic, “Some Ethnic Dimensions of Income Inequality in Post-Reform New Zealand.”
8 & 9. Dr. Andrew Cherlin and Dr. Robert Moffitt, Johns Hopkins University, spoke on the topic, “The Correlates and Consequences of Welfare Exit and Entry: Findings from a Three-City Study.”

Significant Achievements

Pauline Idogho graduated summa cum laude and received the Federal Reserve Bank of Richmond Award for excellence in economics.

Dr. Ransford W. Palmer was invited by the Mayor of Dallas to make a presentation to the Dallas City Council in November on the impact of the national recession on the state of the Texas economy.

The second annual Chairman’s Prize was awarded to first year graduate student, David Timado. The prize is awarded each year to the first year full-time graduate student with the highest grade point average. The runners-up were Nadine Morris and Gbemisola Oseni.
Challenges and Projected Solutions

The perennial challenge facing the department is to provide enough financial support for graduate and undergraduate students. The department currently has ten graduate assistantships for fifty registered graduate students. Faculty members are being encouraged to write into their grant proposals funds for student support. Currently, a few students who do not have graduate assistantships are supported with tuition remission by the Graduate School and the Center for Urban Progress and by one faculty member who is participating in an external grant.

The faculty has approved the establishment of a Center for Economic Advancement in the department. Its mission is to facilitate research collaboration among the faculty. The goal of the Center is to write three to four proposals a year for external funding.

Synopsis of Department

The department has 16 full-time faculty positions and two secretaries. The three vacancies created by retirement were filled in the Fall of 2002 after an active period of recruiting. A total of 1936 undergraduate students were enrolled in 68 courses and 168 graduate students were enrolled in 57 courses during the academic year.

Graduation Data

One Ph.D., four masters, and nine bachelors degrees were awarded in May 2003. Among the bachelors degrees, there were one summa cum laude, two magna cum laude, and two Phi Beta Kappa.

<table>
<thead>
<tr>
<th>Years</th>
<th>Ph.D.</th>
<th>M.A.</th>
<th>B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1999</td>
<td>3</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>May 2000</td>
<td>4</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>May 2001</td>
<td>2</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>May 2002</td>
<td>1</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>May 2003</td>
<td>1</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>
May 2003 Graduates

B.A.
C. Natalie Holder-Josiah
Martin James Kantai
Ayako Fayette Marsh
Ndemiso Paul Davidson, Magna Cum Laude, Phi Beta Kappa.
Andrew Othieno, Magna Cum Laude
Sara Ahiza Akele
Pauline Emamoke Idogho, Summa Cum Laude, Phi Beta Kappa, Federal Reserve Bank of Richmond Award for Excellence.
Chijioke Agunwa Nwamara
Kemorine Simone Wallace

M.A.
Murtala Muhammad Aminu
Plaatjie Mahlobogoane
Nadine Ann-Marie Morris
Gbemisola Oseni
Ph.D.

Enrollment Data

The undergraduate enrollment in economics recovered sharply in the fall of 2002 to 968 from a low of 674 in the fall of 2001. The graduate enrollment has increased sharply from 50 in the fall of 2001 to 89 in the fall of 2002.

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>908</td>
<td>50</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>873</td>
<td>44</td>
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<tr>
<td>Fall 1999</td>
<td>889</td>
<td>40</td>
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<tr>
<td>Fall 2000</td>
<td>881</td>
<td>50</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>674</td>
<td>50</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>968</td>
<td>89</td>
</tr>
</tbody>
</table>

Graph of Enrollment Data
Faculty

There are sixteen full-time faculty members. Three new Assistant Professors were hired in the Fall of 2002: Dr. Ragna Alstadheim, Dr. Joseph Carlton Augustine, and Dr. Kasaundra Tomlin.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>16</td>
</tr>
<tr>
<td>Part-time</td>
<td>6</td>
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<tr>
<td>Professors</td>
<td>6</td>
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<tr>
<td>Associate Professors</td>
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<tr>
<td>Assistant Professors</td>
<td>5</td>
</tr>
<tr>
<td>Graduate Faculty</td>
<td>6</td>
</tr>
<tr>
<td>Tenured Faculty</td>
<td>11</td>
</tr>
</tbody>
</table>

Faculty Activities

**Dr. Ransford W. Palmer**

*Grants and Proposals:* Principal investigator of an interdisciplinary proposal entitled, International Trade and Biotechnology, submitted to the Interdisciplinary Graduate Education Research and Training (IGERT) program. Included participants from the Department of Sociology, the Department of Political Science, the School of Communications, the Department of Microbiology, and the Department of Plant Biology at Tuskegee University.

*Media Appearances:* Black Entertainment Television (BET) news shows; NPR Radio. Taped a special video for a School of Communications course.

*Committees:* Graduate School United States-Brazil Committee: Visited the Federal University in Bahia in Brazil as part of a Howard University delegation to discuss an exchange program with representatives of Bahia and Sao Paulo universities; Honors Council; Graduate School International Studies Committee: Appointed by the Dean of the Graduate School as Professor of Record for the International Affairs Certificate Program; Social Science Division Committee meetings and workshops to develop core social science course for the College of Arts and Sciences; Admissions; Executive.

*Conference Presentations:*
1. “The economic impact of September 11 on the Caribbean” at the University of the West Indies in Jamaica, January 2003;

**Other Professional Service:** Chairman, The National Coalition on Caribbean Affairs (NCOCA). As Chairman, Dr. Palmer made a presentation at a special meeting of civil society organizations at the Organization of American States on the supply of expatriate skills to developing countries.


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**Dr. Charles Betsey**

**Conference Presentations:** “Credit Outcomes for African-Americans: The Relative Importance of Family Background and other Factors,” at the International Business and Economic Research Conference, Las Vegas, October 9-12, 2002. The presentation received the Best Session Paper Award.

**Committees:** Merit Award Review Committee, Office of the Provost; Lucy Moten Scholarship, International Affairs, APT; Executive; Graduate Studies; Undergraduate Studies; Curriculum; Financial assistance.

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**Dr. Ragna Alstadheim**

**Committees:** Panel of grant reviewers for the “Fund For Academic Excellence;” Invited Speakers.

**Conference Presentations:** Paper entitled “Price-Level Determinancy, Lower Bounds on National Interest Rate, and the Liquidity Trap,” accepted for presentation at the European Economic Association’s meetings in Stockholm, August 2003.

**Other Professional Service:** Referee for the Scandinavian Journal of Economics.

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**Dr. C. Kenrick Hunte**

Advisor of the Howard University Chapter of Omicron Delta Epsilon, the international honor society for economists.

**Committees:** Library Committee, Chair; Undergraduate Studies.


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**Dr. Mary Perkins**

**Grants and Proposals:** Received a grant from the Howard University Fund for Academic Excellence.

**Committees:** APT

**Other Activities:** Built, published, and maintained six course websites.

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**Dr. Haydar Kurban**

**Grants and Proposals:** Co-Investigator for NSF interdisciplinary proposal #0224873 “Designing an Efficient and Secure Power System Using an Interdisciplinary Research Approach.” Grant of #600,000 awarded to Howard University for 2002-2005.

Committees: Chair, department’s Invited Speakers Committee
Other Professional Services: Referee article for The Annals of regional Science, October

Dr. Satish Wadhawan
Committees: Judiciary Board, CAS; Invited Speakers; Graduate Studies; APT; Executive; Curriculum; Admissions.
Other Professional Services: Assoc. Editor, Foreign Trade Review; Editorial Advisor, Review of Commercial Studies.

Dr. Gaminie Meepagala, Director of Undergraduate Studies
Committees: Undergraduate Studies; APT; Curriculum.

Dr. Kofi Dompere, Director of Graduate Studies
Committees: Graduate Studies; APT; Financial Assistance; Admission.

Dr. Kwack
Committees: APT; Graduate Studies; Invited Speakers.
Other Professional Service: Editor, Journal Asian Economics.

Dr. Emily Blank
Committees: Curriculum; Financial Aid.

Dr. Byung S. Lee
Committees: APT; Financial Aid, Chair; Graduate Studies.

Dr. Kausandra Tomlin
Committees: Undergraduate Studies; Financial Aid.

Dr. Joseph Augustine
Committees: Library; Undergraduate Studies.

Dr. Gregory Hung
Committees: APT; Graduate Studies; Executive

Dr. Rodney Green (On Sabbatical)

Staff

Santina Huff, Administrative Assistant
Ms. Huff received the first Linda Williams Award from the Graduate School for service to graduate students.
INTRODUCTION

The Educational Advisory Center (EAC) was established as an important arm of the College of Liberal Arts to provide counseling and advising services for students in the College. The functions of the office were later expanded to include the coordination of registration and the handling of certain administrative tasks.

MISSION

The Educational Advisory Center (EAC) provides academic advising of exceptional quality to students in the College of Arts and Sciences by facilitating their understanding of policies and procedures within the College and across the University. The Center assists students in meeting graduation requirements in the short-term, and in realizing their educational, career, and life goals and objectives in the long-term. The Center offers a supportive environment for interpersonal exchange that results in students' positive academic development through their matriculation.

GOALS

The principal goal of the EAC is based upon the concept of assisting the student in his academic, social and emotional development to the extent that he is able to realize his potential and attain his goals. Realizing that college itself is a completely new experience for most students, the counselors in the Center, within the framework of the philosophy, strive to develop programs which will facilitate smooth and rapid adjustment for students in the University setting.

In order to fulfill the requirements inherent in this and the basic educational philosophy of the University, the Counselors have specific goals which are designed to complement the University in its desire to help the student in his/her striving for excellence. The goals of the Center are seen as the following:

1. Provide a strong program of effective academic advising for all students in the College of Arts and Science

2. Implement intervention activities related to student retention

3. Assist students in completing their academic requirements in a timely manner
4. Build the capacity of faculty and staff to provide outstanding academic advising

**OBJECTIVES**

The objectives of EAC are based on the overall objectives of Howard University as expressed in the Strategic Framework for Action. The EAC strives to:

- Supply appropriate advisement information so that students become academically responsible
- Reduce attrition
- Structure outreach for prospective graduates in order to increase the graduation rate
- Plan, organize and communicate with faculty and staff to provide outstanding academic advising

Academic advising is the major responsibilities of the counselors. Counselors must keep abreast of changes in university policies regarding admissions, retention, registration, curriculum and course requirements, grading, re-admissions, graduation clearance, and others. The skills of the counselors are demonstrated when they address the academic, vocational and personal concerns of students in the College and in their ability to plan, execute and track the students' progress.

The following are the areas in which the staff of EAC is mostly involved:

1. Academic Advising/Counseling
2. Orientation
3. Registration
4. Retention
5. Graduation Clearance
6. Administration

**ADVISING**

Prior to Fall 2002, academic advising in the College of Arts and Sciences was handled in two phases:

- **Phase I - Freshmen and Sophomores** were advised by six counselors in the EAC, and **Phase II - Juniors and Seniors** were advised by faculty advisors in academic departments. However, on December 19, 2001 the faculty of the College approved the Registration Task Force revised recommendation that departments advise their own majors and EAC advise the undecided majors effective Fall 2002. The implementation of this recommendation simplified the registration process for first-time -in-college students.
and assured that these students are entered into the appropriate classes in a timely manner. This implementation also eliminated most problems that arose during the Fall 2001 registration, e.g. long lines.

The six (6) counselors in EAC primarily advise for registration all the undecided majors but continue to offer all other services to all students in the College. Each counselor is assigned to a specific group of students, as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - CE</td>
<td>Mrs. Han</td>
</tr>
<tr>
<td>CH - GOO</td>
<td>Ms. Weekes</td>
</tr>
<tr>
<td>GOR - KE</td>
<td>Dr. Davis</td>
</tr>
<tr>
<td>KH - OK</td>
<td>Ms. Artis</td>
</tr>
<tr>
<td>OL - T. SMITH</td>
<td>Ms. Ray</td>
</tr>
<tr>
<td>U. SMITH - Z</td>
<td>Mrs. Schwartz</td>
</tr>
</tbody>
</table>

Additionally, each counselor has an alternate who assumes responsibilities in her absence.

Teams comprised of one counselor and one alternate are used so that at least one counselor is available to each student at anytime. Therefore, a student has access to a counselor whenever he visits the Educational Advisory Center. The team counselors have several options i.e, (a) both counselors may be available to drop-ins at all times, (b) each may take turn on specific days, (c) they may work independently with their own groups and also assist the other groups in the absence of the other counselor or at peak periods, etc.

While the program of each counselor may vary, flexible, and individualized, all of the programs cover the following specific areas of responsibility:

1. Registration
2. Counseling and Advising
3. Retention
4. Declaration of Majors (Completing a Scheme of Graduation Requirements
5. Career Counseling
6. Graduation Clearance

**ORIENTATION**

At the beginning of each semester the University conducts a general orientation program. In addition to this, the counselors conduct a two-hour orientation program for the students in Arts and Sciences. This program concentrates on familiarizing the new students with College and with the advising and registration procedures.


**REGISTRATION**

The Registration process continues to be the most challenging activity in which the staff of EAC engages. A significant amount of time is spent on registration related activities. Registration officially occurs five times a year but, in effect, has become a year long process of cleaning up problems. The institution of the telephone registration and web registration systems has had a negative impact on the advising program. The advising program of the Educational Advisory Center was so formulated that there are several intervention points where it was mandatory for students to meet with an advisor. At these points, Counselors had the opportunity to talk with students about their academic progress, their academic status, any challenges they were experiencing in their classes, as well as assist with planning their programs. May students, particularly students who are performing poorly, now circumvent their advisors because the system allows it.

The telephone or web registration processes must be corrected so that:

1. All students would be required to obtain a PIN number from their advisor before they can register. Effective Spring 2003 students on probation were required to obtain from their advisor an alternate pin number in order to register. This forced these students to see an advisor before registering.

2. Students on academic probation would be unable to register for more than 12 or 13 semester hours until they are back in good academic standing.

3. Students would be blocked from enrolling in courses in other schools for which they are ineligible.

4. Students would be allowed to enroll only in a maximum number of hours unless they have received special permission from the Dean.

**RETENTION**

The latest information on student academic status is for the 2002-2003 academic year. This information was taken from the cumulative information report in March 2003.

There were approximately 2,932 students enrolled in the College of Arts and Sciences, including the Division of Fine Arts. There were approximately 389 students with grade point averages below 2.0. Efforts to contact these students were hampered by lack of accurate information about their status and lack of accurate addresses for mailings.

When possible, students were notified by e-mail to come to EAC to discuss their academic status and ways of improving their performances.
1. Counselors conducted study skills/time management workshops for these students
2. Professors were sent progress report forms for students who were experiencing difficulty or were on academic probation.
3. Weekly sessions with counselors were emphasized
4. Mandatory advising for registration
5. Use of support services, e.g., the writing lab, tutors in CAR and departments were encouraged.

GRADUATION CLEARANCE

Advising culminates with graduation clearance. Fortunately, EAC's advising system allows each counselor to work with most of the same students throughout their college careers, from freshman year to graduation. One of the major responsibilities counselors have is to ensure their students understand and complete all requirements. The counselors conduct senior interviews, complete the final clearances and certify graduates to the faculty, Dean of the College, and President of the University. For the 2002-2003 academic year there were 500 graduates.

<table>
<thead>
<tr>
<th>Month</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2002</td>
<td>31</td>
</tr>
<tr>
<td>December 2002</td>
<td>51</td>
</tr>
<tr>
<td>May 2003</td>
<td>323</td>
</tr>
<tr>
<td>Fine Arts Division</td>
<td>95</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
</tr>
</tbody>
</table>

These figures represent an increase over the 2001-2002 graduating class. The clearance process was well organized and implemented. Counselor were able to clear their students academically in a timely fashion despite the Center having some new and inexperienced staff.

STUDENT ACHIEVEMENTS

In the College of Arts and Sciences many students continue to excel academically, and are also able to engage in extra curricular activities in service to the University and to the community

Thirty one (31) students have been selected for membership in Who's Who Among American Colleges and Universities.

The number of students graduating with honors continues to increase. The following is a breakdown of honors awarded by the College this year:

<table>
<thead>
<tr>
<th>Program</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS-MD Program</td>
<td>6</td>
</tr>
<tr>
<td>Honors Program</td>
<td>13</td>
</tr>
<tr>
<td>Phi Beta Kappa</td>
<td>36</td>
</tr>
</tbody>
</table>
ADMINISTRATION

ACADEMIC RECORD REVIEW

Responsibility for reviewing and updating the academic records of currently enrolled students in the College of Arts and Sciences resides in EAC. During the summer months records are audited to provide the students with information on their academic status and progress. Counselors perform the following:

1. Manual audit of records of all students enrolled in the College during the academic year

2. Review of records of students who have been suspended for possible retention. Students who earned a 2.50 GPA the last semester of probation are given a one-semester extension on probation and stipulations to meet during that semester

3. Send information to all prospective graduates in preparation for graduation.

All Intra-University transfer applications and total withdrawals are processed through EAC.

TRUSTEE SCHOLARSHIP

The Trustee Scholarship is administered through EAC. During the 2002-2003 academic year, the College awarded an excess of $1,407,000.00 to students enrolled in the college, including the Division of Fine Arts.

For the second time in the history of the College all students who made the Dean's List received a trustee scholarship. Approximately 420 scholarships were awarded ranging from $6,100 to $2,350. Averages ranged from 4.0 to 3.2.

Several students who were experiencing undue financial hardship were also awarded scholarships.
ADVANCED PLACEMENT

During the academic year, advanced placement was awarded in twelve departments listed below. The award of credits for advanced placement courses permitted students to get a head start in 143 courses. This policy gives the college an edge on recruiting students who have the opportunity of starting their college careers as sophomores or with near sophomore status. A summary of credits awarded follows:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>9</td>
</tr>
<tr>
<td>Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Classics</td>
<td>3</td>
</tr>
<tr>
<td>Economics</td>
<td>9</td>
</tr>
<tr>
<td>English</td>
<td>88</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>53</td>
</tr>
<tr>
<td>Mathematics</td>
<td>44</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
</tr>
<tr>
<td>Political Science</td>
<td>20</td>
</tr>
<tr>
<td>Psychology</td>
<td>24</td>
</tr>
<tr>
<td>Spanish</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Awards</strong></td>
<td><strong>279</strong></td>
</tr>
</tbody>
</table>

ADVANCED STANDING

Two hundred and fifty-four (254) domestic and international transcripts were evaluated and transfer credits awarded by counselors this academic year. The additional responsibility of evaluating international transcripts and foreign credits was challenging since no prior training was received. However, with the help of Ms. Gail Clarke, Enrollment Management, and the World Educational Services, we were able to successfully complete our responsibilities.

COMMITTEE ON ACADEMIC STATUS

Students on suspension from the College and who are seeking readmission must apply to the Committee on Academic Status (CAS), which is comprised of faculty members. The Counselors in EAC receive applications from suspended students and prepare cases for CAS. During the academic year, two meetings were held in which a total of 23 cases were presented. The Committee approved the readmission of 12 students, denied 2 and held 9 cases for additional information or transcripts.

SIGNIFICANT EVENTS

(1) **Registration/Advising**

To solve major problems associated with Fall 2002 Registration, the 2002
Registration Task Force of the College recommended that departments advise their majors and the Educational Advisory Center advise all students who have not chosen a major. This decentralization of the Advising/Registration process allowed students the opportunity of working with faculty members in their major department even before arriving on campus. The requirement that departments, in working with students during the summer, make available a program schedule for each first-time in college student prior to his or her arrival on the campus, definitely reduced the frustration previously exhibited and also assured that these students were entered into the appropriate courses in a timely manner.

(2) Faculty Advising and Administrative Assistants Workshops
The EAC offered four Faculty Advising Workshops and three workshops for Administrative Assistants and Secretaries, designed to assist faculty advisors with the policies, regulations and advising techniques for students in their departments. The workshops included an overview of the new general education curriculum, procedures for handling overrides and change of program forms, graduation information and advising new entrants for Summer 2002 and thereafter. Faculty participation was good.

(3) Senior Meetings
The counselors met with the senior class on two occasions. Senior booklets were distributed, questions were answered, and the entire clearance process for graduation was discussed. This we felt contributed to the smooth clearance of graduates, and students were without the anxiety usually exhibited at this time.

(4) Articulation, Retention and Transfer - ART
The University is currently developing articulation agreements with several community colleges. This will ensure acceptance of credits once these students transfer to Howard University. Dr. Annette E. Davis chairs the subcommittee on articulation and is assiduously working to coordinate all efforts in expanding the number of colleges with which the University has this agreement.

(5) Conference Participant
Mrs. Jean Bryan, Interim Director, participated in the Sixth Annual Carib New Multi-National Conference in WI, November 7-11, 2002 - St Maarten, along with several members of Congress, including Congressman Chaka Farrah; Congressmember Bernice Johnson, Chairman of the Congressional Black Caucus; and Congressman Donald Payne. She participated in the workshop on education in the United States.

For the first time in several years all Counselors are able to attend a Conference. This was the World Education Service (WES) Conference on Critical Skills in International Credential Evaluation. This information was
definitely needed since EAC is now required to evaluate international credentials without any training.

WORKING CONDITIONS AND RESOURCES

**Budget** - The budget of the EAC includes staff salaries and office supplies. The Supply portion of $6,985 was used for supplies and also maintenance of all office equipment. The copier must be replaced due to age and lack of available parts.

**Personnel** - There are six counselors serving approximately 2,700 students. With the departments assuming responsibility for the advising/registration of their majors beginning fall 2002, the counselors should be afforded more time with the "undecided" majors.

Facilities & Space - Summer 2001 was the beginning of a new era for the EAC. Thanks to the generosity of Dean Donaldson, EAC received a complete overhaul - new furniture, new carpet, and a freshly painted office. This improved the appearance of the office and boosted the morale of the staff. The students expressed how much more encouraging it was for them to come to the Center. The staff felt appreciated and valued. That was translated into more work enthusiasm and team effort.

Despite the above, there is a need for improved ventilation, additional storage space and a conference/workshop room.

**Conference Room** - When attempting to hold a workshop or support group meeting with probation students, problems were encountered in finding available rooms. In fact, one group was evicted from one conference room in the middle of a session. If we are to increase and enhance our program, a conference room that could be used for corporate recruiting, workshops, and interviews is needed. A library for career information for showing films and videos and for a few computers for self-advising sessions for students could be added.

**Equipment** - A new file system for storing students records and information on how to set up an on-line record keeping system is needed. Computer training for staff would be helpful in reducing the amount of manual labor that must be performed to track and advise students.

Phone System - There is a need for a different type of phone system, voice mail and training on e-mail to increase efficiency in communicating with students.

A monitor in the lobby of Locke Hall would be helpful in disseminating information and enhancing communication with students.
CHALLENGES AND PROJECTED SOLUTIONS

The 2002-2003 academic year was not without challenges. Getting accurate data from Enrollment Management continues to be difficult. Rosters, e.g. probationary students, majors, honor students, cumulative grade reports for use by the Phi Beta Kappa committee proved difficult to be obtained in a timely manner. Also of concern is the Banner system which allows students to circumvent procedures by allowing them to register for an overload of courses, to register for two sections of the same course, and also allows suspended students to register.

Special Grade Reports continue to be the number one concern of this office. In the academic year 1,400 SGR were processed. Given the high numbers and the complexity of the problems associated with them, it is difficult for a single secretary to process them in a timely and efficient manner and to complete additional responsibilities. Possible solution to the problem are:

1. Remove the handling of the SGR from the EAC and return it to the office which was responsible for it - the Dean's Office. A comparison with other undergraduate schools and colleges at Howard indicates that SGR's are handled by Associate Dean's in the Dean's Office and not in advisory units.
2. Employ someone with responsibility to handle SGR exclusively

Despite these challenges, counselors and staff persevered and were able to complete the year quite successfully. Graduation clearance ran very smoothly inspite of the fact that three (3) counselors and a receptionist were relatively new to the office and to the clearance process. Now with a full staff it is our goal to increase accessibility to our students.

Degree Audit System

The degree audit is perhaps the most important system for the improvement of services to our students. The degree audit will:

1. Eliminate the manual update of student records
2. Eliminate the manual preparation of graduation schemes
3. Aid in the Senior Interview process
4. Provide more quality advising time with the students
5. Permit more time for counselors to participate in genuine advising activities

Automatic Evaluation of Transfer Credit

Enrollment Management is in the process of establishing this system. When in place, it is expected to free counselors from the task of manual transcript evaluations.
FUTURE PLANS

1. Expand faculty advising system
2. Develop freshman handbook
3. Devote more time on the retention of students
DEPARTMENTAL ANNUAL REPORT
2002-2003

Department of English
Chairman: Eleanor W. Traylor

Academic programs

Majors/Minors curriculum

1. Missions and Goals

In accordance with the mission of Howard University, the Department of English is committed to providing the nation, through its majors and minors and Masters and Ph.D. candidates, a rich and ample source of distinguished, compassionate, visionary graduates who are prepared to offer solutions to human and social problems in communities in the United States, and throughout the world. Our approach to the texts that we read derives from the conviction that the study of literature empowers awareness, or as W.E.B. DuBois has put it, “broad sympathy, acknowledgment of the world that was and is and of our relation to it.” It is in this spirit that the program of study for English majors and minors defines its mission as the development of the critical thinking, reading, writing, and speaking skills of students through a structured series of courses informed by African-American critical strategies and intellectual discourses. In designing the course of studies for English majors and minors, the faculty of the Department has kept in mind five broad objectives: 1) to offer the students an intellectual experience broad enough to illumine their fullest cultural inheritance, immediate enough to address the demands made on them as contemporary educated people, and relevant enough to be shared in common with peers and mentors across the university 2) to offer students opportunities to read with care and discuss a chosen set of texts 3) to enhance students’ knowledge of ways to approach literature and the humanities 4) to improve students’ understanding of the ways people have transmitted humanistic wisdom, ideas, and heritage 5) to understand and describe the role of literature in the development of both Western and non-Western cultures and to recognize the way values are embodied or constructed in these literatures. In addition to the objectives of its course of studies, the Department of English has established during Academic year 2002-03 four overall Assessment goals: 1) prepare students to “own” the strategies of reading and writing that stimulate critical thinking and result in the production of effective, truthful discourse 2) prepare students in the techniques of investigation applicable to textual, historical, social, and cultural problems together with the necessary skills to transmit findings effectively in ways that generate new discourses and knowledge 3) recruit and maintain a faculty that is dedicated to advancement of research programs in their specialties and that applies its research abilities also to pedagogy and student learning and 4) prepare students to qualify for future faculty positions in HBCUs and other institutions of higher learning as well as professional positions in government, law, NGOs, diplomatic service, and community service.
2. Progress in Fulfilling Missions and Goals

Since August 1, 2001, when the Department of English inaugurated its new curriculum, offering students a wider array of courses designed to ground them within a solid academic tradition, and at the same time, offer them the flexibility of pursuing specialized concentrations in writing, linguistics, and diasporic studies, work on the new curriculum continues. Intelligently designed to guide students through the program so that they take foundational courses that prepare them for more advanced-level courses, the new curriculum is the result of conferences, retreats, and summits over the past few years. By reason of curriculum re-formulation, one goal of which is to provide our majors concentrations in current specialties demanded in the field, the Department this year has requested a new position line for a professorship in Rhetoric and Composition theory at no less than $50,000. A specialty in Composition and Rhetoric is one of the inclusions incorporated in the New English Studies curriculum now in effect.

Achievements of the Students of the Department

At the May 9, 2003 graduation ceremony of the College of Arts and Sciences, 33 students received the B.A. degree in English. Of these 4 graduated Phi Beta Kappa; 2 summa cum laude, 6 magna cum laude; and 4 cum laude. As of May 2003, the Department of English has 122 majors.

The Freshman Writing Program

1. Missions and Goals

The goals and the needs of the students in the General Education Program are determined by the general expectations of the university for its potential graduates—that they have an understanding and appreciation of humanistic studies; that they can think critically and meaningfully; and that they can write well. The determination of the particular needs of students to meet the university’s expectations is accomplished through analysis of placement tests, both external and internal as well as performance in the individual classes that the program comprises.

2. Progress in Fulfilling Missions and Goals

The Freshman Writing Program enjoyed a productive year, administering the revised English 002 and English 003 Posttests with encouraging results. Writing assessment continues to be the major focus of the Writing Program. The Writing Faculty continues to enter innovative changes in the curriculum by offering thematic seminar courses in English 003. These thematic courses allow students to choose sections of English 003 which address their specific disciplinary or intellectual interests as for example science, medicine, law, art, theatre, music, political inquiry. In addition, the Department has offered three online sections of English 003 designed primarily for students with disabilities or other special circumstances. These courses by permission of instructors will be delivered via Blackboard. Finally, the faculty for the Honors' courses continue to
enrich their course offering with research projects, extensive reading requirements, field trips, art exhibits, lectures, conferences.

The Graduate Program

1. Mission and Goals

The Graduate Program in English pursues two complementary purposes. The first of these is to assure that masters and doctoral students are thoroughly acquainted with works of literature that best show the development of imaginative writing in the Englishes of the United States, Caribbean Anglophone nations, and Great Britain. The Program provides for this outcome through specialized courses organized in terms of the historical production of genres and the characteristic expressive modes of historical periods. To accomplish the second purpose of the Program, pedagogy centers upon the discovery and investigation of critical problems, for the intent is to educate students in the practices of scholarship or the creation of new knowledge about literary expression. Assessing the accomplishment of students by means of problem-based writing assignments in each course, a battery of written qualifying examinations, and a capstone thesis or dissertation, the graduate faculty seeks to assure that the intellectual outcome of the curriculum will be graduates adept in the discourse of research reporting, criticism, and exposition. In short the desired outcome of the Program is possession by all successful graduates of the skill set to certify them as qualified to conduct independent research that contributes to the growth of operational understanding of language in literary composition.

The approach of the Program may be further defined as centering upon the heritage of the African Diaspora, which entails the adoption of the “subject position” of the Diasporic culture. This is to say that the faculty generally encourages examination of cultural artifacts from the perspective of their creators, especially as that pertains to people of African descent or association. In this regard, the faculty hopes to make clear that it thinks of Howard graduate training as distinctive, probably also unique, even while it may parallel training available elsewhere.

This latter quality of the Program relates directly to objectives of SFA I and II in the sense that it enhances the standing of Howard nationally not because it imitates but because it innovates.

2. Progress in Fulfilling Mission and Goals

The Program as defined above received national recognition during the academic year from the Carnegie Foundation for the Advancement of Teaching, which selected the Department as one of the “Allied Departments” in its new Carnegie Initiative on the Doctorate (CID). The CID encourages and supports selected departments in a process of reconsideration and reconstruction of graduate curricula. Through a network of exchange facilitated by meetings and electronic communication, CID formalizes the familiar queries heard in faculty conversations: “What if we changed the direction of _____?” “Suppose we expected every doctoral graduate to be able to do__________?” CID aims
to replace utopian speculation with an experimental practice broadly shared among peer units of the discipline.

In support of the entry of English into this experiment, the Graduate School has offered support through the Graduate Program Improvement Fund for a continuing seminar in which invited specialists will engage faculty and advanced students in exploration of ways the riches of interdisciplinary work can reshape the Ph.D. degree into the sign of a credential for academic leadership, intellectually and professionally.

During the academic year two students successfully defended dissertations and graduated as new doctors. Both are employed in higher education. Two students also completed Masters degrees. Among those doctoral students in candidacy nearing completion of dissertations, no fewer than six are serving in pre-doctoral internships, five of them negotiated through the Preparing Future Faculty Program. Recently another doctoral student was awarded such an internship for the coming academic year.

Among recent graduates, other than those referred to above, we count two successful placements on tenure track lines, one at the York Campus of Penn State University, the other at Hope College.

Further indication of progress toward the goal of educating scholar-teachers may be seen in the activity of seven students who delivered papers at professional conferences during the academic year.

Promoting Excellence in Teaching and Research

The faculty of the Department of English answered the call of President Swygert outlined in his Strategic Framework for Action II—to “promote excellence in teaching and research.” Our faculty this academic year—July 2002 to May 2003—realized numerous achievements in the areas of teaching innovations, professional development, and research. Members of the Writing Faculty, the Majors/Minors Faculty, and the Graduate Faculty distinguished themselves during the 2002-2003 academic year. They presented papers, attended professional meetings, served on college and university committees as well as committees within their professional fields. They designed new teaching innovations, hosted conferences, organized and attended departmental retreats, and participated in the programmatic efforts hosted by the Department of English, such as the Charles Eaton Burch Lecture, the Heart’s Day Conference, the Trombones Lecture Series, and the many forums and conferences sponsored throughout the year. This past year our Heart’s Day Commemoration held a conference and Gala for author Haki Madhubuti. Beverly Guy Sheftall, Anna Julia Cooper Professor of English and Founding Director of the Women’s Research and Resource Center at Spelman College, delivered the address as our fifty-third Charles Eaton Burch Lecturer. Our graduate and undergraduate students participate in all events and actively contribute to departmental activities.
Challenges and Projected Solutions

The Department has challenged itself with the goal of increasing the numbers of English Majors from its current number of 122 to double the number in the 2003-2004 academic year. We are pleased that we have maintained our customary average, we feel we can improve upon the numbers considerably. Our newly inaugurated curriculum should contribute to the increase in the numbers of students who wish to be English Majors because it does offer to them the opportunity to concentrate in fields of interest such as African American literature, Caribbean Studies, British Studies, and American Literature. But we still need to develop our components on creative writing and rhetoric and composition. We need more faculty members to bring this added flexibility and range within our curriculum. A second point is our advisement system. We are very pleased that we have designed an advisement configuration that allows each major to work with a mentor in the Department. That system gives the student access to the faculty member and many opportunities for career and academic growth. For example, advisors this year have introduced students to internships, conferences, fellowships, and other opportunities. But we need to improve upon the system a great deal. Because of the Banner System students are not compelled to seek the advice of their mentors before they register for classes. A serious challenge is that of the ongoing work of the Curriculum Committee to ensure that the required courses for the Major have common goals and that course rotations promised by the new curriculum be fulfilled.

The Senior Comprehensive Committee spent most of the past academic year planning for the complete overhaul of the Senior Comprehensive Exam to reflect the direction of our current curriculum (new curriculum put in place August 2001). This fall the Committee worked very hard to implement the new exam, the format of which was agreed to in broad terms by members of this Committee in Spring 2002. The redesign of the test involved the elimination of the objective answer section, and its replacement by the analysis of a text. Part 2 involves writing one from a choice of 5-6 essays dealing with topics from the core courses and the electives. The new test therefore requires the students to write two 90-minute essays. The new format addresses some of the criticisms of the accreditation review of 1993, and more importantly, aligns the Senior Comp with our new curriculum.

To accompany the new test, a completely revised 15-page study guide was prepared. The study guide includes language explaining the history and purpose of the exam, along with language that links it to several points raised in the Major and Minor Handbook, including the skills and high standards we expect of our students. A major new feature of the exam is the inclusion of three sample essays from real student papers, with detailed comments by professors. The Committee hoped to help raise standards by providing exemplary essays: an outstanding A essay to set goals for students to aim toward, a C essay to show what we viewed as an imperfect but still competent essay, and finally, an “unsatisfactory” essay which was unacceptable and did not represent a passing grade. All three essays were fully annotated. As usual, two study sessions were conducted in the week or two before the exam, this time by Drs. Ann Kelly and Jennifer Jordan.
Test results: 25 students (all seniors) sat for the Fall 2002 Senior Comprehensive Exam. 24 passed and one failed. Both December 2002 graduates passed. In Spring 2003, 13 students sat for the exam (1 senior), 7 passed (including the one senior). Since the College of Arts and Sciences considers a D to be a (low) passing grade, 4 of the students with D grades on the Fall exam and 1 student with a D grade in the Spring, were allowed to pass, despite our departmental dissatisfaction with this situation.

Assessment of Departmental Needs

The Department desperately needs additional spaces for faculty offices and conference rooms. In accordance with its Assessment goal “to recruit and maintain a faculty that is dedicated to the advancement of research programs in their specialties and that applies its research abilities also to pedagogy and student learning,” the Department of English has attained five new specialists to join its faculty: a linguist, a Caribbeanist, both Associate Professors, an Americanist, Assistant Professor, and a Writer-in-Residence. Yet the Department lacks the office space in which to house these urgently needed new faculty members. In addition, an Associate Professor already in residence and five writing instructors will lose their offices in Spring 2004 because of the loss of office accommodations and a teaching laboratory in the Human Ecology building. We also need storage space for files and other departmental “essentials.”

Budget

We have filed a budget with the College that reflects our need for additional faculty to fulfill the English Studies Program. This budget requests enough funds to hire five new faculty members, a director for the Freshman Composition Program, a director of the Writing Center, a Writer-in-Residence, and a rhetoric/composition specialist. Since we have increased the number of freshman students we can expect each year, the department needs the resources that will allow us to continue to teach effectively.

Goal

The goals of the English Department are to produce graduates who are competitive with those at any top-level institution. The Department of English is striving daily to see its program rated on national indicators of Excellence. Finally, we wish to produce graduates who make a difference in every facet of the local, national, and global community. Recently the Department established four specific assessment goals: 1) prepare students to “own” the strategies of reading and writing that stimulate critical thinking and result in the production of effective, truthful discourse 2) prepare students in the techniques of investigation applicable to textual, historical, social, and cultural problems together with the necessary skills to transmit findings effectively in ways that generate new discourses and knowledge 3) recruit and maintain a faculty that is dedicated to advancement of research programs in their specialties and that applies its research abilities also to pedagogy and student learning and 4) prepare students to qualify for future faculty positions in HBCUs and other institutions of higher learning as well as
professional positions in government, law, NGOs, diplomatic service, and community service.

Present Departmental Administrative Structure

The Department of English is a comprehensive department comprising several components. The Graduate Program awards both the Master of Arts and the Ph.D. degrees; the Undergraduate Major and Minor Program awards the Bachelor of Arts degree; and the Freshman English Program services all students throughout the University. The Chairman of the Department of English is Dr. Eleanor W. Traylor. Dr. John Reilly is the Director of Graduate Studies; Ms. Kitty Ellison is the Director of Freshman English; and Dr. Jennifer Jordan is Chairman of the Departmental APT Committee. Mrs. Tanya Alexander Hardy and Ms. Sally McCoy serve as Administrative Secretaries; Ms. Mildred Flowers is the Secretary of the Graduate Studies Program and Mrs. Mary McCalop is the Secretary for the Writing Program.

A. FACULTY

The Department hired 4 new instructors for the Freshman Writing Program to replace 3 who resigned and one to fulfill added courses mandated by increased enrollment. Dr. Candace Lines joined us as a new tenure-track Assistant Professor.

The ideal student/teacher ratio maintained at the departmental levels of instruction compute as follows:

Freshman level writing courses 20:1

Even with the newly hired faculty members in the Writing Program, the Department still needs additional instructors to reach this student/teacher ratio.

Upper level Majors courses 20:1

(These courses were not directly affected by the increased population of incoming students)

FACULTY OF THE MAJORS AND MINORS PROGRAM

Arana, R. Victoria. Professor. Ph.D., George Washington U. Twentieth-century British literature, literary criticism, biography, autobiography, travel narrative, comparative literature. Locke 270, 806-6114. ugarde@aol.com

Austin, Lettie J. Professor. Ph.D., Stanford U. British literature, especially nineteenth-century poetry and fiction; college grammar, English pedagogy, psychological approaches to literature. Locke 316, 806-6776.
Chipasula, Frank. Visiting, Associate Professor. Ph.D., Brown University. English literature, African-American poetry. HCtr 531, 238-2379. yoffu@aol.com

DeGout, Yasmin. Assistant Professor. Ph.D., Howard University. African-American, Literature, Caribbean literature. Locke 212, 806-5611. vdegout2@howard.edu

Fallon, Paul. Assistant Professor. Ph.D., Ohio State University. Locke 212, 806-5611. Linguistics. Locke 212, 806-5611. pfallon@howard.edu

Griffin, Barbara. Associate Professor. Ph.D., U. of Maryland. American and African-American literature, humanities. Locke 206, 806-6773. bgriffin@howard.edu

Hampton, Gregory J. Assistant Professor. Ph.D. Duke University. Comparative Literature, African-American literature. Locke 212, 806-5611. ghampton@howard.edu;

Hawthorne, Evelyn J. Associate Professor. Ph.D., U. of Minnesota. American, African American, and Caribbean literature. Locke 214, 806-4221. ehawthorne@howard.edu

Henry, Lorraine. Master Lecturer. Ph.D., Catholic University. American literature. Locke 218, 806-5470. lhenry@howard.edu


Keil, James. Associate Professor. Ph.D., Brandeis U. American literature, printing and publishing history. HEC 2003, 806-7101. jkeil@starpower.net


Lines, Candace. Assistant Professor. Ph.D. Ph.D. University of Minnesota. English, Early Modern and British Literature. Locke 220, 806-4479. clines@howard.edu

Redd, Teresa M. Associate Professor. Ph.D., U of Maryland. Grammar, rhetoric and composition. Locke 112, 806-6770. tredd@howard.edu


Shannon, Sandra G. Professor. Ph.D., U of Maryland. American and African-American literature and drama, literary criticism. Locke 230, 806-5443. sshannon@howard.edu
Sumers, Alinda. Associate Professor. Ph.D., George Washington U. British literature, especially of the Renaissance; literary criticism. Locke 220, 806-5595. asumers@howard.edu

Traylor, Eleanor, [Chair] Professor. Ph.D., Catholic U. American and African-American literature, literary criticism, humanities, pedagogy. Locke 248, 806-6730 etraylor@howard.edu

Tsomondo, Thorell. Associate Professor. Ph.D., SUNY-Buffalo. Literary criticism, the novel and narratology, Shakespeare, nineteenth-century British literature. Locke 218, 806-5470. ttsomondo@howard.edu

Woodson, Jon. Professor. Ph.D., Brown University. American and African-American literature, especially poetry. Locke 206, 806-6773. jwoodson@howard.edu

**WRITING FACULTY**

- Abdullah, Daiyyah  Lecturer
- Aithal, Krishnamoorthy  Lecturer
- Barksdale, Antoinette  Lecturer (p/t)
- Barnwell, Cherron  Lecturer
- Ben-Yehuda, Gadi  Lecturer
- Braithwaite, E. R.  Writer-in-Residence
- Bryant, Kevin  Lecturer (p/t)
- Cooper, Donald  Lecturer
- Ellison, Kitty  Master Instructor
- Goddard, Clement  Lecturer (p/t)
- Harrell, William  Master Instructor
- Hoyrd, Andre  Lecturer
- Jones, Clinton  Lecturer (p/t)
- Kliman, Todd  Lecturer
Kohmstedt, Jeffrey  Lecturer
Lewis, Ethel    Master Instructor
Mahadevan, Thennilapuram Master Instructor
Martin, Mary    Director, Writing Center(s)
Morris, Horace  Master Instructor
Noone, Pat      Master Instructor
Okpala, Jude    Lecturer (p/t)
Preston, Edward Master Instructor
Ruppel, F. Timothy Lecturer
Sow, Pathe      Lecturer
Taylor, V. Lois Master Instructor
Winter, Daria   Lecturer

**Innovative Teaching Approaches**

**R. Victoria Arana**
Conducted an Academic Writing Workshop for Graduate Students
Fall 2002

Conducted information tours at Library of Congress, Jefferson and Madison facilities

Involved students (undergrad and grad) in the planning and executing of an international conference (*Black Travel Writing*)

**E.R. Braithwaite**
Compiled and published 7th annual *Faces and Voices*, original work of his Composition for Honors students

**Yasmin DeGout**
Directed Interdisciplinary Senior Thesis: English Major / Caribbean Studies Minor

Organized English Major/Minor Social  March 2003
Organized Caribbean Studies Minor Program Informational Social. March 2003

Faculty advisor: Sterling Allen Brown English Club 2002-2003

**Kitty Ellison**

Public Schools Outreach: Coordinated panel discussions with DC Public School Teachers

Coordinated Teaching of English Students Workshops presentations

**Clement Goddard**

Required students to attend departmental activities (during the scheduled class meeting) encouraged attendance at other scholarly forums

**Evelyn Hawthorne**

Informational Social for Interdisciplinary Minors of Caribbean Studies, March 2003

Arranged internship of Amanda Miller (student) with Jamaica Artists Alliance.

**Lorraine Henry**

Directed three (3) student grant proposals for the *Undergraduate Research Creativity Awards*. (2 received grant)

**Onwuchekwa Jemie**

Arranged student visits to African American Museums

Incorporated students into his Lecture/Presentation *The Example of Langston Hughes*. November 2002

**Ann Kelly**

Guided her “Poetry Across Cultures” class in publishing an anthology of [their] original poems, written in the genres studied.

**John Reilly**

Funded/supported participation of graduate students in Heart’s Day events

Funded participation of two (2) graduate students in National Conferences – students appeared on panels/delivered papers

Ad hoc advisor to Graduate English Students Association in development of programs
**Pathe Sow**

Mentor: Mississippi Students’ Association

Arranged student visits to African American Museums

**Alinda Sumers**

Sponsored class trip to the Shakespeare Theatre performance *Much Ado about Nothing* (fall semester)

Sponsored class trip to the Shakespeare Theatre production of *Richard III* (spring semester)

**Vergie Lois Taylor**

Designed poster with students for Haki Madhubuti. Poster was displayed on book table for Third World Press during Feb 2003 conference

**Jon Woodson**

Advisor to editorial board of *The Amistad*, the Department’s online literary magazine assembled by students

Selected representative/student to participate in the Mount Vernon Poetry Festival, coached Ms. Alyse Hammonds on selection of material and delivery of presentation. On April 25, 2003, Ms. Hammond read her work at the festival along with representatives from 10 local colleges and universities. (winner not yet announced)

Reorganized course: Students read original periodicals and contributed toward the construction of a database

Created syllabus and taught a graduate seminar on the African-American poetry written in the 1930s; developed a database of work in a form that allows comparative study

**Professional Development**

*(Scholarly productivity, creative work, research in progress, presentations, attendance at conferences; professional/university/departmental committee memberships; consultant services)*

**Eleanor W. Traylor, Chair**

Designed the 10th annual Heart’s Day Conference: a University-wide forum honoring and presenting scholarship on African American Writers
Keynote: “into the Sixties, a word was born; Haki Madhubuti and the Academy.” 10th annual Heart’s Day Conference “Poetry, Philosophy and Enterprise: The Legacy of Haki Madhubuti”


Guest Editor: BMA: The Sonia Sanchez Literary Review 2002

Published: “the full moon of Sonia shinin’ down on ya’” in BMA: Sonia Sanchez Literary Review. Fall 2002

Presenter: Identities on Trial Lecture Series, the Center for World Performance Studies, University of Michigan International Institute. “Amicus Curiae: Emergent Identities”

Introduction of Keynote Speaker: A New Frontier: Blacks in Science Fiction. March 2003

Litany of Welcome: 63rd annual College Language Association Conference. April 2003

National Memberships:
Modern Language Association
College Language Association
African Heritage Studies Association

Conference Attendance:
A New Frontier: Blacks in Science Fiction March 2003
63rd annual CLA April 2003
Identities on Trial Lecture Series March 2003

Committees and Participation in Departmental Activities:
As Chair of the Department Dr. Traylor serves on all Departmental Committees as ex-officio

Committees and Participation in University/Community Activities
Guest Speaker: “James Baldwin and Beauford Delaney,” The Hirshhorn Museum and Sculpture Garden & The Anacostia Museum and Center for African American History and Culture
Grants – Contracts – Honors

Academic Excellence Award: “Theory and Community in Contemporary Black Women’s Fiction: An Internet/Video Conferencing Graduate Seminar.”

R. Victoria Arana


“Michael Ignatieff” in Dictionary of Literary Biography: 21st Century British & Irish Novelists

“Chinua Achebe – Special Section: Introduction” in Callaloo

“The Epic Imagination: A Conversation w/ Chinua Achebe” in Callaloo


Forthcoming: Essays on “Jackie Kay” and “Courtia Newland” in Write Black British. 2003

Forthcoming: Guest editor: BMA: Sonia Sanchez Literary Review special issue on Black Travel Writing. 2003


National Memberships:

Modern Language Association
College Language Association
Popular Culture Association of America
Pacific Coast Conference on British Studies

Conference Attendance:

63rd annual CLA: Moderated panel. April 2003
Popular Culture Convention, Albuquerque. February 2003

Committees and Participation in Departmental Activities:
Committees and Participation in University/Community Activities

Planned and executed “Black Travel Writing: The Howard University Symposium” April 5, 2003

Member of the Dean’s Committee to plan Major in International Affairs. College of Arts & Sciences Fall 2002

Art Exhibition: Rockville Arts Festival Fall 2002

Membership activities: Montgomery Art Association continuing

Grants – Contracts – Honors

Academic Excellence Award: “Black Travel Writing” Conference
Grant from British Embassy to travel to Scotland for Edinburg Arts Festival
Grant from British Council-USA for travel of Dr. Maureen Stone (England/Barbados/WDC/return)
Invitation from Ambassador from England to welcome Granta Awards for British Writers

Kevin Bryant

Guest Speaker at the American University in Cairo, December 20, 2002. “Malcolm X and the Black Muslims”

Vice President of Musanah – a non-profit organization whose goal is to provide educational, social, and charitable contributions to society.

Research on Islamic culture and literature in Africa and the Middle East – traveled 13 countries over the past six years

Frank Chipasula

BENDING THE BOW: Anthology of African Love Poetry (under consideration at Wesleyan University Press, Middletown, CT)

Men Behind the Masks (monograph on Sterling Brown’s poetry) under preparation

Donald Cooper

Scriptwriter for *DWARF: Little People, Big Steps* and *Penguin Baywatch* on the Discovery Channel. Broadcasts: November 2002

Researcher and scriptwriter for *The Kathy Harris Story* (working title) a documentary film for the Discovery Health Channel. Broadcast TBA.

**Yasmin DeGout**

Chaired panel: *A New Frontier: Blacks in Science Fiction*. March 2003

Essays in progress: Ed Bullins; Merle Hodge; and Whiteness Studies

**National Memberships:**
- NEMLA
- CLA

**Conference Attendance:**
- *A New Frontier: Blacks in Science Fiction*. March 2003
- *Footlights*: lead discussion on *Amen Corner*

**Committees and Participation in Departmental Activities:**
- 53rd annual Burch Lecture
- 10th annual Heart’s Day Gala
- Curriculum Committee
- Executive Committee
- Undergraduate Studies Committee
- Trombones

**Kitty Ellison**

Workshop Presenter: New Student Orientation. Graduate School of Arts and Sciences. Fall 2002

Presenter: Bunche International Affairs Center. Fall 2002


Chaired panel: 63rd annual College Language Association Conference April 2003

**Conference Attendance:**
- *Conference* on College Communication and Composition. March 2003
- 63rd annual CLA Conference. April 2003
- *A New Frontier: Blacks in Science Fiction*. March 2003
Committees and Participation in Departmental Activities:
- 53rd annual Burch Lecture
- Executive Committee
- Curriculum Committee
- Freshman English Committee
- Assessment Committee

Committees and Participation in University / Community Activities:
- University Recruitment Committee
- Departmental representative during NCATE (School of Education accreditation) Evaluation

Paul Fallon

To appear. Bilin: One language divided by two scripts *Proceedings of the Fourth International Conference of Cushitic and Omotic Languages, Leiden, 10-12 April 2003*.


Vocabulary building with *Revelations*. (resource manual to accompany *Revelations*. 2003

The best is not good enough: Scouring a previously documented language for more. International Symposium on the Marginalized Languages in Africa. June 18, 2003


Ad hoc (specialist) reviewer for National Science Foundation proposal 0318429. February 2003

National Memberships:
- Advisory Board of The Linguist List
- The Linguistic Society of America
- The American Dialect Society
Conference Attendance:
- *International* Symposium on the Marginalized Languages of Africa. June 18, 2003
- Fourth International Conference of Cushitic and Omotic Languages. Netherlands, April 10-12, 2003

Committees and Participation in Departmental Activities:
- **Director**, Senior Comprehensive Exam Committee
- **Undergraduate** Studies Committee
- **Advising** Workshop October 2003
- **Blackboard** training Dec 2002
- 53rd Annual Burch Lecture. April 2003
- **Poetry**, Philosophy, and Enterprise: Honoring Haki Madhubuti.
- 10th Annual Heart’s Day Conference. February 2003
- **New** Frontier: Blacks in Science Fiction Conference. March 2003

Committees and Participation University/Community Activities
- **COAS** Human Research and Intellectual Property, Ethics Committee Convocation. September 2002
- “What Professors Do” Career talk to Ferry Farm Baptist kindergarten class. March 2003

Grants – Contracts - Honors:
- “**Travel** to Present Papers at the International Humanities Conference and the World Congress of African Linguists/International Symposium of Marginalized Languages of Africa” Academic Excellence Grant, submitted March 2003. pending
- “**Bilin** Oral Narratives” National Endowment for the Humanities submitted May 2003. pending

**Clement Goddard**

*Juried articles for fall issue MaComere: The Journal of the Association of Caribbean Women Writers and Scholars*

Researching/writing biography on May Miller; tentative title *May Miller: A Woman of Her Time and Beyond*

National Memberships:
- **DC** Council of Teachers of English and Language Arts
- **Board** member & Teacher consultant DC Area Writing Project
- **College** English Association-Middle Atlantic Group
- **Cultural** Alliance of Washington, D.C.
The Writer’s Center

Conference Attendance:
College English Association. Bowie State University March 2003
CLA. Washington, D.C. April 2003

Committees and Participation in Departmental Activities
Writing Program: Thematic Seminars, Grants/proposals, Library, Speakers forum committees
WAC- grading workshop March 2003
Informational social Caribbean Studies Minor March 2003
10th annual Heart’s Day Conference February 2003
A New Frontier: Blacks in Science Fiction. March 2003
Black Travel Writing Symposium April 2003
53rd annual Burch lecture April 2003

Committees and Participation University/Community Activities
DC Area Writing Project: Board Member and Teacher Consultant

Gregory Hampton
Co-Chair: Poetry, Philosophy, and Enterprise: 10th annual Heart’s Day Conference. February 14, 2003
Chair: 53rd annual Charles Eaton Burch Lecture
Presenter: “Black Masculinity” CLA April 25, 2003
Presenter: “Revising History” Blacks/Science Fiction March 2003
In progress: New Frontier Blacks in Science Fiction Anthology

National Memberships:
Modern Language Association
College Language Association
American Association of University Professors
Conference Attendance:
63rd Annual CLA April 2003
Oberlin College April 2003

Committees and Participation in Departmental Activities
53rd annual Burch Lecture
10th annual Heart’s Day
Executive Committee
Burch Lecture Committee
Curriculum Committee
Undergraduate Studies Committee
Sterling Brown English Club (faculty advisor)

Committees and Participation University/Community Activities
Honors’ Council

Grants – Contracts - Honors:
A New Frontier: Blacks in Science Fiction was funded by
a New Faculty Grant

Lorraine Henry
Coordinator/Facilitator Creative Writers’ Session CLA April 2003

National Memberships
College Language Association
Middle Atlantic Writers Association

Conference Attendance:
63rd annual CLA April 2003

Committees and Participation in Departmental Activities
10th annual Heart’s Day Conference and Gala February 2003
Chair – Elections Committee
Executive Committee
Assessment Committee
Undergraduate Studies Committee
Senior Comprehensive Committee

Committees and Participation University/Community Activities
Consultant: Reader/evaluator for Bill Gates Millennium Scholarship Committee March 2003
Associate Editor: LeDroit Park Sentinel (newsletter)
Member: Mary Church Terrell House Restoration Project
Grants – Contracts - Honors:
Proposal: Academic Excellence Grant to develop course in Southern American Literature. submitted December 2002

Evelyn Hawthorne

In progress: “The Jamaican Body, Surveillance and Invasive Science”

In progress: “Nationalisms: Reid, Cezair-Thompson, Collins.”

Forthcoming Spring 2003: “Jamaica Kincaids Politics of Voice”

National Memberships
Modern Language Association
Association of Caribbean Women Writers and Scholars

Conference Attendance:
Caribbean Literary Studies Conference March 20-22, 2003

Committees and Participation in Departmental Activities
Director: Caribbean Studies [minor] Program
Senior Comprehensive Committee
Undergraduate Studies Committee
Graduate Studies Committee

Committees and Participation University/Community Activities
Chair: International Affairs [major] Program Curriculum Comm.
Co-wrote syllabus “Global Cultures & Aesthetics” for IA

Ann Kelly
“Swift’s Mythpoetic Authority” Representations of Swift. Fall 2002

Article in progress: “Interspecies Communication in Gulliver’s Travels”

In progress: “Phillis Wheatley and Methodist Publishing”

Presented: “Swift’s Talking Animals” annual meeting of EC-ASECS October 2002
Chaired session: “Performing Science, Metaphor and Transformation” EC-ASECS October 2002

National Memberships
MLA
SHARP
ASECS
EC-ASECS

Committees and Participation in Departmental Activities
Attended: A New Frontier: Blacks in Science Fiction March 2003
Attended: Blacks in Travel Writing April 2003
Curriculum Committee (chair: spring 2003)
Graduate Studies Committee
Undergraduate Studies Committee
Library Liaison
APT

Committees and Participation University/Community Activities
Chair: Humanities Division [created email newsletter]
WAC Committee
College of Arts & Sciences APT Committee
Provost’s Faculty Advisory Committee on Undergraduate Research and Creativity Program
Volunteer Arlington Red Cross: CPR, First Aid, Disaster Instructor; Disaster Action Team; International Services
Volunteer American Red Cross: Disaster Services Human Resources team; served N.E. Arizona Wildfires – July 2002; served Call Center for Guam assistance/families – December 2002

Grants – Contracts – Honors
Faculty Research Grant June 2002- July 2003

Candace Lines


National Memberships:
Renaissance Society of America
Modern Language Association

Conference Attendance:
Renaissance Society of America. March 2003
Modern Language Association Convention. December 2002

John Reilly
Published three reviews in scholarly books: Turning South Again and From Richard Wright to Toni Morrison: Ethical Criticism in South Atlantic Review; Richard Wright’s Travel Writing in African American Review

Submitted (and accepted): Essay on Walter Mosley in 21st Century African American Novelists

Research: continuing on African American Detective Fiction; Postmodernism in the narrative.

National Memberships
College Language Association
Modern Language Association
American Studies Association
Richard Wright Circle
Phi Beta Kappa
Mystery Writers of America

Conference Attendance
Council of Graduate Schools. December 2002
American Association for Higher Education March 2003
63rd annual College Language Association. April 2003
National Council of Teachers of English convention Feb. 2003

Committees and Participation in Departmental Activities
Co-authored “Strategic Plan for Graduate Program Development”
Developed and co-authored proposal to the Graduate Program Improvement Fund
Co-authored Departmental Outcomes Assessment
Drafted proposed Bylaws for the Department Developed and wrote application to the Carnegie Foundation for the Advancement of Teaching –Carnegie Initiative on the Doctorate (CID)
10th annual Heart’s Day Conference and Gala February 2003
53rd annual Burch Lecture
APD Committee
Executive Committee
Graduate Studies Committee
Events Committee

Committees and Participation in University/Community Activities
Coordinator: Preparing Future Faculty – Graduate School
Organizer: TA annual orientation – Graduate School April 2003
Negotiate: Pre-doctoral internships for PFF fellows-continuous
Developed and wrote proposal for Graduate Certificate in College & University Faculty Preparation: approved April 2003
Phi Beta Kappa: Christian Gauss Selection Jury-Best Critical Work of the Year
Editorial Board member: *African American Review, MELUS*
Reviewer: for *PMLA*
External doctoral examiner: GW University April 2003
External reviewer: personnel/promotions cases. University of Texas-San Antonio and the University of South Florida

Grants-Contracts-Honors
Second place: Johnetta Davis Student Mentoring Prize 2002: developed proposal for revision of Graduate Student Handbook
Fellows of Phi Beta Kappa selected for membership: July 2002
Fund for Academic Excellence Grant: “Integrating the Scholarship of Teaching and Learning into the Graduate Curriculum”

F. Timothy Ruppel

National Memberships:
College Language Association

Committees and Participation in Departmental Activities
Panelist: “Who Will Lead Us?” September 2002
Editor: *Trombones* Spring 2003 issue
Events Committee
Test Development Committee
*Trombones*

Grants – Contracts – Honors
Academic Excellence Grant for *Trombones*
**Pathe Sow**

**National Memberships:**
- National Council for Teachers of English
- Conference on College Composition & Communication
- Assembly for the Teaching of English Grammar

**Conference Attendance:**
- College Composition and Communication. March 2003

**Committees and Participation in Departmental Activities**
- 10th annual Heart’s Day Conference/Gala February 2003
- Freshman English Committee
- Assessment Committee
- Thematic Seminar Committee

**Alinda Sumers**

Submitted: “The Armchair Traveler in the Renaissance: Leo Africanus’s A Geographical Historie of Africa” special issue of Sonia Sanchez Journal

In progress: two (2) essays on poetry of John Milton

**National Memberships:**
- Milton Society of America

**Committees and Participation in Departmental Activities**
- Presenter: Black Travel Writers April 2003
- Major/minor Departmental Social
- APT Committee
- Undergraduate Studies Committee
- Advisor: Honors’ Thesis

**Grants – Contracts – Honors**
- Submitted: Faculty Research Award Grant

**Vergie Lois Taylor**

Co-submission of proposal accepted for presentation at Georgia Technology Conference in Fall of 2003


**National Memberships:**
- National Council of Teachers of English
- College Language Association
- College English Association
- Langston Hughes Society
Ernest Hemingway Society

Conference Attendance:
College English Association, Bowie State University. March 2003
NCTE Conference, Atlanta Georgia. November 2002
CLA 63rd Annual Conference, Washington, D.C. April 2003
SC Business & Technology Convention. Charleston July 2002

Committees and Participation in Departmental Activities
10th Annual Heart’s Day Conference and Gala Dinner. Feb 2003
Freshman English Writing Committee
Events Committee

Thorell Tsomondo
Revising: book length manuscripts: “The Politics of Narrative and the Woman Narrator, Defoe to Dickens” and “Post-Colonial Disclosures and the Colonial Text”


Chaired/organized panel: “Blood, Bodies, Soil: Monstrous Economy, Dracula and Beyond” at the annual Texas Popular Culture and American Culture Associations February 2003

Presented: Texas Popular Culture/American Culture Associations
Transported Soil, Migrating Bodies: Dracula’s Horrid Cargo
February 2003


National Memberships:
Jane Austin Society of North America
Narrative
American Women Writer’s Reading Group
Folger Shakespeare Library Executive Committee

Conference Attendance:
College Language Association April 2003
Texas Popular Culture & American Culture Assoc February 2003
Folger Shakespeare Programming Executive Committee meeting

Committees and Participation in Departmental Activities
Senior Comprehensive Exam Committee
Elections Committee
Undergraduate Studies Committee
APT Committee

Grants – Contracts – Honors
Submitted: Application and research proposal for University sponsored Faculty Research Grant for summer 2003. April 2003

Jon Woodson


Book-length study: “Zora Neale Hurston and Ancient Egypt: magic and science in Hurston’s fiction.” In progress

“No catharsis homes’: African–American Literature and Self-Fashioning.” Zora Neale Hurston Society Conference May 2003


Consultant in poetry: Project to fund [grant] an international conference on Black poetry, Furious Flower 2.

National Memberships:
Zora Neale Hurston Society
Modern Language Association

Conference Attendance:
Zora Neale Hurston Society Conference May 2003
A New Frontier: Blacks in Science Fiction March 2003

Committees and Participation in Departmental Activities
10th annual Heart’s Day Conference February 2003
53rd annual Burch Lecture
Undergraduate Studies Committee
Graduate Studies Committee
APT Committee

Grants – Contracts – Honors
Consultant in poetry for a grant to fund International Conference on Black poetry. NEH Grant: $300,000 Originator: Dr. Joann V. Gabbin
Departmental Forums

In October 2002, the Department sponsored a Fall Social for the majors and minors and in March 2003, a Spring Social. These socials are held prior to the registration period every fall and spring semester. They allow the advisors an opportunity to meet informally with their students.

On February 14th, the Department held its 10th annual Heart’s Day Tribute. Heart’s Day is a time set aside to honor those individuals who have made an inestimable contribution to African American culture and letters. The first Heart’s Day (in 1994) honored the achievement of Dr. Stephen Henderson, Howard University professor and critic who authored the groundbreaking study on the Black Arts Movement, *Understanding the New Black Poetry*. Subsequent Heart’s Day honorees have been writers Gwendolyn Brooks, Chinua Achebe, Paule Marshall, James Baldwin, Amiri Baraka, and Sonia Sanchez. This year the honoree was poet/publisher/editor/educator Haki Madhubuti. Heart’s Day consists of a one-day conference where panelists from colleges and universities across the nation present scholarly papers on the achievements of the Tributee. These papers have been consistently published. In April 2003, the Department held its fifty-third Charles Eaton Burch Lecture. This year’s Burch Lecturer was distinguished scholar Beverly Guy-Sheftall, Anna Julia Cooper Professor of English and Founding Director of the Women’s Research and Resource Center at Spelman College.

Graduate students in the Department presented papers throughout the year. Tanya Walker, a Ph.D. candidate presented “Octavia Butler’s Rites” at the University-wide *A New Frontier: Blacks in Science Fiction* Conference, conceived and coordinated by Dr. Gregory Hampton, Assistant Professor in the Department; LaTanya Reese, Tanya Walker, and Angela Feggett presented a Howard University Graduate Students panel at the 63rd Annual College Language Association Conference co-hosted by Howard University, April 24-27, 2003; Josh Hehner presented a paper on James Baldwin at the Family Systems Psychology Conference at the State University of California at Sacramento; and Whitney Edwards presented a paper at the Zora Neale Hurston Conference at Morgan State University, Baltimore.

Summary of Academic Background

All eighteen tenured and tenure track faculty of the Department of English possess Ph.D.’s. Of the twenty lecturers, eight have Ph.D.’s. Twelve have Masters degrees. In addition to the full-time faculty, the Department employs two Visiting Professors (associate); one Writer-in-Residence lecturer; two part-time Lecturers with JD degrees; one part-time Lecturer with a PH.D; and two part-time Lecturers with MA’s.

The full-time lecturers in the Department generally teach four courses per semester; the assistant and associate professors generally teach three courses per semester; and the full professors generally teach 3 and 2. The part-time lecturers teach two courses per semester.
Academic Counseling Efforts

The advisement of English majors and minors is a crucial component of the English Studies Program. The tenured and tenure track faculty advisors mentor our students through the complexities of the curriculum and counsel them regarding their academic and career goals. Lecturers of the Writing Program serve as mentors to students during their office hours and during scheduled tutoring sessions in the Writing Center. The Centers are located in Locke Hall 100 and in the Human Ecology Building, Room 1024.

B. Students

a. Total student enrollment in your unit.

   (1) Number of full-time and part-time students

   The Department of English enrolled approximately 122 undergraduate majors in the 2002-2003 academic year. In 2001-2002 the number of undergraduates was 117; 2000-2001 the number was 115; 1999-2000 the number was 122, and during the 1998-1999 the number of majors was 121.

   (2) Discuss the general geographic distribution

   Although many of our majors are from the Washington, D.C. metropolitan area, a substantial number of our students are from various regions of the United States. There are representative numbers from the Caribbean Islands. Students from Continental Africa make up a small percentage of our population.

   (3) Describe the general program distribution.

   Most of our students are enrolled in the Basic English major. Some of our students who plan to teach English on the secondary level are enrolled in courses that will allow them to pursue an English major program in cooperation with the School of Education. Because of the diversity of our courses within the major, students are able to pursue various academic, professional, and career interests.

   (4) Academic performance.

   At the May 9, 2003 graduation ceremony for the students in the College of Arts and Sciences, thirty-three students received the B.A. degree in English. Of these 4 graduated Phi Beta Kappa, 2 summa cum laude, 6 magna cum laude, and 4 cum laude.

   (5) Attrition data. (Discuss any discernible trends.)

   Statistics reveal that enrollment numbers have been steady in the Department of English. This year we showed an enrollment of 122 English majors. Last year, during the 2001-
2002 academic year we had 117 majors; in the 2000-2001 academic year, we had an enrollment of 115 English majors; and in the 1999-2000 academic year, we had an enrollment of 122 majors. Although the numbers are up in the numbers of students we graduated this year (33) when compared with those of last year (30) he Department still looks to increase our number of English majors with a more effective recruitment strategy and a more effective, and closely monitored, advisement system.

(6) List unique achievements by students.

Two of our students were awarded grants from the Undergraduate Research and Creativity Award Program sponsored by the Office of the Provost. Hakim Hasan’s “Ghana’s Glow: A Glimpse of Reality” is a photographic documentary highlighting “the beautiful traditions of the Ghanaian people as well as featuring the slave castles on its coasts. He was awarded $1,400 for this project. Amanda S. Miller’s “in the Atelier: The Black Artist at Work,” “an exploration of black artists in their creative environments told through photography and expository prose” was funded for $2,000. Nikkiesha McLeod’s “Mascabado,” is the first to be approved in our Caribbean Studies Minor program. Nomoya Tinch will begin a summer internship at Essence magazine. Christopher McKnight (one of our freshman) has been selected to participate in the summer program in Spanish at Middlebury College Language School in Vermont. Floyd Mitchell has received a $2,500 scholarship from the NAACP for an essay he wrote in a Freshman English class.

(7) Discuss student morale and student relationships.

Students of the Department of English are an integral component of our English Studies Program. They contribute in numerous ways. They serve on the Curriculum Committee; they play an important role in the conferences mounted by the Department during the year, such as the Heart’s Day Conference and other conferences primarily sponsored by the Provost’s Fund for Academic Excellence Awards; they contribute as writers and editors for the department’s newsletter Trombones; they participate in the Charles Eaton Burch Memorial Lecture as hosts; they serve as tutors in the Writing Center; and they serve the Department in a variety of ways too numerous to count. Often the students sponsor their own projects through such organizations as the Sterling Brown English Club and the Graduate English Student Association. The students have a wonderful relationship with the Department. Thirty of our thirty-three graduates responded to our exit survey. Their replies indicated a positive attitude toward the Department of English.

b. Recent student alumni of your unit.

(1) number and distribution

Inclusive of the year 2003 graduates, the Department of English, over 5 years has graduated 332 students. The geographic profile of our alumni is similar to that of our current students; they represent various regions of the United States, with some students
coming from the Caribbean Islands and Continental Africa. We have in the Department no Caucasian undergraduate students. We have two (2) Caucasian graduate students.

(2) Indicate employment and educational activities and plans.

Our English majors have expressed an interest in teaching, law school, divinity school, and graduate school. For example, Aeurila C. Anderson has been accepted at the Duke University Divinity School on a Dean’s Scholarship; Emilia R. Adams (magna cum laude, Phi Beta Kappa) has been accepted at the Loyola University School of Law receiving a scholarship; Simone C. Cook (summa cum laude) will attend the Yale School of Drama; Dennis A. Doster (Phi Beta Kappa) has been accepted in the Graduate Program of the Department of History at Howard University with a full scholarship; Amina F. Copeland (magna cum laude) has been accepted in the Howard University School of Education on a Helen Matthews Rand Scholarship; Justin D. Hansford (cum laude) will attend Georgetown Law School; Johnjaly S. Harper (magna cum laude) will attend the Graduate Program in English at Howard University; Alicia R. LaChapelle (magna cum laude, Phi Beta Kappa) is planning to attend Law school; Joy D. Lewis (magna cum laude, Phi Beta Kappa) will attend graduate school; Courtney D. Jackson has received a full tuition scholarship at Louisiana State Law School; Lisa Robinson (cum laude) will be attending the Howard University School of Education. Keisha Marie Thorpe (magna cum laude) is as yet undecided.

(3) Compare the number of students graduating compared with that of those who Graduated four years ago? Five years ago?

Over the last five years, the Department of English has graduated

33 alumni in the class of 2003
30 alumni in the class of 2002
24 alumni in the class of 2001
31 alumni in the class of 2000
25 alumni in the class of 1999

(4) What are the cumulative grade point averages of this year’s graduates compared with those of graduates four years ago? Five years ago?

At the time of this report, GPA data for the Class of 2002-2003 was not available. The averages of the Classes of 2001-2002 and 2000-2001 were not known. The average cumulative GPA of the Class of 1999 was 2.87; the cumulative GPA average for the Class of 1998 was 3.11.

(5) What is the percentage of students who graduated with honors compared with previous graduating classes?

Honors here include summa, magna, cum and Phi Beta Kappa scholars.
of 33 graduates in the class of 2003, sixteen received honors of 30 graduates of the class of 2002, twelve received honors of 24 graduates of the class of 2001, eleven received honors of 31 graduates of the class of 2000, eleven received honors of 25 graduates of the class of 1999, five received honors

c. New entrants admitted during the past academic year.

(1) Geographic distribution.

New entrants into the major follow the geographic profile of the University’s traditional population. The students remain overwhelmingly representatives from the Washington metropolitan area; representatives from the fifty states; and an appreciable number from the Caribbean region and Continental Africa.

(2) Program distribution.

Most students pursue the basic English Major Program. Some have indicated a preference for concentrating in creative writing courses, but the Department has not yet realized a full battery of courses that would allow such a focus. It is working on such an emphasis. A significant portion of our students combine English courses with those offered in the School of Education with the idea of teaching immediately after graduation. Many of these students become a part of the five-year Masters Degree Program offered by the School of Education. A large number of our students still indicate that they will attend law school after graduation. Some have stated in exit interviews and on surveys that they will be attending graduate school. Although our curriculum inaugurated in the fall of 2001 offers students the possibility of concentrating in British literature, American literature, African American literature, and Caribbean, we need to staff our Department so that we can fulfill these implied promises to the students. We are also looking to offer an emphasis in creative writing and composition.

B. Staff

Tanya Alexander Hardy

July 2002 Assisted with space reservations for Toni Morrison Society event (later postponed until June, 2003)

July 2002-June 2003 Assisted newly assigned Chief Academic Advisor with Undergraduate Studies Program advising procedures/policies

Sept 2002 Attended Graduate Program Welcome to incoming students

Sept 2002 Assisted Academic Advisor with Fall Student Evaluation process
Oct 2002  Designed, formatted, and invitations and programs for annual Ivan Earle Taylor Scholarship Program

Nov 2002  Attended Ivan Earle Taylor Scholarship Memorial Program

Nov 2002  Attended Trombones Lecture, The Example of Langston Hughes by Dr. Onwuchekwa Jemie

Nov 2002  Formatted and printed place-cards for Comp for Honors class – Professor E. R. Braithwaite

Nov 2002- Feb 2003  Assisted with day-long Sterling Brown Conference: designed, formatted, and duplicated programs, flyers, and posters; reserved rooms/space and assisted with logistics/set-up of same; prepared packets for conference speakers.

           Designed, formatted, and prepared for duplication the gala dinner souvenir programs; designed, formatted and printed invitations and tickets for tenth annual Heart’s Day dinner. Coordinated, designed, prepared and distributed posters and flyers, mass mailings, advertisement and publicity for conference and dinner. Reserved space/rooms for evening event; served as point of contact for information; assisted with set-up for gala dinner event; served as liaison between Chair, tributees, invited guests, and university support staff.

Dec 2002  Leadership class: Valuing Diversity

Feb 2003  Hostess for the tenth annual Heart’s Day Gala; coordinated student host/hostesses for evening gala; designed and printed thank you notes from the Chair for the Gala/Conference

Mar 2003  Designed and formatted conference programs, flyers, luncheon tickets, thank you cards; and prepared packets for panelists for A New Frontier: Blacks in Science Fiction National Conference; assisted conference coordinator with administrative duties. This conference was coordinated by Dr. Gregory Hampton and funded by a New Faculty Academic Excellence Grant.

Mar – April 2003  Served as point of information contact for Black Traveling Writing National Conference. This conference was coordinated by Dr. Victoria Arana

April 2003  Created flyers, designed and formatted invitations, advertisement, publicity; formatted and printed lecture program; secured space/rooms for annual Burch Lecture
April 2003  63 rd Annual College Language Association Conference: designed, formatted, and prepared for duplication cover page/tributes for program; designed, formatted, and prepared for duplication program for Welcome Ceremony; formatted and prepared for duplication program for Banquet

April 2003 Assisted Freshman English Writing Program: designed and printed Certificates of Appreciation; designed and printed thank you cards

May 2003 Space reservations for Toni Morrison Society event: June 26, 2003

May 9, 2003 Hostess: College of Arts and Sciences Graduation Exercises

May 10, 2003 Distributed diplomas/ hostess: Department of English graduates

Sally King McCoy

2002-2003 Secretary: Ivan Earle Taylor Committee. Collect and prepare donations/checks for Ivan Earle Taylor Scholarship Committee

2002-2003 Freshman Seminar Program. Assisted Director with administrative/logistical duties; served as liaison/trouble shooter between director, faculty, and students in the Seminar program

July – Dec 2002 Budget Analyst/Secretary: NCTE-Preparing Future Faculty in English grant

Sept 2002 Attended Graduate Program Welcome to incoming students

Nov 2002 Attended Ivan Earle Taylor Memorial Scholarship Program

Dec 2002-Feb 2003 Heart’s Day Dinner preparation: Prepared documents for payment of expenses incurred for the conference, dinner, and honoraria; maintained financial records; documented and submitted checks for deposit to the Office of Development.

Feb 13 – 14, 2003 Served as driver for Heart’s Day honoree, Haki Madhubuti, and his family.

Feb 14, 2003 Hostess: 10 th Annual Heart’s Day Gala Dinner

April 2003 Ordered, delivered and arranged flowers for the 53rd Annual Burch Lecture and Reception

April 23, 2003 Attended 53 rd annual Burch Lecture festivities
May 10, 2003 Hostess: English Majors diploma distribution

**Mildred Flowers**

Sept 2002 Secured rooms; planned menu; assisted with logistics for the Graduate Student Welcome Seminars and Luncheon

Sept 2002 Attended Graduate Student Welcome Program

Feb 2003 Hostess for Tenth Annual Heart’s Day Gala Dinner

April 2003 Secured rooms/assisted logistics for Ph.D. defense; supplied refreshments

**Mary McCalop**

2002-2003 Assisted the Director of Freshman English with the coordination and logistics for Publishers’ presentations to the Writing Faculty.

December 2002 Complied Freshman English post-test statistics.

### D. LIBRARY RESOURCES

1. What are the areas in which the library is adequate?

According to the majority of the faculty, these aspects of the library are adequate: the Library Website and Digital Library; periodical collections; and the availability of materials for Freshman English.

2. What are the areas in which the library staff is inadequate?

   Faculty complained about the following:

   a) The physical plant: old, grungy, overheated, dirty, inhospitable; lack of elevators and restrooms; poor use of space (i.e. the entrance hall to Founders); not user friendly.
   b) Security: bags are not checked, or checked in a desultory way. Expensive books have disappeared from the stacks – this is a very serious problem.
   c) Computers: often not working; not enough.
   d) Poor circulation: books are not re-shelved in timely way; overdue books are not monitored; no inventory seems to be kept of missing books; books that are said to be on the shelf are not; email book recall notices should be sent; more severe penalties instituted for overdue materials; faculty are never asked to return books.
3. What are the priority needs of your unit?

The Department needs a line item for Library resources - currently there is no budget allocation for Library needs. Following are some particular needs:

a) Freshman English: more facilities and staff for teaching computer use; supplementation of the digital resources with books.
b) Undergraduate Major: more books needed, especially works
c) Graduate: longer hours for Moorland-Spingarn manuscript division; carrels for the graduate students; accessioning of more of the latest books of criticism.

4. Student use of the library?

The faculty sense the many students, especially the majors and graduate students, consult libraries that are more user-friendly, hospitable, and well stocked.

5. Faculty use of the library?

Many faculty use the digital library, Sterling, and the periodical collection, but few spend much time at the library doing research because it is inhospitable and ill-stocked. To lure the faculty back into using the library on a regular basis a large investment to renovating the physical structure, buying more books and increasing staffing is recommended.
SUMMARY OF ANNUAL REPORT: 2002-2003
DEPARTMENT OF HEALTH, HUMAN PERFORMANCE AND LEISURE STUDIES

During the 2002-2003 academic year, the Department of Health, Human Performance and Leisure Studies reaffirmed its commitment to and made significant progress in achieving the Goals for the Strategic Framework for Action II (SFA II) including specifically the four main components of SFA II (i.e., strengthening academic programs and services, promoting excellence in teaching, increasing private support, and enhancing national and community service). In keeping with the SFA II goals and the mission of Howard University, the mission of the Department of Health, Human Performance and Leisure Studies is to develop and maintain the department’s identity as a nationally and internationally recognized academic, research and service center in the fields of Health Education, Physical Education, including Exercise Physiology and Human Performance, and Leisure Studies. The specific goals of the department are:

(1) To provide high quality instruction, incorporating state-of-the-science knowledge and technology;
(2) To prepare students for careers in Health Education, Physical Education and Leisure Studies, to enhance the number of African American professionals in these fields and to address more fully the health and fitness needs of African Americans;
(3) To prepare students for lifelong health and fitness;
(4) To monitor the quality of instruction;
(5) To provide access to computing facilities for students;
(6) To enhance interdisciplinary research and instructional efforts with other faculty and units on campus;
(7) To establish collaborative research efforts with outside institutions;
(8) To increase external funding for research and support of students; and
(9) To enhance national and community service.

Overall, notable advancements were made in achieving departmental and university-wide goals during the 2002-2003 academic year. Key performance indicators of this progress included student and peer evaluations, the number of undergraduate and graduate students in the department, progress made by students towards completion of their degrees, the number and types of presentations and publications of faculty and students, and the number and amounts of proposals requesting and receiving external funding.

Specifically, this progress can be seen in student and peer course evaluations indicating that the department continued to provide high quality instruction for 5000 graduate and undergraduate students. New interdisciplinary programs at both the undergraduate and graduate levels are under consideration, and new courses are being developed. Faculty extended their research efforts through presentations at prestigious regional, national and international meetings and peer-reviewed publications. Both the number and amounts of proposals seeking external funding increased. Research proposals were developed in
collaboration with other groups on campus, other universities, and community groups. Other achievements towards the goals are noted in the full annual report.
Mission, Goals and Objectives of the Department of Health, Human Performance and Leisure Studies

During the 2002-2003 academic year, the Department of Health, Human Performance and Leisure Studies reaffirmed its commitment to and made significant progress in achieving the Goals for the Strategic Framework for Action II (SFA II) including specifically the four main components of SFA II of strengthening academic programs and services, promoting excellence in teaching, increasing private support, and enhancing national and community service.

In keeping with the SFA II goals and, more broadly, the mission of Howard University, the mission of the Department of Health, Human Performance and Leisure Studies is to develop and maintain the department’s identity as a nationally and internationally recognized academic, research and service center in the fields of Health Education, Physical Education, including Exercise Physiology and Human Performance, and Leisure Studies. The specific goals of the department are:

(10) To provide high quality instruction, incorporating state-of-the-science knowledge and technology;
(11) To prepare students for careers in Health Education, Physical Education and Leisure Studies, both to enhance the number of African American professionals in these fields and to address more fully the health and fitness needs of African Americans;
(12) To prepare students for lifelong health and fitness;
(13) To monitor the quality of instruction;
(14) To provide access to computing facilities for students;
(15) To enhance interdisciplinary research and instructional efforts with other faculty and units on campus;
(16) To establish collaborative research efforts with outside institutions;
(17) To increase external funding for research and support of students; and
(18) To enhance national and community service.

Progress in Fulfillment of University’s Mission, SFA II, and the Department’s Mission and Key Performance Indicators

Overall, notable advancements were made towards achieving departmental and university-wide goals during the 2002-2003 academic year. Key performance indicators of this progress included student and peer evaluations, the number of undergraduate and graduate students in the department, progress made by students towards completion of their degrees, the number and types of presentations and publications of faculty and students, and the number and amounts of proposals requesting and receiving external funding.
Selected examples of progress made towards fulfilling the mission of the department, university and SFA II include the following: The results of student and peer evaluations of courses indicate that in 2002-2003 the department continued to provide high quality instruction for its graduate and undergraduate students, including majors, minors and students enrolled in service courses and elective courses. Approximately 5,000 students registered for these courses. New interdisciplinary programs at the undergraduate level (American Humanics) and graduate level (Health Communications and Sociology of Sport) are under consideration or development. A new Peer Health Education course was offered this year. This course provides the basic content matter of the standard Health Science course in combination with the opportunity for hands-on application. With respect to research efforts, faculty members and students made numerous professional presentations at prestigious regional, national and international meetings and published in leading journals. Also, the number of faculty who submitted proposals for external funding and the total dollar amount of external funding was significant. Research proposals were developed in collaboration with other groups on campus, other universities, and community groups. Other achievements towards the goals are noted in the sections below.

**Significant Events and Significant Achievements**

The department has had many outstanding events and achievements this year. Some of the year’s highlights follow:

Two graduate students associated with the department participated in the annual Graduate Research Symposium and won first place in their respective categories. Their achievements maintain the strong record of graduate students in the department who have won in various categories for the past several years.

Under the direction of Dr. C. Joyce Barker, the first annual Howard University National Capital Open Tournament in Badminton was held on campus.

Dr. Vernon Bond was the recipient of a Mordecai Wyatt Johnson Award for $600,000 and submitted a second grant proposal to the National Institutes of Health for $469,000.

Dr. Marshall Banks continued work on his project “Langston in the 21st Century.” He received a grant of $298,000 to provide after school recreation golf programs for inner city youth. Additionally, he received $500,000 for the Nation’s Capital Bicentennial Celebration/Langston in the 21st Century project from the DC Appropriations to coordinate the Revitalization of the Langston Golf Course.

Dr. Marshall Banks also received $58,000 from the NCAA sponsored National Youth Sports Program to offer a day camp for children for the 12th consecutive year.
Dr. Denyce Calloway submitted a proposal for approval on “Stressors, Coping Strategy and Grade Point Average in African-American College Students”. She also received a HU Faculty Mini Grant Award for Service Learning.

Dr. Doris Corbett completed six sketches for the Encyclopedia on African American Women in Sport. She also was the Invited Speaker for several conferences during the year, including the Florida AAHPERD District Convention, the Title IX Anniversary Symposium and the Southern District AAHPERD convention.

Dr. Marjorie Leppo published a manuscript entitled “What first class teachers have to say about teaching”. Dr. Leppo has a second manuscript under review.

Dr. Roberta Hollander published an article with two graduate students in the department, Ms. Donna Oliver-Freeman and Ms. Autumn Saxton-Ross. The article is entitled “The role of RCPs in primary prevention”. She also had a book chapter accepted on HIV/AIDS as a Social Problem: ‘The Third Decade’.

Ms. Cynthia Johnson is the Health Educator for a study on the effects of health education compared with Transcendental Meditation for African American women over the age of 55 with cardiovascular disease.

Mr. Kenny Callender, represented the U.S. Virgin Islands at the Davis Cup. He defeated the representative from Costa Rica for the title.

**Challenges and Projected Solutions**

The department has had much success this year; nevertheless, it still faces important challenges. Notably, the department needs more resources to attract additional faculty and students, and needs more staff, classrooms and office space. With the assistance of Dean James A. Donaldson three important changes are underway: (1) a search has been conducted for a permanent chairperson; (2) the department has advertised four tenure track positions; and (3) an Exercise Physiology Laboratory is being planned. In addition, the department has been involved in many undergraduate and graduate student recruitment activities this past year to enhance both the number and quality of students majoring and minoring in the three fields. However, the department still faces challenges, as indicated below:

1. The number of full-time tenure track and tenured faculty has been reduced over the past several years. For example, in the mid-1990’s there were five full-time faculty members in the area of Health Education; today there are only two. The other two areas of Physical Education (Sports Science) and Leisure Studies have experienced similar reductions in faculty. In an effort to maintain quality instruction and advising in the face of these reductions, several adjustments have been made: faculty have taken on the burden of more courses, more part-time instructors now teach in the department, there has been some scaling down of offerings and both the undergraduate program and graduate program do not offer as many new, innovative courses as we would like.
The projected solution is to seek and receive permission to fill all open lines, re-allot all lost lines back to the department, and hire a permanent chairperson. This would enhance the major and minor programs as well as the graduate programs, and thereby allow the department to meet and exceed its goals. With the Dean’s permission, the department is in the process of recruiting new faculty members and a permanent chairperson.

2. The department also had three secretaries/administrative assistants in the early 1990s and has only one now. A lack of adequate support staff hampers efficient responses by the department to requests from the Provost’s office, the Deans’ offices and other administrative units of the university. It also impacts teaching and research activities. The proposed solution is that the department be permitted to hire an Administrative Assistant.

3. Shortage of space is a key issue in the department and in the Burr Building in general. In particular, classroom space is in short supply given that approximately 100 courses are offered every semester by the department. Also, the main office of the department shares space with the Athletics program. This creates a unique situation of an academic program sharing its main office with a non-academic program. The projected solution is as follows: First, move the Athletics program out of the main office to other offices (e.g., to the office on the same level of the building occupied by other Athletics programs). Second, move the Tennis Coach who now occupies an office in the middle of the suite of departmental offices to an Athletics office as well. Third, the department must be allotted classroom and faculty office space in the new Learning Center and in the new Sciences building.

4. A strong effort is being made to increase the number and quality of undergraduates majoring and minoring in the three fields offered by the department as well as to increase the number and quality of graduate students. The department was represented at several meetings this year such as the College of Arts and Sciences Open House. Recruitment materials were developed for distribution at these meetings. Faculty also have distributed recruitment materials in classes and through the main office; they have updated advising information used by counselors at the Educational Advisory Center and by the Graduate School of Arts & Sciences; they have disseminated information at professional conferences on undergraduate and graduate programs; and they have met to discuss other possible recruitment strategies. It is anticipated that these past and current efforts will attract more undergraduate students seeking our majors and minors, and more graduate students to the department.
Synopsis of Department of Health, Human Performance and Leisure Studies Data

Students

The number of undergraduate student majors is about 25. The number of graduate students in the Masters of Science program is approximately 20. This May degrees were awarded to seven of our undergraduates; by the end of Summer 2003 we will have graduated about five graduate students for the year.

Graduates of the department in general have been exemplary. Undergraduate students often graduate with honors, and this year was no exception. Students graduated cum laude and magna cum laude. Graduate students and faculty jointly attended professional meetings and presented papers based on their research, including at the annual Graduate School Research Symposium, the annual conference of the DC Nurses Association, and other meetings.

It is the norm for our graduate students to continue their studies. Currently students who received Masters degrees from our program are working on their doctoral degrees at the University of Georgia, Ohio State University, the University of Florida, Columbia University, the University of Maryland, and American University, among other institutions. Other students have completed a second Masters degree, such as the Masters of Public Health at George Washington University. Students commonly report that they were well-prepared by the department and are doing well in their programs.

No students are on probation and no students have been dismissed. The department has a nationally and internationally recognized Badminton Club.

Faculty

There were no new tenure track appointments during the 2002-2003 academic year. Full-time faculty include the following:

Four tenured Full Professors: Drs. Marshall Banks, Vernon Bond, Roberta Hollander, and Marjorie Leppo
Four tenured Associate Professors: Drs. Michael Caprarola, Denyce Calloway, and Doris Corbett, and Dong Ja Yang
One tenured Assistant Professor: Dr. C. Joyce Barker
One Master Teacher (Career Status): Ms. Deborah Johnson

In addition, during the 2002-2003 academic year the Department had one full-time lecturer: Mr. Lance Maxey.
The department also hires approximately 20 part-time instructors including Graduate Students annually.

The tenured faculty are distributed among the three areas in the department as follows:
Health Education: One Full Professor, one Associate Professor
Leisure Studies: One Full Professor
Physical Education: Two Full Professors, three Associate Professors, one Assistant Professor, and one Master Teacher

There are no tenure track faculty and no faculty has indicated an intention to retire at this time.

Professional Development and Service to Howard University, the Field and Community

Banks, Marshall:
Coordinator, Department’s Leisure Studies program
Chair, Departmental Search Committee
Chair, Nominations Committee, Sigma Xi
Co-Chair, Howard University Golf and Tennis Scholarship Committee - a fundraising activity to assist undergraduate students with basic scholarship needs. To date, this activity has raised over $400,000 to help students stay at Howard and complete their degrees.

Barker, C. Joyce:
Organized the first annual Howard University National Capital Open Tournament for Badminton held on the campus.
Participated and won in her category at the National Senior Olympics.

Bond, Vernon
Presented a paper by Bond, V., Vacarro, P., Blakely, R., Williams, D., Obisisan, TO, Adams, RG, Franks, DG, Carter-Nolan, P. on Exercise and familial hypertension on cardiovascular reactivity to the cold pressor test in African Americans at the 49th Meeting of the American College of Sports Medicine, St. Louis, MO.

Mentor, Student Mentor Program: Ms. Fotie Akoto, a senior Exercise Physiology student, was a recipient of the Provost’s Undergraduate Research Award of $1995 for her project under the direction of Dr. Bond entitled “Effects of Aerobic Exercise on Cardiac Autonomic Function in Young African American Women with Parental History of Hypertension”.

Calloway, Denyce
Submitted a research proposal for IRB approval. Title: Stressors, Coping Strategies and Grade Point Average in African American College Students”.

Participated in the conference on AIDS, “HIV/AIDS and the DC Immigrant” at Howard University Hospital, International Healthcare Services, February 2003.
Participated in the Writing across the Curriculum Workshop, Evaluating Student Portfolios, October 2002.

Stress Management Class, HU Leadership Academy, March 2003.

Blackboard Training, December 2002.


Corbett, Doris

Invited Speaker, Title IX Anniversary Symposium, Sponsored by The Center for Research on Sport in Society, College of Arts and Sciences, University of Miami, December 2002.

Keynote Speaker, AAHPERD Southern District Convention, Savannah, GA, February 2002.

Attended the national convention of AAHPERD, April 2003.

Member of the Graduate School of Arts and Sciences Faculty

Completed the IRB Training Module on line.

As Co-Chair, COAS Committee on Human Research and Intellectual Property Ethics Committee facilitated a Faculty Workshop to address these issues, April 2003.


Judge, Graduate School “Student Research Symposium”, April 2003.


Chairperson, Appointment, Promotion and Tenure Committee for the Department of Health, Human Performance and Leisure Studies.

Director of the Graduate Program, Department of Health, Human Performance and Leisure Studies.

Corbett, Doris, Advisor to two Graduate Student, Sondra Robinson and Miguel Tabron Hollander, Roberta


American Public Health Association, Governing Councilor and Co-Whip, 2003


American Public Health Association, Resolutions Committee, 2002-2003

Scholarship Committee, American Small Business Association, May 2003

Blackboard Training, Building Courses; Collaborative Tools; Creating Assessments, Dec. 2002

Participated in the Writing across the Curriculum Workshop, Evaluating Student Portfolios, October 2002

Participated in the Global Council for Health Research: Correcting the 10/90 Gap Conference, Arusha, Tanzania, Nov. 2002

Participated in the annual Global Health conference, Washington, DC, May 2003

Interim Chairperson, Department of Health, Human Performance and Leisure Studies

Dean’s Advisory Committee, College of Arts and Sciences.

Leadership Academy class, 3 days, Sept. 2002

HU Center for the Advancement of Service Learning, Introduction to Service Learning Workshop, May 2003

Writing an Effective Assessment Plan, Workshop, HU, Jan. 2003

Academic and Administrative Leadership in the Academy: Chairing the Academic Department, Workshop, Nov. 2002

Academic and Administrative Leadership in the Academy: Programs and Services within a framework of Institutional Assessment, Workshop, August, 2002
Reviewer for the following professional journals: Journal of the American Public Health Association; American Journal of Health Education; Journal of School Education; Journal of Negro Education

Thesis Advisor for Wright, Geri; Oliver-Freeman, Donna; Saxton-Ross, Autumn; Medley, Genevieve; Kabir Hakim

Thesis / Dissertation Committee Member for: Ava Onalaja; Jermaine Perkins; Martha Higgins (Columbia University)

Leppo, Marjorie

Speaker, New Graduate Student Orientation, Fall 2002

**Participated in Leadership Academy classes, Fall 2002**

Undergraduate Coordinator, Department of Health, Human Performance and Leisure Studies

Member of the Editorial Review Board, Strategies, National Publication for the American Alliance for Health, Physical Education, Recreation, and Dance

Member, Academic Policies and Standards Committee, College of Arts and Sciences

Coordinator of Department's Combined Federal Campaign

Represented Department at College of Arts and Sciences Student Recruitment Program

Member of Students’ Thesis Committees

Department’s representative to Founder’s Library

Member, Graduate Faculty

Member, Appointments, Promotion and Tenure Committee

Chair, Department’s Goals and Objectives Committee

Member, Department Curriculum Committee

Created Department’s website description for the College of Arts and Sciences

Appointed Member of the Search Committee for a New Department Chairperson.

Stewart, Clarence
Received certifications from the American Association of Sex Educators, Counselors and Therapists and the American Red Cross.

**Publications, Presentations and Other Research Activity:**


Banks, M. Data Analysis on Vertical Jump assessments of Senior Olympians 2001 Senior Games

Banks, M., Cotton, P, and Johnson, D., Data Analysis of Healthy Kids – Nutrition and Physical Fitness Assessment of NYSP Campers, Collaboration with the USDA


Corbett, D. In Progress, A Chapter “UNESCO/IOC, and the Cold War Era: Sociological Dimensions of Sport”.

Corbett, D. In Progress, “Media Portrayal of the African American Woman in Sport

Corbett, D. In Progress, Title IX and Women of Color in Athletics


Wright, G. and Hollander, R. Aging Gracefully with Menopause, presented at “Caring for the Caregiver”, annual conference of DC Nurses Association, October 2002

Wright, G. and Hollander, R. Aging Gracefully with Menopause, presented at the U.S. Department of Agriculture, May 2003


**Professional Affiliations**

**Bond, Vernon**

- American College of Sports Medicine
- American Association for the Advancement of Science
- American Physiological Society

**Calloway, Denyce**

- AAHPERD
- American Association for Health Education
  - Member of the Advocacy Committee
- American School Health Association
- American Public Health Association
- American College Health Association

**Corbett, Doris**

- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) – Life Member
- International Sociology of Sport Association (ISSA)
- North American Society for Sport Sociology (NASSS)
- Eastern District Association for Health, Physical Education, Recreation, and Dance (EDA-AAHPERD)
- International Council for Health, Physical Education, Recreation, Sport and D

**Hollander, Roberta**

- American Public Health Association (APHA)
- APHA, Public Health Education / Health Promotion Section
- Society for Public Health Education
- Text and Academic Authors Association
- Global Health Council

**Leppo, Marjorie**

- American Alliance for Health, Physical Education, Recreation, and Dance
- National Association for Sport and Physical Education
- National Curriculum Academy
- National Association for Women and Sport
- Eastern Association of the American Alliance for Health, Physical Education, Recreation, and Dance
- Honor Society: Phi Kappa Phi
Staff

Four full-time staff people are associated with the department: one secretary, Ms. Betty Thompson, two pool operators, Mr. Robert Patterson, day and Mr. Nicholas Askew, evening, and one physical facilities manager, Mr. Isaac Darden. Staff members attended a variety of Leadership Academy and other professional development courses this year. All staff will be evaluated according to the Performance Evaluation forms of the university at the end of the fiscal year.

Grants and Contracts Submitted and Funded


Banks, Marshall, received a $500,000 grant. Nation’s Bicentennial Celebration (NCBC)/Langston in the 21st Century District of Columbia Appropriations grant to provide coordination of Revitalization of the Langston Golf Course. November 2001-January 2003

Banks, Marshall, Project Administrator – National Youth Sports Program (NYSP). To provide a five week summer sports and health enrichment program for 300 inner city youth, ages 10-16, $58,000.

Banks, Marshall, Co-PI (with Cowherd, C., Dept. of Classics). Recipient of a Howard University Fund for Academic Excellence Grant, $6,000. To develop a course to study Classical literature and art on their emblematic influence on the development of the mind and body through physical activity. Feb.-May 2003.

Bond, Vernon, Funded: Howard University, Mordecai Wyatt Johnson Award, $600,000. Effects of Aerobic Physical Activity on Ambulatory Blood Pressure in African-Americans with Stage I Hypertension.


Calloway, Denyce. Received HU Faculty Mini-Grant Award for Service Learning, $2,000.
Hollander, Roberta (with Sylvan Alleyne), Recipients of a Howard University Academic Excellence Award for project entitled: Survey, Workshop and Curriculum Development on Sexual Harassment, $6,000.

Hollander, Roberta. Recipient of a Howard University Fund for Academic Excellence Award for travel to Arusha, Tanzania for the Global Health Research Conference, $2800.

Hollander, Roberta (with Scott, S., Stroman, C. and Reicharter, A.) Submitted proposal to Howard University Fund for Academic Excellence, to examine The Feasibility of an Interdisciplinary Masters Degree Program in Health Communication, requested $5,000.


Current Changes / Impact of Effectiveness of Recent Policy Changes / Response to Targets of Opportunity

Given the impetus from the President’s, Provost’s and Deans’ offices, two major efforts have been undertaken in the Department: (1) to discuss, disseminate and implement the workload policy and (2) to discuss, disseminate and implement appropriate outcomes assessments. These efforts also speak to the thrust by the Provost to respond to “targets of opportunity” in an effort to move to Tier One. The Department now has in place two standing committees to address these issues and two documents have been developed by the members of the committees. Also, the department as a whole has met to develop and discuss the documents and activities necessary in order to meet the objectives. This is an ongoing process that was sparked by the requests noted above.
1. UNIT OVERVIEW - CHAIRMAN’S SUMMARY

This year has brought some notable successes to the Department of History. Six new faculty members have been hired as tenured or tenure track, the largest number in many years. This includes one full professor specializing in United States History. The rest are assistant professors: two geographers, one public historian, one specialist in U.S. foreign relations and one specialist in European history. There are three unfilled lines remaining, including a line for the new Chair. The new hires have strengthened our program in many ways. Our senior U.S. historian, Dr. Daryl Scott, brings expertise in U.S. intellectual history and a fine reputation as a prize-winning author with years of experience in undergraduate and graduate teaching. The two new geographers have made our geography program stronger than it has ever been. This is especially important to our undergraduate majors, who will have the benefit of a solid foundation in geography.

The Department maintains its status among HBCUs as a major training ground for historians. We aim to become the major center for the study of African American and Black Diasporic history. Howard’s faculty throughout the years have been pioneers in this area. In the last few decades we has been joined by a plethora of other institutions seeking to occupy the same terrain. The Department plans to continue and expand the mission that it has had for more than three-quarters of a century.

Our search for a new Chair did not result in an appointment this year. It will continue next year. Our Department has an interim chairman, two “hard money” secretaries and one “soft money.” The Undergraduate Director and a Graduate Director serve without additional compensation. The interim chairman administers the budget and tends to departmental relations with the University, the students, and the community. The Directors coordinate student advising and bring student concerns to the faculty as a whole. The Department has twenty full-time faculty members. The faculty/student ratio remains one faculty member per fifty-five (55) students. The students in our courses are from many colleges and schools in the university. This approximation is based on both graduate and undergraduate enrollment.

This year the History Department lost one faculty member because of retirement. Dr. Joseph Harris is Distinguished Professor of History and a revered scholar in the areas of African and African Diaspora History. He is recognized worldwide for the
quality of his research and publications. He is also a major voice in the advocacy of African and African American studies. His work has been translated into French, Spanish, Portuguese, and Arabic. He retires after more than 28 years of service to the University.

The Department has several concerns that demand immediate attention. The Department is facing, and has faced, a critical paucity of space. There has also been a lack of the necessary technology for a first-class academic operation: up-to-date computers and printers and similar equipment. It appears that Facnet III will help to solve this problem. We also need funds to maintain our web page. There is also a need for maps and projectors. Unfortunately, our department budget is not sufficient to purchase these items while also covering our other basic needs.

Research and travel funds are a particular problem. We have been able to raise funds in some cases. However, a reliable supply of research and travel funds, built into the department budget, is no longer available. Travel and research funds were a part of our budget until several years ago, when they were removed.

In spite of the need for more support, the Undergraduate program is on a very firm footing. Our students continue to do very well in their Senior Comprehensive examinations. "Public History" is an area in which the Department is collaborating with the National Parks Service. Our students receive "hands-on" training to improve their grasp of new and non-traditional fields.

While maintaining its strength in African and African Diaspora History, the Department has continued to increase its courses on the history of other nations and societies. This year we have broadened our course offerings to include courses in Korean History and East Asian History at both the graduate and undergraduate levels. This year these courses were supported by funds from the Korea Foundation. Next year they will become a part of our regular offerings, funded from our department budget. Our plans for next year also include new courses in South Asian history, to be taught by Dr. Anita Nahal Arya, who is a specialist in the history of India, United States History, and the history of women. We have also revived some of our courses in European history, including Europe and the Wider World and courses on the History of England. Our European history specialists have also offered courses in British Imperial History. One of our specialists in African History, Dr. Linda Heywood, has team taught a course with an anthropologist with considerable success. Dr. Jeanne Toungara has headed up a new emphasis in International Affairs that promises to be a full fledged program soon.

The Department has had some success in acquiring grants. This includes a second large grant from the Andrew Mellon Foundation for the SARAP Project whose director in Dr. Joseph Harris. In addition, the African Burial Ground has received funding, as well as a Buffalo Soldiers Project, and the National Visionaries Program. Several of our faculty members have also received grants from the University’s Fund for Excellence.
One of the chief aims of our Department has been to expand the role of Howard as a major center for the examination of African American Life and History. The Department has been very active in collaborating with other departments in the Rockefeller Comparative History Project. The History Department has also gotten the active cooperation of the John Driscoll Center for the Study of Slavery at the University of Maryland. Dr. Joseph E. Harris has received two Mellon grants to help our students collect archival material on the connections between South Africa and Howard. It should be noted that this Department is a UNESCO recognized center for the study of slave trade and slavery. We have also embarked on an effort to become a Carnegie Initiative “partner” in a program to examine and revamp graduate education in the United States. Dr. Daryl Scott has completed an application that will, if accepted, make our department a part of this cutting-edge national dialogue. If we are successful, we will be the only HBCU history department in the program.

Our students continue to do well. The evidence for this is not only their performance in our classrooms, but also the graduate and professional schools they enter after graduating. This year, history graduates have been admitted to the University of Chicago, University of California at Berkeley, Princeton University, and many other outstanding graduate and professional programs. Our chapter of Phi Alpha Theta, the national history honor society, has continued to do outstanding work in the annual essay contests. This year one of our students received an honorable mention. At our induction ceremony this year, one graduate student and six undergraduate students presented themselves for membership. Phi Alpha Theta has also been excellent at taking our undergraduates to other campuses so that they might interact with their peers at surrounding institutions.

Two years ago, the Department received a $40,000 grant from the Pew Charitable Trust, through the American Historical Society. The purpose of the grant is to "Prepare Future Faculty." The program helps train graduate students to serve as mentors to undergraduates. Under the leadership of Dr. Jeanne Toungara, this program has provided added strength to our undergraduate support effort.

2. MISSIONS, GOALS AND OBJECTIVES

Preface

The Howard University Department of History is a community of scholars consisting of twenty full time faculty members, many part time and adjunct faculty members, and students at both the undergraduate and graduate levels. Although our traditional emphasis remains the history and geography of people of African descent worldwide, we are also committed to the general study of the Americas, including the Caribbean and Latin America, as a well as Asia and Europe. We especially value the maintenance of a stimulating and cordial academic environment, which we consider to be a necessity for effective teaching, professional development, community service and research. The
following is a summary of our goals, our objectives, the indicators we will use to measure our progress, and the activities we will promote to reach our goals.

**Mission Statement**

In keeping with the character of Howard University as a major historically Black university, the mission of the Department of History derives from the determination of people of African descent to advance and affirm the cause of human freedom, equality and dignity. Intrinsic to this mission is a perspective on the world that conveys full respect for the integrity and dignity of all people, particularly emphasizing the history and culture of peoples of African descent. It is within this historical-cultural context that the community of scholars in the Department of History is committed to seeking truth, increasing knowledge, producing excellent scholarship and approaching the education of students holistically.

In regard to the discipline of history, creating the opportunity for students to acquire both breadth and depth of knowledge as well as understanding are seminal concerns of this department's faculty. Thus, it is the History Department's mission to provide students at the undergraduate level with: 1) an appreciation of the discipline of history as a tool for critical thinking and learning, 2) understanding of the process of historical research and reconstruction, 3) substantive knowledge as well as the accurate reconstruction and interpretation of the collective experiences of the world's people, and 4) a special emphasis on the history of peoples of African descent. At the graduate level, the Department of History's mission is to train professional historians and to provide specialized training in the methodology of historical interpretation and research as a basis for leadership in the profession and scholarly community.

**Department Goals**

- Strengthening the History Department's Academic Program
- Improving Teaching in the History Department
- Promoting Research in the Department
- Enhancing International, National and Community Outreach and Service
- Continuing and Improving Opportunities for Students to Concentrate on African American and African Diaspora History

**Department Objectives**

**Goal 1- Strengthening the Academic Program**

- Improve Curriculum by:
  1. continuing to update syllabi to reflect the latest and most effective trends in history teaching
  2. broadening course offerings to cover the history of major nations and civilizations that are presently not well represented in the curriculum
3. broadening course offerings with regard to themes, geography and chronology
4. increasing course offerings to provide an array of choices for majors, minors and students in general.

- Improve student retention and graduation rates
- Increase the availability and use of computer technology and appropriate software
- Create new interdisciplinary courses with other departments/schools
- Alter curriculum to teach new skills or to emphasize new skills in light of improvements in technology and changing employment opportunities
- Monitor changes in market demands that may affect history students
- Educate faculty and students on market demands

**Goal 2- Improving Teaching**

- Encourage professional growth among faculty in the area of teaching through seminars, coursework, etc.
- Improve physical environment for students and faculty by securing more office and classroom space
- Increase access and instruction in the use of technology for classroom teaching
- Seek budget for teaching; securing more resources

**Goal 3 - Promoting Research**

- Encourage professional growth among faculty in the area of research
- Increase grant applications
- Increase department's travel funds and book allowances
- Develop, sponsor and host conferences
- Invite visiting scholars
- Conduct faculty seminars
- Encourage faculty applications to research institutes
- Do our part in helping the university to exceed the grants required to retain Research I status
- Continue to be a beacon of research for African Diaspora history
- Seek research grants to facilitate internships and assistantships for majors and graduate students

**Goal 4 - Enhancing International, National and Community Outreach and Service**

- Increase Outreach to elementary and high schools: tutoring programs, invitations to department-sponsored events
- Expand of Public History Program
- Increase opportunities for faculty and student exchanges with universities in other nations
**Goal 5 - Continuing and Improving Opportunities for Students to Concentrate on African American and African Diaspora History**

- Continue to expand course offerings in African American and African Diaspora History at undergraduate and Graduate levels
- Develop focus on the history of African American and African Institutions
- Seek funds for research projects on African American and African Diaspora History
- Expand opportunities for student exchanges with African and African Diaspora colleges and universities

**3. PROGRESS IN FULFILLMENT OF UNIVERSITY’S MISSION**

The Department meets at least once a month. It also has an executive committee that meets periodically to discuss the direction of the Department in its effort to pursue the mission of the university. Department meetings serve as an opportunity to exchange information and bring the unit into line with the “Strategic Plan of Action.” Feedback is also solicited on a variety of issues, including the type of conferences and symposia to be planned. Particular care has been taken to establish links between our Department and other units, particularly Political Science and the Ralph Bunche Center. Among the contributions of our faculty has been the establishment of an International Studies curriculum under the leadership of Dr. Jeanne Toungara. Our effort to reach the “next tier” includes a proposal to the Carnegie Foundation to become a partner in a new initiative to discuss and develop strategies for graduate education in our field. We are also recruiting accomplished scholars who will enhance our research and teaching programs at both the undergraduate and graduate levels.

**4. KEY PERFORMANCE INDICATORS**

**Goal 1 - Strengthening Academic Program:**

- Students will graduate with a broader knowledge of the history and cultures of the world
- Students will be familiar with the use of current information technology
- Students will compete successfully in independent enterprise, for employment or for further training.

**Goal 2 - Improving Teaching :**

- Students will qualify for employment, graduate and professional education, or as entrepreneurs
- Faculty will use technology in the classroom more efficiently and, therefore, teach more effectively
- Faculty teaching evaluations will improve
- Graduate students will be better prepared for university teaching in the field of history
Goal 3 - Improving Research:

- Faculty will increase grant funds and become more competitive with comparable institutions
- Faculty research and seminars will enhance the reputation of the department and the university
- Better faculty research will stimulate improvement in the quality of undergraduate and graduate research

Goal 4 - Enhancing International, National and Community Outreach and Service:

- The community and the nation and the world will know more about and continue to think well of Howard University
- More people will support our programs with monetary and other gifts
- Human conditions and social circumstances will improve because to the work of Howard University students and faculty

Goal 5 - Continuing and Improving Opportunities for Students to Concentrate on African American And African Diaspora History

- Students will work to create a more just world
- Students will appreciate the history and cultures of Africa, African Americans and the African Diaspora
- Students will understand the background and context of the African and African Diaspora experiences and work toward addressing current challenges
- Students will be qualified to convey knowledge of the African American and African Diaspora Experience through teaching, research and writing and publishing in all types of media

5. ACCREDITATION

N/A

6. SIGNIFICANT EVENTS

Preparing Future Faculty Lecture: “Research Methods in the African Diaspora”
October 18, 2002
   Dr. Carol Boyce Davies

   Dr. Alan McPherson
Dr. Linda Heywood  
Dr. J. Carleton Hayden  
Dr. Emory J. Tolbert

Special Lecture: “African American Women in the Military”  
February 4, 2003

Special Lecture: “Ms. Bethune's Washington”  
February 11, 2003  
Dr. Elizabeth Clark Lewis

Black History Month Lecture: “Ambassadors with Hips”  
February 12, 2003  
Dr. Julia Foulkes, New School, New York City

Women of the African Diaspora in Jamaica and Civil Rights  
February 18, 2003  
Mr. Quito Swan, history graduate student

African American Women and Film  
February 25, 2003  
Dr. Donald Roe

Preparing Future Faculty Lecture: “Contemporary American History”  
March 4, 2003  
Dr. Daryl Scott

Faculty Lecture Series: Searching For Roots  
March 22, 2003  
Dr. Linda Heywood

Women in History Global Transformations  
March 26, 2003  
Dr. Anita Nahal Arya  
Dr. Jeanne Toungara  
Dr. Soon Won Park  
Dr. Ida Jones

Women Ambassador’s Conference  
March 26, 2003  
Dr. Jeanne Toungara

Symposium Problems in Public History  
March 27, 2003  
Organized by Dr. Donald Roe
Special Lecture: Telling Their Story: The African Burial Ground Project from a Historical Perspective  
April 7, 2003  
Dr. Edna Medford

Rayford Logan Lecture: Paradigms of Identity: Cultural Sources of the Cuban Revolution  
April 9, 2003  
Dr. Louis Perez, University of North Carolina, Chapel Hill

Merze Tate Lecture: Global Movements for Race Reform: African-American Women and Women in India  
April 15, 2003  
Dr. Anita Nahal Arya

Faculty Lecture Series: Culture of Corruption in Bangladesh  
April 21, 2003  
Dr. Mofakhkhar Rahman

Lorraine Williams Lecture: Royal Slaves & the Politics of the Enslaved  
April 23, 2003  
Dr. Maria Elena Diaz, University of California, Santa Cruz

10. STUDENTS

The total number of undergraduate majors in the Department of History for the 2002-3 academic year is 65. Most students come from the southern states, New York, and New Jersey. Maryland is also represented. There are several students from California. The Department’s geographic catchment areas reflect that of the University.

The vast majority of our graduate students concentrate on African-American and/or American history. Several of the students do the Diaspora courses and the Caribbean is equally well supported.

The majority of our undergraduate majors graduate. This year twenty students graduated, including three summa cum laude.

Few students leave the department after declaring their major. The rate of attrition has been very low, even zero. Since Dr. Carrington began as Undergraduate Program Director, he notes that there has been only one major lost to the department.

Our undergraduate history honor society, Phi Alpha Theta, has been cited as one of the most active in the country. It has won a national prize and many regional prizes for students and faculty participation in conferences. Many of our history graduates are accepted to do Ph.D.’s or graduate studies at top institutions nationally.
We give annual prizes to outstanding history majors. This year one received the $500 Rayford Logan essay prize and three received the Lorraine Williams Award, which amounts to $700 each. Two history majors also completed the McNair program, a program designed to prepare undergraduate students for graduate school and the professorate. This national program is designed to increase the number of minority university professors by identifying and mentoring promising undergraduates and encouraging them to apply to Ph.D. programs. Students who complete the program receive help in preparing applications to graduate school. Moreover, their participation in the program virtually guarantees admission to a graduate program in one of the many universities participating in the McNair program. Several of our history faculty members have served as mentors to McNair students, including Drs. Edna Medford, David De Leon, Joseph Reidy and Emory J. Tolbert.

The History department continues its partnership with the School of Education’s teacher training program. Our faculty members also go to local schools to monitor the practice teaching of our majors in the program. Over the past three years several of our majors have completed teacher training, which includes taking the courses in Education that prepare them to enter the Masters degree program in the School of Education and to receive teacher certification at the secondary school level. Drs. Emory Tolbert, Edna Medford and Selwyn Carrington have led the department’s participation in teacher education. The teacher training program remains a popular option for our majors.

The department receives approximately forty graduate applicants per year. About two-thirds are from the Richmond-New York corridor. A third are from the deep South. Few of our applicants are from the Far West. The majority of our students concentrate on American history, particularly African-American history.

Regarding the senior comprehensive examinations: the vast majority of our students pass. A History Department committee prepares and grades the examinations. This year the committee was especially impressed with the quality of the examinations written by our majors. Their average GPA is approximately 3.2.

11. FACULTY

11.1.1 Faculty Distribution

7 Full Professors
6 Associate Professors
6 Assistant Professors
1 Full Time Lecturer
5 Part Time Lecturers
### List of Full Time Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title &amp; University</th>
<th>Specializations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aziz A. Batran</td>
<td>Associate Professor (Ph.D., Birmingham, England)</td>
<td>North and West Africa, Islam</td>
</tr>
<tr>
<td>Arthur Burt</td>
<td>Lecturer (Ph.D., Toronto)</td>
<td>Caribbean, African Diaspora</td>
</tr>
<tr>
<td>Selwyn H.H. Carrington</td>
<td>Associate Professor (Ph.D., University of London)</td>
<td>Imperial, Caribbean, African Diaspora, United States / North America</td>
</tr>
<tr>
<td>Elizabeth Clark Lewis</td>
<td>Associate Professor (Ph.D., Maryland)</td>
<td>African-American, Public, Women</td>
</tr>
<tr>
<td>David H. De Leon</td>
<td>Associate Professor (Ph.D., Iowa)</td>
<td>Recent U.S., Religious, Reform</td>
</tr>
<tr>
<td>Balaram Dey</td>
<td>Professor (Ph.D., Saskatchewan)</td>
<td>World Geography, Geography of Asia, Geography of the African Diaspora, Hydrology</td>
</tr>
<tr>
<td>Edna Greene Medford</td>
<td>Associate Professor (Ph.D., Maryland)</td>
<td>19th Century South, Civil War, African Diaspora, African-American</td>
</tr>
<tr>
<td>Dana S. Hale</td>
<td>Assistant Professor (Ph.D., Brandeis)</td>
<td>Modern European Political and Cultural History, Modern France, European Imperialism</td>
</tr>
<tr>
<td>Joseph E. Harris</td>
<td>Distinguished Professor (Ph.D., Northwestern)</td>
<td>Colonial and 19th Century Africa, African Diaspora</td>
</tr>
<tr>
<td>Linda Heywood</td>
<td>Professor (Ph.D., Columbia)</td>
<td>African Economic and Social, Southern (Portuguese Speaking) Africa, African Diaspora</td>
</tr>
<tr>
<td>Petronella Kigochie</td>
<td>Assistant Professor (Ph.D., Kent State University)</td>
<td>World Geography, Geography of Central America, Geography of Africa</td>
</tr>
<tr>
<td>Alan McPherson</td>
<td>Assistant Professor (Ph.D., University of North Carolina, Chapel Hill)</td>
<td>United States Foreign Relations</td>
</tr>
<tr>
<td>Vincent C. Peloso</td>
<td>Professor (Ph.D., Arizona)</td>
<td>Latin America, Social and Cultural, Central America, Peru</td>
</tr>
<tr>
<td>Mofakhhkhar Rahman</td>
<td>Assistant Professor (Ph.D., University of Wisconsin, Milwaukee)</td>
<td>World Geography, Economic Geography</td>
</tr>
<tr>
<td>Joseph P. Reidy</td>
<td>Professor (Ph.D., Northern Illinois)</td>
<td>South, Military, African-American</td>
</tr>
<tr>
<td>Donald Roe</td>
<td>Assistant Professor (Ph.D., Howard)</td>
<td>Public History, Museums and Archives</td>
</tr>
<tr>
<td>Jeanne Maddox Toungara</td>
<td>Associate Professor (Ph.D., UCLA)</td>
<td>West Africa, Mande Studies, African Diaspora</td>
</tr>
</tbody>
</table>
Daryl M. Scott        Professor (Ph.D., Stanford) *American Intellectual History, Social, Cultural*

Emory J. Tolbert       Professor (Ph.D., UCLA) *American Social, Cultural History, African- American, Oral History*

Grace Vuoto          Assistant Professor (Ph.D., McGill) *Modern European History, British Empire*

11.1.3 List of Part Time Faculty

Regina Akers         Lecturer (Ph.D., Howard) *Public History*

John Carleton Hayden  Lecturer (Ph.D., Howard) *United States History*

Richlyn Goddard       Lecturer (Ph.D., Howard) *United States History*

Clifford Muse         Lecturer (Ph.D., Howard) *United States History*

Soon Won Park         Lecturer (Ph.D., Harvard) *Asian History*

11.1.4 Quantification of Faculty Activity

11.1.5 Publications

- 4 books
- 30 articles
- 15 book reviews
- 75 scholarly papers

11.1.6 Research Activity

- 6 Funded Projects

  - South African Research Project  .......... Joseph E. Harris
  - Buffalo Soldiers Project................. Donald Roe
  - National Visionary Project.............. Emory J. Tolbert/ Elizabeth Clark-Lewis
  - African Burial Ground Project.......... Edna Medford
  - Frederick Douglass Project.............. Edna Medford
  - Korea Foundation Fund.................. Emory J. Tolbert

11.1.12 Professional development

In terms of professional development, the faculty of the Department of History has contributed greatly in the categories of publication, service and research. During the
academic year 2002-2003, the faculty published or submitted eight (8) book manuscripts; thirty (30) scholarly articles; and eight (15) book reviews, as well as delivered more than seventy five (75) scholarly papers at national and international conferences. The faculty also participated on or facilitated many scholarly panels during the aforementioned period. In addition, two of our faculty members were instrumental in planning national conferences for the American Historical Association, the African Studies Association, and the Association for the Study of African American Life and History. Member of our faculty also serve on important committees for all of these national organizations, including prize committees executive committees, and editorial boards.

FACULTY ACTIVITIES:

Selwyn H. H. Carrington

1. Research and Publications:

Book:

The Sugar Industry and the Abolition of the Slave Trade, 1775-1810 (University of Press of Florida: Gainesville, 2002)

Manuscript:
"Statistics for the Economic History of the British West Indies, 1696-1810" (Wrote general introduction and specific introduction to all the fields- converted statistics into text - 2002)

Reviews: In Progress

Alvin O. Thompson, Unprofitable Servants: Crown Slaves in Berbice, Guyana 1803-1831 (Journal of my Choice; in progress)

Research In Progress
"A.N.R. Robinson-Challenges and Triumphs: A Biography." I have been doing interviews with Mr. A. N. R. Robinson during the vacation breaks when possible.

University Research Project:

Professional Development:

Awards

2002  Merit-based Initiative Award, Howard University, Washington, DC
2002  Fund for Academic Excellence, Howard University, Washington, DC
2002  2000 Outstanding Scholars of the 21st Century

The following consists of the awards for which my book, *The Sugar Industry and the Abolition of the Slave Trade, 1775-1810* has been nominated:

(i) 2002  The Elsa Goveia Prize
(ii) 2002  Gordon K. Lewis Award
(iii) 2003  The Frederick Douglass Book Prize
(iv) 2003  The Atlantic World (AHA)
(V) 2003  The Wesley-Logan (AHA)

Teaching

In the 2000-2003 academic year, I taught the following classes:

History of the Caribbean I
Readings in Caribbean History (Graduate)
History of the Caribbean II
Economic History of the Caribbean (Graduate)

M.A. Students Supervised:  John Parks and Jennifer Barefoot Smith (April 2003)

PhD Students Supervised
The following students are currently completing their dissertations under the close supervision of their advisor, Dr. Carrington:


(ii) 2003  Mr. David St. A. Gosse, ABD, “The Abolition of the Slave Trade: Management and Labour Organization in Jamaica” (Ph. D. Candidate: May 2003). Dissertation is completed and oral defense is to be held on 18 April 2003.

Professional Development

2002 Feature Address at a cultural event to commemorate the role of the enslaved in the construction of the Anglican Church, Mt. Pleasant, Tobago: “Enslaved Africans and the Passion for Freedom: Freedom Gained, Freedom Unprotected, Freedom Lost” (August 2002)

2002 Participant in the discussions for the establishment of the National Slavery Museum Project at the Howard University Law School Library, under the sponsorship of Governor L. Douglas Wilder.

Conference Attended: Association of Caribbean Historians – Bahamas, April 2002


Service

Department

Director, Undergraduate Faculty
Chairman, Appointment, Promotions, and Tenure Committee
Attended all Departmental Meetings

University
Member of the Graduate Faculty
Committee on Faculty Welfare
Committee on Admissions

Mentoring
Howard University Summer Research Early Identification Program (SR-EIP).
Trained Ms Yolanda Covington.
Howard University Graduate School - Mentoring Mr. Charles Wash (Douglass Scholar)

Elizabeth Clark Lewis

Research and Publications:

Books:
Recent Articles:

Research Grants:
National Visionary Leadership Program Foundation $ 5,000.00

Professional Organizations:
Activities:
National Park Service, National Landmarks Committee of the Park System Advisory Board, 2001-2004
Association for the Study of Afro-American Life and History: Executive Council, 2003-2006;
Association of Black Women Historians- Program Committee, 2003-2004;

Scholarly Papers:

Service:
Department of History Appointments and Promotions Committee (2002 - 2003);
Graduate School of Arts and Sciences Faculty [2001-2003].

PhD. Major Advisor: Rhonda Jones [Graduating 2003]
M.A. Committee Chair: Trichita Chestnut [Graduating May 2003]

Advisor (Continuing Students):
PhD - Advisor - Hattie Courtney, Jeffrey Fearing, Donna Wells
M A - Advisor - W. Smith.

Professional Service: Landmarks Committee, National Park Service, U. S.
Department of the Interior, 2000-2004; Ford Foundation Predoctoral Fellowships Program, National Research Council/National Academy of Sciences, 2003; Cultural Resources Diversity Initiative and Advisory Group, National Parks Conservation Association, 2003; Annual Luncheon and Program Committee,

**University Service:**
College of Arts and Sciences Service: Women's Studies/Research Committee; Residence Life Mentoring Team.

Department of History Committee Service: Public History Program Director; Amenities Committee; Curriculum Committee; Appointment, Promotion, and Tenure Committee.

University Alumni Service: Friends of the Andrew Rankin Chapel, Howard University Alumni Association's Project and Recruitment/Retention Committee.

**Professional Development:**


**Community Lectures/Service:**

**Broadcasts:**
David DeLeon

Department Service:
Director Graduate Program
Executive Committee, Member
Organizer of the History Department's teaching evaluation

Community Service:
McNair Mentor for two students at Coppin State University

Graduate School Committees
Planning Committee and judge for the graduate research symposium
Sasakawa Fellowship, member selection committee
Ex officio member of various other committees as graduate director

Research and Publications
Two profiles for Oxford Companion to United States History (fall 2001 publication)

Review of Raising Reds: The Young Pioneer, Radical Summer Camps, and Communist
Political Culture in the United States by Paul Mishler in History: Reviews of New Books
(2001)

Review of Calhoun and Popular Rule: The Political Theory of Disquisition and
Discourse in by H. Lee Cheek, Jr., History: Reviews of Books (Spring 2002)

Joseph E. Harris

Publications:
"Historicizing the African diaspora," ROUTES OF PASSAGE: RETHINKING THE

"African Americans and the Anti-Apartheid Movement," CD ROM, 2002 and the
publication of five Researcher's Guides: PHELPS-STOKES ADMINISTERED REFUGE
SCHOLARSHIP PROGRAM RECORDS, SOUTHERN AFRICA IN THE HOUSE
FOREIGN AFFAIRS SUB-COMMITTEE RECORDS OF THE CHARLES COLES
DIGGS PAPERS, SOUTHER AFRICA SUPPORT PROJECT RECORDS, SOUTHERN
AFRICA REFERENCES IN THE AMERICAN SOCIETY OF AFIRCAN CULTURE
RECORDS, SOUTHERN AFRICA REFERENCES IN THE AFRICAN NATIONAL
CONGRESS WASHINGTON, DC RECORDS AND THE PAN-AFRICANIST UN
Grant

The Andrew W. Mellon Foundation, $260,000.00 for the South African Research and Archival Project (SARAP), March 2003.

Award


Committee Assignments

Chair, Search Committee for Chairman, School of Divinity, May 2003 -.


Department Service

Department Committees:
Lectures Committee, Member
Curriculum Committee, Member
Doctoral Dissertation Advisor, student graduated "with distinction"
Graduate Seminar Instructor, including a seminar on African-American/South African Archives, inaugurated Spring 2000.

University Service

Provost Advisory Search Committee, Chairman
HURSAP Executive Committee Member
Howard University - United States Department of State Principles of Agreement Advisory Committee Member

Research and Publications

Principal investigator, SARAP funded by The Andrew W. Mellon Foundation. I supervised a graduate student team of five researchers who during the year, conducted research at the Schomburg Research Center and the Moorland-Spingarn Research Center. I also conducted research and interviews on two occasions in New York City. Finder's guides and promotional videos are being prepared.

Presentations


International
Vice President, Goree Memorial Project, sponsored by UNESCO.
Met in Senegal, April 9-11, 2001

Linda M. Heywood

Publications:


Conference Papers, Presentations and Participation

1. 22 October 2002 Symposium participant, Olaudah Equiano, Maryland University, College Park.

2. 22 November 2002, Presentation, Princeton University, “Angolans in English and Dutch Colonies in Seventeenth Century America.”


5. 28 March 2003, “Queen Njinga of Angola and the Road to Roman Catholicism, 1622-1663”. American Catholic History Association Convention, Scranton, PA.
Research

September 18-October 3, 2002—Department assisted and self-financed research in Angola for two projects: 1. Book on the first generation of Africans in the Dutch and English speaking Americas. 2. Queen Njinga in History and Memory


Teaching:
Fall 2002
On Sabbatical Leave

Spring 2003
History and Film of the African Diaspora--Undergraduate
Seminar-African Diaspora-- Graduate
Black Diaspora Writ--Undergraduate

Submitted questions for Graduate Comprehensive Exams- African Diaspora

Service

Department: Lectures and Colloquia Committee
Curriculum Committee--Chair

College: Executive Committee
Member, Caribbean Studies Minor Program

GSAS : Judiciary Committee

As a member, of the Race, Development, and Social Inequality, Developing Cross-Cultural Interdisciplinary Curricula in Brazil and the United States Project, I attended several meetings this Spring where I helped develop the common syllabus that will be used by students in Brazil and the United States who will be participating in the exchange program.

African Burial Ground

As one of the four historians involved in the project I researched and Gathered materials that allowed me to revise substantially the information on the central African background. October, 2002-April 2003.
Academic Community

As a member of the Local Arrangement Committee, of the African Studies Association, and as a Member of the Board, I joined with other local Committee members to raise funds to have the opening reception of the ASA at Howard University. I also attended all meetings of the local Arrangements to plan all local arrangements. The Annual Meeting was one of the largest in the organization’s history.

Chair, of the AHA Atlantic Prize Committee—Read over fifty books Submitted to compete for the prize in Atlantic History.

Other Service


4. WHUT-TV Howard University Africa Initiative, Focus Group Member, September 4, 2002.


Consultancies:

Jamestown/Yorktown Foundation--Research on Africans in Jamestown
Public Television, Channel 13, NYC—Slavery in America

Alan McPherson

Research and Publications

- My second book project, on Caribbean resistance to U.S. occupations from 1915 to 1934, is well under way. I have done significant secondary research and have worked in archives in North Carolina and California in March 2003. Publishers have approached me about advance contracts.
- I have won significant grants this semester. 1) A New Faculty Grant to support research in summers 2003 and 2004. 2) A travel grant from the Fund for Academic
Excellence to support travel from January to June 2003. I am applying for other grants to support a year of full-time work on my second book in 2004-2005.


- My article, “War Correspondents Today,” was published by *History behind the Headlines* in fall 2002. I have attached a copy.

- In June 2003, the *Latin American Research Review* will publish my second peer-reviewed article, “Misled by Himself: What the Johnson Tapes Reveal about the Dominican Intervention of 1965.” Research for this article was funded by a grant from the Lyndon B. Johnson Foundation.


- I have other publication plans. I will guest edit a special issue on “Anti-Americanism in Latin America: Past and Present” for the *International Journal of Politics, Culture and Society* in fall 2004. I will also most likely contribute a chapter to a book on “Americanism” edited by U.S. historian Michael Kazin and published by the University of Pennsylvania Press. I will also finish up two other article early this summer and send them off to top journals.

**Teaching**

- I taught five courses and two summer courses every year so far at Howard, including the two sections of the U.S. survey, U.S. foreign relations for undergraduates and graduates, U.S. since World War I. In fall 2003 I will add Readings in U.S.-Latin American Relations.

- My student evaluations have been outstanding. All my written evaluations were positive, without exception.

- Numerical rating from students: 95.5 percent overall.

- I have also received several unsolicited letters of appreciation from Howard students.

**Service.**

**Department**

- Member, Lectures and Colloquia Committee, 2001-2003. I personally organized the Merze Tate lectures, helped with other activities, and organized events for Black History Month, International Women’s Month, and Martin Luther King day.


- Member, Assessment Committee, Howard University, 2002-2003.


- Workshop leader, Preparing Future Faculty Program, 2001 and 2002.
University
- Member, International Affairs Program, College of Arts and Sciences.
- Television panelist, “This is America,” PBS, 2002.
- I will be a featured faculty researcher in the next issue of the Howard alumni publication.
- I have been nominated to two committees of the College of Arts and Sciences for 2003-2004.

Community
- Rock Creek Park cleanup, volunteer, June 2002
- Bike DC, volunteer, September 2002
- Hands-On DC! public school restoration, volunteer, March 2003

Professional Development

- **Howard University Workshops.**
  - New Faculty Orientation, August 2001 (2 days)
  - Sexual Harassment February, February 2002 (1/2 day)
  - History of Howard University, March 2002 (1/2 day)
  - Strategic Framework for Action II, 1-2 May 2002 (2 days)

- **Presentations**
  - “Political Socialization and International Relations: Teenagers and the Panama Riots of 1964,” Interdisciplinary Conference on Children’s History, Claremont Graduate School, Claremont, California, 22 February 2002.


Edna Greene Medford

Departmental Service
Executive Committee, Member
Chair of Search Committee for new Chairperson
Phi Alpha Theta History Honor Society, Faculty Advisor
Graduate Faculty, Member
Course Scheduling, Coordinator

University Service
Faculty mentor to scholars in the Ronald McNair Postbaccalaureate Achievement Program.

Community Service
Board of Trustees, Queen Anne School, Upper Marlboro, Maryland
Historian, Charles City County, Virginia Center for Local History
Larger Professional Community Scholars' Advisory Board,
Lincoln Presidential Library, Springfield, Illinois
The Lincoln Forum Advisory Board
National Paper Prize Committee, Phi Alpha Theta International Honor Society in History

National Service
Member of the Diversity Task Force, The Borders Group, Inc.

Research and Professional Development
Scholars' Advisory Board, Lincoln Presidential Library, Springfield, Illinois
Phi Alpha Theta National Paper Prize Committee Judge, Phi Alpha Theta Regional
Publications: Introductory essays for ---The Price of Freedom: Slavery and the Civil War (volume 1--The Demise of Slavery and volume 2--The Preservation of Liberty)
Principal Investigator, African Burial Ground Project, Howard University

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PELOSO, Vincent C.

Department Service

Webpage liaison--I helped the webmaster complete and publish the History Department Webpage.

Worked with other members of the department on a grant project which aims to establish a Program for the Study of the African Diaspora in the World. This proposal is nearing completion.

Lectures and Colloquium Committee of the Department. Organized the Lorraine A. Williams lecture.

University Service

In the College of Arts and Sciences, I served on the Committee on Academic Policy & Standards, and on the Committee on Alumni Awards & Honorary Degrees and the Merit Committee.

Assisted the Latin American Studies group on campus prepare for the 23rd annual meeting of the Middle Atlantic Council on Latin American Studies at Howard. This was the first time the regional organization had met at Howard and only the second time an organization dedicated to Latin American studies had held a scholarly meeting on the campus of Howard University.

Research and Publications

Article submitted:  

Book Reviews:  
Submitted 10 reviews (4 books, 6 articles) to the Handbook of Latin American Studies (Library of Congress, 2002)

Other Professional Activities

National Service:

I was elected Co-Chair of the Andean Studies Committee of the Conference on Latin American History of the American Historical Association for the period 2000-2002.

Teaching

I continued to teach the survey of Latin American History both semesters. In the Fall, 2001, I taught the “Problems in Latin America, II” course, which served a number of students preparing for the Ph.D. comprehensives.

Mfakhkhar Rahman

Research and Publications

In progress: “The Culture of Corruption in Bangladesh”
In progress: “Environmental Injustice: Arsenic Poisoning in Bangladesh”
In progress: “Ethno-Spatial Dynamics in Washington, D.C. Metropolitan Area”

Teaching

Fall semester: Economic Geography, World Geography (2 sections)
Spring semester: World Geography (2 sections)

Professional Development:

a. Attended AAG/MAD, organized Washington D.C. study tour
b. Attended two-day workshop on teaching methods and evaluation at Howard University
c. Presenter in History Department colloquium on terrorism
d. Attended seminar on African Burial Ground at Howard University
e. Presented “The Culture of Corruption in Bangladesh” in History Department Seminar

Service:

Department

a. Scheduling Committee
b. Senior Comprehensive Committee
c. Syllabus Committee – International Affairs Program
Donald L. Roe

Service:

**Department**
- Assessment Committee
- Executive Committee
- Grievance Committee

**University:**
- Faculty Advisor, Buffalo Soldier Project
- Mentor, Ronald E. McNair Post baccalaureate Achievement Program

Teaching:

U.S. History Since 1877, Fall semester  
African American Film and Archives, Spring and Fall semesters  
Museums and Archives, Fall semester  
U.S. History to 1877, Spring semester  
Problems in Public History, Spring semester

**Professional Development:**

- Founding Member, National Sound Recording Preservation Board, Library of Congress, 2001-2002  
- President, Afro-American History Society

**Research and Publications:**

**Presentations**


February 11, 2002, Black History Month, Blackburn Center, Howard University, “history and Film in the Black Diaspora.”

February 20, 2003, Black History Month, Blackburn Center, Howard University, “Film and Discussion: Buffalo Soldier Project.”

March 5, 2003, Haskell Indian Nations University Cultural Center, Lawrence, Kansas, “Update: Buffalo Soldier Research Project.”


April 22, 2003, Mary McLeod Bethune Council House, National Historic Site, “African American Women and Film.”
Daryl Michael Scott

Publications


Presentations and Comments


Teaching

Reading: Modern American

Professional Service

Chair, Wesley-Logan Awards Committee, American Historical Association, present.


Member, Nominating Committee, American History Association, 2003.
Co-Chair, Program Committee, Association for the Study of African American Life and History, 2002-2003.

University Service

Chair, Carnegie Initiative, Department of History, Howard University, 2003.

Memberships

American Studies Association
Association for the Study of American Life and History, Lifetime
Organization of American Historians
American Historical Association
Southern Historical Association

National Service


Emory J. Tolbert

Research and Publications

“Paul Robeson” in Making It in America, edited by Elliott Barkan (Clio Press, 2002)

Presentations

“The Sabbath in Ethiopia,” Oakwood College, December 1, 2003

Service:

Interim Chairman, Department of History 2002-2003
Chairman, COAS Appointments, Promotions and Tenure Committee until July 2002
Member of Editorial Board, Journal of African American History

Professional Development

Day long Conference on Department Chairmanship, Howard University July 2002
Day long conference on Academic Leadership, Galludet University, Sponsored by Howard University August 2002
Conference at Xerox Document University, sponsored by Howard University
Participated in WAC training, Summer 2002
Teaching
Fall 2002

Graduate Seminar in African American History
Graduate Readings in United States History
Graduate Research in United States History
Oral History

Spring 2003

Graduate Seminar in United States History
Graduate Readings in United States History
Graduate Research in United States History
Oral History

Supervised Doctoral Dissertations:
Vann Newkirk
David Terry

Served on Doctoral Committee:
Dave Gosse

Supervised Masters Degree Seminar Papers
Donna Douglass
Miranda Booker

Sponsored two McNair Scholars (undergraduate):
Courtney Mosby
Edward Artis

Jeanne M. Toungara
Research and Publications
• Historical Dictionary of Cote d’Ivoire, 2nd Ed., Scarecrow Press (under contract)
• In progress: Women and Global Transformation (edited volume with HU History members), The Making of Kabasarana (monograph in final stage of completion), ongoing research on the Cote d’Ivoire Civil War and reconciliation of political and ethnic rivalries. Several panel presentations were made throughout the year (see below).

Teaching
Fall 2002
HIST 134-01 West Africa to 1800 - undergraduate
HIST 234-01 West Africa to 1800 - graduate
HIST 005-02 Black Diaspora I - undergraduate

Spring 2003
HIST 135 West Africa Since 1800 - undergraduate
HIST 235 West Africa Since 1800 – graduate
Recommendations written for Donovan Anderson (Provost Undergrad Research Proposal and summer programs), Milagros Denis (Sasakawa), Fatimah Fanusie (History Grad Sch), Khalid Semper (Law School)

**Professional Development**
- African Studies Association 45th Annual Meeting, Washington, DC. 12/5-8/02, attended
- Women’s Foreign Policy Group seminars attended: Terrorism, New Challenges, New Voices 11/27/03, The North Korea Crisis 3/26/03
- ASALH: Souls of Black Folk Centennial Reflections, David Levering Lewis, 2/1/03.

**Service**

**History Department:**
- Executive Committee, Amenities Committee, History Law Society, Coordinator of History Preparing Future Faculty Program with responsibility for AHA/Pew matching grant ($40,000), Graduate Faculty member

**College of Arts and Sciences:**
- Dean’s Task Force on International Affairs Chair charged with development of an academic program in International Affairs.
- Coordinator of interdisciplinary faculty teams for new course development in international affairs. Syllabus team member of Introduction to International Affairs One.
- Organizer and Chair, Workshop on Interdisciplinary Teaching in International Affairs
- Committee on Human Subjects Research and Intellectual Property Ethics.
- Organized panel for Workshop on Human Research Protections and the Howard University IRB 4/28/03.
- Dynasty a Clear Vision of Excellence College of Arts and Sciences Pageant, Judge 9/9/02

**Graduate School:**
- Grievance Committee member.
- PFF facilitator (organized site visit to George Mason University 10/02).
- 2002 Compact for Faculty Diversity Institute on Teaching and Mentoring, Arlington Virginia, Faculty Mentor, 10/24-27/02
University:
- International Women’s Month, Organized Roundtable: Women in History-Global Transformations, presenter on Africa, 3/36/03
- Delta Sigma Theta Alpha Chapter, Born of a Sacred Body: Examining the Controversial Role of Female Excision, Forum presenter. 10/9/02

National:
- Congress of the United States, Committee on International Relations, House of Representations, Subcommittee on Africa: Prospects for Peace in Ivory Coast. Provided written documents and oral testimony 2/12/03
- African Studies Association 45th Annual Meeting Co-Chair Local Arrangements Coordinator, Howard University Open House, Reception, and ASA Welcome brochure 12/5/03
- Council of American Overseas Research Centers (CAORC), Multi-Country Research Fellowship Program Selection Committee, proposal review 3/17/03
- Foreign Service Institute, US Department of State, Sub-Saharan African Intensive Area Studies Seminars, Lectures: Colonialism, Gender, 9/22/02, 10/02/02, 10/31/02, 4/01/03,
- Council on Foreign Relations, “Situation Report on Cote d’Ivoire” panel presentation 2/10/03
- US Department of State, Bureau of Intelligence and Research, National Intelligence Council, Roundtable on the Ivory Coast Rebellion, presenter, 10/24/03
- National Endowment for the Humanities, Extending the Reach, proposal review
- International Peace Academy, Crisis in Cote d’Ivoire, presenter, New York, 4/22/03
- Montgomery County Board of Elections, Elections Judge, 11/02/02

Grace Vuoto

Teaching
Modern Europe Since 1815         Fall,2002
World Civilizations I               Fall,2002
Modern Europe Since 1815             Spring,2003
World Civilizations II               Spring,2003
World Civilizations II               Spring,2003

Service
- History Department Faculty Lecture Series
- Sponsor for Chancellor Williams Historical Society
- Member of Search Committee for the Chair of the History Department

Publications
Forthcoming:
- Book: “The Imperial Ideas of Lord Salisbury”
"Women in European History; Historiography," to be published in an edited volume, Dr. Jeanne Toungara ed., Global Transformations

"Women and Empire: English Missionaries," to be published in an edited volume, Dr. Jeanne Toungara ed., Global Transformations

Conferences


Professional Development:

- Perfecting command of Spanish by auditing a course on campus (Spanish II)
- Expanding knowledge of Caribbean history in order to do future work on European imperialism in the Caribbean.

11.1.9 FACULTY SUCCESS IN MEETING WORK LOAD POLICY

The Department of History workload policy is as follows. It was voted February 5, 2003:

The Department of History has held discussions regarding our workload policy during general department meetings and in Executive Committee meetings. Our goal has been to make the transition from a policy which normally required a workload of six courses per academic year plus office hours and committee work to a policy that requires either four or five courses per academic year. The issues involved are complex because of the need to offer enough courses to fulfill the department's mission and its obligations while moving toward a course load that facilitates research and publishing.

Faculty Course Load and Committee Work

The normal course load for professors who are not directing Masters theses or Doctoral dissertations is five courses per academic year. These would be survey courses, seminars, and other courses at both the undergraduate and graduate level. We realize that Independent Research and Independent Readings courses, Senior Honors courses and similar courses at the undergraduate and graduate level are a part of the overall course load. However, because of the current needs of the department, they are not presently counted as full courses in calculating course loads. All faculty members are expected to keep regular office hours and to participate in department committee work.
Graduate Professors

We define graduate professors as those who direct theses and dissertations. Their course load should normally consist of four courses per year. These would be graduate seminars, double-numbered survey courses that may also include undergraduates, and other courses such as graduate readings and problems courses that are for graduate students only. We realize that Independent Readings, Independent Research, Masters Thesis, and Ph.D. Dissertation courses are a part of the course load and should be included. However, because of the current needs of the department, they are not presently counted as full courses in calculating course loads. Graduate professors are also expected to hold office hours and to serve on department committees.

Graduate and Undergraduate Directors

The Graduate Director and Undergraduate Director receive reduced teaching loads of one course per semester. Others with special assignments within the department may also receive reduced teaching loads.

All department members are in compliance with the work load policy. Professor Joseph E. Harris holds the position of Distinguished Professor and teaches one graduate course per year. Dr. Reidy is on loan to the Graduate School as Associate Dean. The graduate professors have been teaching four classes per year. This is in addition to reading Ph.D. dissertations and mentoring graduates. Other faculty have been teaching five or six courses per year. Course load reduction has been implemented for the most part. Next year the process will be complete.

Members of the History Department faculty meet classes and conduct office hours, research and other university functions at least three days per week. Many are present on campus five days per week.

12. 1.1 STAFF DISTRIBUTION

Ms. Bessie Hill  Administrative Assistant (BS. University of D.C.)
Ms. Phyllis Lewis  Secretary
Ms. Judy Brown  Secretary
12.1.2 DEPARTMENT-WIDE PROFESSIONAL DEVELOPMENT ACTIVITIES

The History Department staff has attended the appropriate training programs to improve their knowledge of how to use computers and how to handle duties related to their jobs: filing, telephone courtesy, advising visitors and students, handling budget matters, etc. This includes training in Banner, PFM Online, and Payroll. They also attend the lectures given by the department, thus enhancing their knowledge of the discipline. The Chairman also meets with the staff to discuss improvements in the operating of the office and service to students, faculty and visitors.

14. CURRENT CHANGES DUE TO OUTCOMES

The Department has responded to student needs by increasing the number of evening courses and expanding the “teaching day” in general. We have also initiated a more vigorous exit interview and survey to obtain and analyze the views of our graduates. Our courses in Historiography and Senior Colloquium for undergraduates have been revamped to better prepare our students for senior comprehensives and for graduate work. We have expanded our courses in Asian history to fill an important omission in our curriculum. We have also expanded our offering in geography because of student demand. In this case, we have hired two tenure-track geographers, one who specializes in urban geography and the other a specialist in the geography of Latin America and Africa.

15. IMPACT AND EFFECTIVENESS OF RECENT POLICY CHANGES

We have found positive responses to the expansion of courses and times when they are offered. Our majors have greatly improved in their scores on the Senior Comprehensive. Student response to new offerings in Asian history have been enthusiastic. The university-wide response to the increased offerings in geography has been very good. History enrollments have been strong overall for a number of years. Our courses continue to be well subscribed.

16. RESPOND TO TARGETS OF OPPORTUNITY

The Department has worked hard to make effective appointments of new faculty members. We have used faculty lines to respond to definite needs within the Department and to strengthen our overall program. The hiring of Dr. Daryl Michael Scott to a full professor position speaks well of our continuing effort to bring to our Department scholars with solid nationwide reputations. The effort continues with the recruitment of a new Chair and two additional faculty members. We have also responded to the opportunity to become a partner in the Carnegie Initiative, which is designed to improve graduate study in various disciplines nationwide. We have recruited a number of excellent undergraduate majors who will continue their education in graduate and professional programs at excellent universities. Our graduate students who complete MA
and Ph.D. degrees have been placed in excellent jobs or have pursued further training at outstanding colleges and universities.

We have also pursued opportunities in the area of International Studies through the efforts of Dr. Jeanne Toungara, Dr. Alan McPherson and others. In addition, Dr. Selwyn Carrington has been active in the creation and implementation of the Caribbean studies program on campus. Drs. Toungara, Clark Lewis and Vuoto have been active in the development of the Women’s Studies program. Dr. Elizabeth Clark Lewis has done a masterful work in expanding our Public History program. She has maintained our important ties to the museum curators, archivists and other public historians in the area and nationwide. She has also directed our internship program. We have taken advantage of the large talent pool of archivists in the area by hiring Dr. Donald Roe, a Howard history Ph.D. with over thirty years of experience at the National Archives. He has been a very valuable addition to our Public History faculty.

The Department continues to identify and respond to opportunities in the vital areas of faculty and student recruitment, grants and fund-raising, and program development.
Honors Program Overview

The Honors Program is the flagship program of the flagship college of Howard University. For a relatively small cohort of some of our most capable and hard-work inclined liberal arts majors, the program provides added opportunities and challenges. In the ensuing pages we have delineated many of these opportunities: conferences where students are able to present their research, travel abroad where students are able to hone their foreign language skills and appreciation of other cultures, semester study at other prestigious universities both in the U.S. and abroad, cultural events such as ballet, musicals, plays, dinners and other events featuring inspiring speakers.

At the core of the program is the senior thesis and the research and study that leads up to it. This year, fifteen students turned in a completed and approved thesis or presented their work at the annual Honors Program student presentations event. Reflecting the diverse nature of the college, the fields represented in these theses included English, biology, chemistry, classics, history, psychology and political science. The theses are listed later in the report, but a the following list of titles gives you an idea of the timeliness and relevancy of some of the research done to today’s world: in biology, Genomic Imprinting of the H19 and Igf2 Genes, in psychology, Attitudes on Affirmative Action, and in political science, An Analysis of the Prison-Industrial Complex and the Incarceration Rate of African Americans.

Major national and international scholarship winners tend to come our constellation of budding scholars. Two notable winners this year were Ms. Marianna Ofosu, an Honors Program senior, won the Rhodes Scholarship to pursue her interest in overseas development with studies at Oxford; and Ms Kimberly Jernigan, an Honors Program Junior, who won the prestigious Merck Undergraduate Research Scholarship to study chemistry. Fully one third of the students inducted into Phi Beta Kappa this year participated in the Honors Program at some point in their academic career.
Mission, Goals and Objectives of the Honors Program

The Honors Program offers to students of high academic potential a unique opportunity to extend their intellectual horizons by providing students with an intellectually challenging and rewarding course of study in a broad liberal arts spectrum of disciplines; preparing students for graduate and professional school through their experiences with independent research; involving students in extra-curricular and extra-university activities in the arts and sciences which contribute to a fuller intellectual and cultural life; and encouraging academically advanced students to adopt fully the University’s core values: truth, service, excellence and leadership.

The Honors Program enhances the educational preparedness of its students by providing a mechanism by which the faculty in the various departments of the college can expand the education of its (Honors Program) majors both in their general education and their specific discipline. This is accomplished through challenging courses and seminars, as well as exposure of their Honors Program majors to experiences particularly pertinent to students planning to further their education with graduate work. Specifically faculty mentors contribute their time to directing the students in research in their fields and guide them in compiling their results and producing a well-written senior thesis.

Progress in fulfillment of University's mission

The Honors Program functions to fulfill the University’s mission in at least three broad areas:

• **Strengthening Academic Programs and Services.** This year the Honors Program partnered with the School of Engineering to tutor Howard University students in algebra, trigonometry, and calculus at all levels. On a broader scope, the level of critical thinking and the challenging nature of the research our Honors Program students are presented with, make the Honors Program curriculum a model – and a goal – for the curriculum available to the general student body. On a more immediate level, the activities of the program serve an uplifting function, by encouraging nonmembers of the program to greater achieve a greater level of academic achievement, by taking Honors Program seminar courses with the instructor’s permission, or through Honors Program sponsored lectures or workshops open to the general student population. The program serves to encourage and promote many academic programs already in place, through the funding of internships, conferences and study abroad programs.

• **Promoting Excellence in Teaching.** The Program makes available funds to Honors Program faculty to use for course enhancement. Over the years many faculty have made use of this opportunity in a variety of ways, from taking students on course associated field trips, to creating journals of student work. This year for example, one
Prof. Hall took her General Literature Honors Class to Samuel Beckett’s play “Endgame.”

- **Enhancing Community Service.** The Program has consistently encouraged student community service by funding expenses associated with community service activities engaged in by the student honors club, the College of Arts and Sciences Honors Association (CASHA.) This year, CASHA initiated a book drive for a school in Ghana, Africa. The collection was very successful, and the program will now help get the books shipped overseas. Another interest of the students this year was providing help to the Shelter for Women, a local organization that helps homeless and battered women.

**Key Performance Indicators**

When measuring the performance of the Honors Program, it is important to take into account the impact on the many students who have been a part of the program at some point in their four years at Howard, but who ultimately do not complete all of the requirements for graduation from the program. Therefore some key performance indicators are the number of students who are able to extend or enhance their academic experience through grants from the program. The list of students the program has helped this year in this way is given in the section on significant achievements. Another indicator of the number of students who experience some special academic experience. Our primary indicator of this is the number of senior theses that are submitted or presented. However, this is only a indicator of the number who participate in the research process, as the number of students who participate in the directed readings, and the number who begin work on a thesis project greater than the number who actually complete the project to the satisfaction of their mentor and the program director. Other special experiences include the numbers who participate in conferences or cultural events. Another indicator is the number of students who have participated in the program who go on to continue their education in graduate or professional programs after graduating from Howard.

**Significant Events**

**Submission of theses and theses presentations:**

Thirteen students presented their thesis work at the end of the year; of these, twelve have submitted their final paper and are officially graduates of the program at this time. All twelve graduated with honors — seven *Summa Cum Laude*, four *Magna Cum Laude* and one *Cum Laude*. We list below each of the graduates, their major, thesis title, their Howard University thesis advisor, and their immediate career plans when known. The starred students presented their work, but have yet to turn in a finished product.

* Brandi Cage – Psychology, *Magna Cum Laude*  
  “Resting Blood Pressure and the Stability of Cardiac Reactions to Psychological Stressors”
Advisor: Dr. Jules Harrell, Psychology

Nicole Cammack – Psychology, Magna Cum Laude
“The Relationship Between Spirituality and Family on Help Seeking Behaviors Among African American Inpatients”
Advisor: Dr. Dominicus So, Psychology
Immediate future plans: Postbaccalaureate Research Program at NIH/NICHD

Katharine Carter – Psychology, Cum Laude
“Attitudes on Affirmative Action”
Advisor: Dr. Kellina Craig-Henderson, Psychology
Immediate future plans: Conducting research at the NIMH

Dennis Doster – History, Summa Cum Laude
(December 2002 graduate)
“An Uncivilized Union: Relations Between African Americans and Native Americans Outside the Five Civilized Tribes Along the Eastern Seaboard”
Advisor: Dr. Edna Medford, History
Immediate future plans: Editor – Thompson Publishing Group in DC

Dwann Davenport – Biology, Magna Cum Laude
“Genomic Imprinting of the H19 and Igf2 Genes”
Advisor: Dr. Franklin Ampy, Biology
Immediate future plans: Pharmaceutical Sales

Lasana Harris – Psychology, Summa Cum Laude
“Testing the Theory: an Empirical Test of Stereotype Threat Theory in Historically Black College and University Student Populations”
Advisor: Dr. Cynthia Winston-Kittles, Psychology
Immediate future plans: Graduate School at Princeton University in Social Psychology

Brandon Hogan – Political Science, Summa Cum Laude
Advisor: Dr. Johnnie Landon, Political Science
Immediate future plans: Harvard Law School

Maria Kane – History, Summa Cum Laude
“Fighting One War, Claiming Two Victories: A History of the Black WWAC’s of World War II”
Advisor: Dr. Selwyn Carrington, History
Immediate future plans: Seminary at Duke University

Shane Khan – Biology, Summa Cum Laude
“Co-Culture of Osteoblasts on Collagen Matrix”
Advisor: Dr. Winston Anderson, Biology
Immediate future plans: Masters in Public Health at Tulane University

Alicia LaChapelle – English, *Magna Cum Laude*
Advisor: Dr. Sumers, English
Immediate future plans: Intern at law firm

Melanie Nesbitt – Political Science, *Magna Cum Laude*
“An Analysis of the Prison-Industrial Complex and the Incarceration Rate of African Americans”
Advisor: Dr. Lorenzo Morris, Political Science
Immediate future plans: Law School

Marianna Ofosu, - Classics, *Summa Cum Laude*
“Slavery and Servility in Greek Oratory: Aristocratic Values of Freedom and ‘Public Morality’ in Democratic Athens”
Rhodes Scholar, Oxford University, MPhil in Development Studies
Advisor: Dr. Rudolph Hock, Classics

* Allana Roach – Biology, 3.48, *Cum Laude*
“Hematopoietic Stem Cell Therapy for Treatment of Astronauts’ Immunodeficiency in Space”
Advisor: Dr. Clarence Lee, Biology
Research Mentor: Dr. Seigo Ohi
Immediate future plans: Graduate school at Howard University

* Jeanelle Spencer – Biology
“Abnormal Endocytic Pathway in Mucolipidosos Type IV Fibroblasts”
Advisor: Dr. Ehud Goldin, NIH

Noelle Trent – History, *Summa Cum Laude*
“Black and Seminole Resistance During the Second Seminole War 1835 to 1842”
Advisor: Dr. Selwyn Carrington, History

Information Sessions:
Several information sessions took place through the year to inform or prepare the students for opportunities available to them

- State Department Information Session with Diplomat-in-Residence Nicholas M. Williams
- University of Massachusetts Amherst Isenberg School of Management Graduate School Information Session
• Teach for America – Jame Johnson, former Honors Program student and recent Howard University graduate
• Lehman Bros. Investment Management Firm – Carla Peterman, Rhodes scholar and Honors Program and Howard University graduate
• Howard University Graduate School – Kimberly Ellis, Special Assistant for Graduate Recruitment and Admissions
• Rhodes Scholarship – Dr. Daniel A. Williams

Honors Program sponsored group events

The Honors Program sponsored students, typically small groups between 10 and 20, to participate in activities that allowed them to present work, or to stimulate them culturally or academically.

• National Collegiate Honors Conference in Salt Lake City, Utah
• USEC (Science & Engineering Conference) at Tuskegee University
• Bus Tour of DC – Grey Line
• Regina Carter Quintet - Kennedy Center
• Division of Fine Arts plays: “The Old Settler”, and “God’s Trombones”
• Arena Stage play — “Ma Rainey’s Black Bottom”
• Warner Theater play — “Rent”
• Kennedy Center ballet — Alvin Ailey Dance Company
• Honors Programs of Communications, Business & COAS student Mixer
• Hearts Day Dinner
• Charter Day Dinner
• Gala Benefit Dinner – James A. Porter Colloquium on African American Art

Significant Achievements

Honors Program funded proposals

The Honors Program supported a record number of extracurricular activities this year. Of the students who submitted proposals, the Honors Council approved funding for nineteen educationally enhancing activities for our students. Funding ranged from $1700 to $3000
for activities such as unpaid internships, conferences, summer or semester domestic and international exchange programs, supervised field trips and supervised survey studies. The students and their proposals are listed below.

Donovan Anderson; Junior, History
Proposal: Study French at Middlebury French Language School, Vermont

Deidra Carr; Sophomore, Biology

Lauren Causey; Junior, English
Proposal: Study Abroad, the Sorbonne University, Paris, France

David Cheek; Sophomore, Biology
Proposal: Domestic Exchange, University of Southern California

Kyla Day; Junior, Psychology

Fonta Gilliam; Junior, Political Science
Proposal: International Mission on Diplomacy, Cape Town, Durban, Johannesburg, South Africa

Elizabeth Harrison; Sophomore, Biology
Proposal: Delegate/2004 International Mission on Environment, Sydney, Australia

Craig Jelks; Junior, Political Science
Proposal: Oxford University Study Abroad Program

Rachael Jennings; Sophomore, Biology

Eleisha John; Junior, Economics
Proposal: Study Abroad: University of Granada, Granada, Spain

Rashauna Johnson; Junior, Political Science
Proposal: Attend three conferences: Black Studies: Methodology, Pedagogy and Research; Annual Meeting of the Association for the Study of Classical African Civilizations; and National Council for Black Studies

Shane Khan; Senior, Biology
Proposal: Intense Arabic Study, Arabic Institute in Fex, Morocco

Eryn Mathewson; Junior, Anthropology
Proposal: Study Abroad: University of Granada, Granada, Spain

Robtel Pailey; Junior, African Studies
Proposal: Study Abroad, University of Cape Town, Cape Town, South Africa
Proposal: Caux Scholars program in Conflict Transformation in Caux, Switzerland

Jonathan Richardson; Sophomore, Political Science
Proposal: Intensive German Language program, Goethe Institut, Dusseldorf, Germany

Allana Roach; Senior, Biology
Proposal: Equipment & Supplies for Research/Attend Scientific Meetings

Erika Rollins-Tappin; Sophomore, English
Proposal: Study Similarities & differences in Teacher Training Between U.S. & Australia

Jendayi Trimble; Sophomore, Fashion Merchandising

Kenny Wesley; Junior, Spanish/Chemistry
Proposal: Thesis Research: Université des Antilles, Port au Prince, Martinique

Brian Woodward, Junior, History
Proposal: Research Brown v Board of Education at the Smithsonian

Challenges and Projected Solutions
A challenge discussed this year in the Honors Council was increasing the percentage of students who successfully complete the program. Potential solutions to be implemented in the upcoming year include various procedures to improve ongoing compliance with the requirements.

Synopsis of Honors Program data
This is broken down by students, faculty and staff below.

Students

Students admitted to the College of Arts and Sciences as freshmen are invited to join the Honors Program if their SAT score is at least 1150 or ACT score is at least 26 and high school GPA is at least 3.5. The Program seeks capable students who will thrive in an atmosphere of creative learning and intellectual exploration.

Students who do not enter the Program as freshman and transfer students are invited at the beginning of their sophomore year. These students must have at least a 3.5 cumulative grade point average. Students may remain in the program as long as they maintain a 3.0 GPA.
Enrollment data

Total Student Enrollment:
Freshmen – 55
Sophomores – 86
Juniors – 110
Seniors – 66

Proportion of students in program by division:

As a majority of the students are in the division of natural science, a breakdown of that division by major is given.

Breakdown of Natural Science by department
Graduation data

As listed above twelve students graduated from the program this year.

Student achievement

Major national and international scholarship winners:

- Marianna Ofosu, Senior, Classics Major, selected as Rhodes Scholar to earn a Masters in Philosophy in Development Studies at Oxford

- Ms Kimberly Jernigan, Junior, won the prestigious Merck Undergraduate Research Scholarship to study chemistry

Honors Program students inducted into Phi Beta Kappa this year:

Carla Maria Alexander
   Leslie Ann Boxill
   Dennis Doster
   Colin Flaveny
   Kenny Fournillier
   Brandon Hogan
   Rashauna Johnson
   Maria Kane
   Shane Khan
   Alicia LaChapelle

262
Students in good standing

All of the 300+ students in the program, less the ones who have been dismissed (see below.)

Students on probation

None.

Students dismissed

Students who fail to maintain a cumulative GPA of at least 3.0 are summarily dismissed from the program. Only two (taken from Fall 02 grades since all grades may not be in yet for this semester) students have been identified at the time of this report. However this statistic has not been completed.

Student organizations and associations

CASHA (College of Arts and Sciences Honors Association):

CASHA serves as the non-academic branch of the Honors Program of the College of Arts and Sciences. Students in the Honors Program are automatically members of CASHA. The organization's purpose is to represent the Honors Program in the Howard community, to engage in community service both in and outside the University, and to initiate activities aimed at enhancing the cultural and intellectual growth of its constituents.

The primary achievement of CASHA this academic year was to organize a mixer of the Honors Programs on campus, which results in the formation of the Leadership Advisory Panel.

This year’s officers were:
President: Ms. Marianna Ofosu
Vice President: Ms. Arabella Littlepage
Secretary: Ms. Billie Sadler
Treasurer: Mr. Torry Douglas
E-board: Ms. Orriel Richardson
          Ms. Tiffany Norwood
Honors Council: Mr. Kenny Wesley
            Ms. Grace-Ann Duncan
Officers for the next academic year were elected in April. The new officers are:
President: Ms. Rashele Cross
Vice President: Ms. Jeanelle Ferril
Secretary: Ms. Erica Rollins-Tappin
Treasurer: Ms. Ashley Ryles
E-board: Mr. Robert Boone
Honors Council: Ms. Grace-Ann Duncan

Faculty

The Honors Program faculty is derived from the departments of the College. Listed below is all of the faculty members of the College who have taught at least one Honors Program three credit course this academic year, including those professors that successfully mentored a student to write a thesis (most of these professors therefore supervised a three credit Senior Thesis course.) Not listed are the many faculty that have taught a department Directed Readings course (in many instances, these courses are taught one-on-one), or contributed to the Honors Program in some other significant way, such as by mentoring a senior who worked on but did not satisfactorily complete a thesis. The program is indebted to these instructors as well. Faculty publications, research activities, and professional affiliations are listed in the respective department’s annual report.

Faculty Distribution

Composition for Honors – Department of English

Mr. E. R. Braithwaite
Mr. Clement Goddard
Mr. Andre Hoyrd
Ms. Ethel Lewis
Dr. T. P. Mahadevan
Dr. Mary Martin
Ms. Daria Winter

Introduction to the Study of Civilization Honors – Department of History

Dr. Dana Hale
Dr. Grace Vuoto

General Literature Honors

Dr. Molly Levine, Department of Classics
Dr. Carol Hall, Department of Modern Languages & Literature

Representative Thinkers – Philosophy
Dr. Joseph Asike
Dr. Patrick Goodin

2002-2003 Thesis advisors

Dr. Alinda Sumers, English
Dr. Selwyn Carrington, History
Dr. Winston Anderson, Biology
Dr. Edna Medford, History
Dr. Jules Harrell, Psychology
Dr. Dominicus So, Psychology
Dr. Kellina Craig-Henderson, Psychology
Dr. Cynthia Winston-Kittles, Psychology
Dr. Johnnie Landon, Political Science
Dr. Ehud Goldin, NIH
Dr. Clarence Lee, Biology
Dr. Franklin Ampy, Biology
Dr. Lorenzo Morris, Political Science
Dr. Rudolph Hock, Classics

Staff

Staff distribution

The present administrative structure consists of a director, an administrative secretary and two undergraduate assistants.

The director is advisor to Honors Program students, particularly the underclassmen, and supervisor of the secretary and undergraduate assistants. He is the institutional representative for the Rhodes, Harry S. Truman, Andrew Mellon and Jack Kent Cooke Scholarships, and as such, coordinates the selection of and preparation of the candidates for the first three. He convenes and chairs Honors Council meetings. He approves of budget expenses apropos of the use of Mellon Foundation funds for Honors Program courses, seminars, and events, student proposals, activities and equipment/supplies for student use. He arranges Honors Program seminar courses. He orchestrates and/or sponsors events of bearing to Honors students, such as special lectures. He oversees and steers the direction of the program and enforces the Honors Council and COAS mandated structure of the program.

The administrative secretary oversees the day-to-day operation of the office. She assists the director with advising Honors Program students. She assists in the handling of the Rhodes and Truman scholarship process. She keeps students informed of all scholarships, internships and employment opportunities available to them through email and postings. She maintains the database of information on students in the program. She also maintains the budget and keeps track of all expenditures on the Honors Program supplies account as well as the Mellon
Endowment. She oversees the day-to-day work of the student assistants. She plans and/or expedites many of the information sessions, and cultural and social activities.

The undergraduate student assistants pick up mail, keep the bulletin board updated, help to keep the computers and other equipment in running shape and assist the administrative secretary and director in other non-routine chores that arise. They also have the task of maintaining the Honors web site during the academic year.

**Professional development and Leadership Academy classes attended**

Karen Lindsey Murdock attended several Leadership Academy classes (June 2002):
Seven Habits of Highly Effective People
Valuing Diversity – Strategies & Resolutions
Effective Front Desk and Telephone Management
Becoming an Empowered Team Player

**Grants and Contracts**

The funding for Honors Program events, activities, and programs is derived from the Honors Program Mellon endowment.

**Current changes**

Some changes will be implemented in the upcoming academic year to more closely monitor and help enforce adherence to the requirements to the program. Also the GPA requirement to remain in the program will be increased to 3.2.
A. UNIT OVERVIEW – CHAIRMAN’S SUMMARY

This year has been a successful one overall. In the fall, thanks to Daniel Williams and James Donaldson, we were able to put our placement examination on line and indeed most incoming students took the examination this way. It seems to have led to a better placement of students as well as a pleasanter first week at Howard for the new students. We have set up a room for as a lounge for our students and have secured funds to furnish this room. The Math Club and Math Team both were revived this year and their activities included participating in two math contests and a trip to the Cryptology Museum. Our number of math majors graduating went from five to ten. The graduate program had several success of note. One was being chosen as an Allied Department for the Carnegie Initiative on the Doctorate. Eighty five universities applied and ten were chosen. A second success was being awarded four GAANN fellowships to support new graduate students. The six graduate students that entered this fall all are progressing and all six are planning to return next fall.

The number of students choosing math as a major is staying constant but as there will be more opportunities for employment for these majors in their undergraduate years the number graduating should increase significantly. Several very able students are doing double majors and many more would if there were more cooperation from the colleges of Engineering and Business. About six students are engaged in undergraduate research projects.

Our research output remains high and covers a wide spectrum of mathematical fields. There is no doubt that when our physical facilities and institutional support comes to match the creative energy of our faculty, ours will be among the top mathematics department in the nation. Certainly, looking over the last twenty years, our department has come a very long way, to an enviable level of recognition in the mathematics community.

The department notes with regret the retirement of our colleague, James Joseph. He taught here for since 1965 and was pivotal in the early development of the department. He will be remembered as an excellent and prolific researcher in the field of topology and as a very clear lecturer.
On a sad note, Professor Emeritus Paul Slepian passed away in August of 2002. He was a member of the department from 1970 until his retirement in 1988. His research specialty was the application of the techniques of algebraic topology and graph theory to electrical network theory. He was instrumental in our establishing a Ph.D. program in mathematics here at Howard.

1. **Mission, Goals, and Objectives of the Department**

   The Department subscribes fully to the goals and missions of the University and of the College of Arts and Sciences. In this the department is committed to providing a sound mathematical education that gives graduates of Howard University the competence and confidence to participate fully in our technological society and a competitive global environment. The department is also committed to full partnership with other units in advancing the base of knowledge.

2. **Progress in fulfillment of University’s mission**

   Mathematics majors are in demand in practically every critical professional field. Our department is very alert to this fact and equally concerned about the underrepresentation of the minorities, especially the African-American, in these fields. Almost all of our graduates are African American but “aggressive” recruiting can increase the number significantly. This would require resources to implement certain recruiting strategies such as having math majors visit high schools. The number of mathematics majors graduating this year has increased from five last year to ten this year.

   Many of our service courses use social science, economics and health science issues as models for demonstrating mathematical strategies. For example, population growth of bacteria, compound interest transactions, optimization under constraints, amortization and sinking funds, and the validity of opinion polls feature in our courses in Precalculus, Calculus, and Actuarial Seminar and Statistics.

   At the undergraduate level, we continue to enjoy the support of the Dean’s Office in implementing peer tutoring in our Mathematics Tutorial Laboratory (MTL). Each year the MTL has served more students than the year before. This has had a positive impact on our programs in bringing much-needed one-on-one instructional support to our service courses while reinforcing the knowledge base of our majors who serve as tutors. At this point, however, we still request that financing the MTL should be made a permanent feature of our budget. This should also be the case with the students who serve as assistants in the large lecture courses. We lost valuable time getting this help for our large lecture courses last fall. For the spring semester we were able to move the MTL to ASB-B room 109 which is closer to the mathematics department but not on the same floor. In the summer CAR needed this room for their own efforts and the MTL is back in the Human Ecology Building. The lack of space is hurting our efforts here.
3. **Key Performance Indicators**

Our majors have been going to Graduate Schools in Mathematics, Economics, Education and Physics or going to Medical, Dental or Law Schools. A good number are employed in Finance and Investment firms and in Actuarial Science and Computer Science concerns. The Department is currently collaborating with the Human Genome Center. Many of this year’s graduates are planning to go into teaching.

For the first time in recent history all our senior mathematics majors passed the senior comprehensive examination this year.

4. **Significant Events and Achievements**

In May 2002, five of our Ph.D.’s students were awarded the Ph.D. degree, four of them being women. Our department has remained the major producer of Ph.D.s in mathematics of both male and female African Americans. This year we added one more student to this roster and about six students are due to finish next year.

5. **Challenges and Projected Solutions**

The department still remains scattered over four buildings. Namely the Academic Support Building B, the Freedman Annex III, Locke Hall and the Human Ecology building. Certain redesign of Annex III cut our faculty and students away from ready access to the building. Student consultations with faculty in that building have dropped to an all-time-low with possible negative impact on performance by and hence retention of students. Additionally the design cut off elevator service to these faculty offices, thus denying access to physically handicapped individuals. We urge immediate action to correct this situation.

The physical location and condition of our Mathematics Tutorial Laboratory need significant improvement. The service is at least as important as the Writing Center of the English Department. Poor housing and/or support should not compromise the overall objective of the department and the college in providing this service. We did relocate this service to room 109 of ASB-B during the spring semester but this depends on the CAR program and had to be moved back to the Human Ecology building this summer. We need a location within the main part of the mathematics department. Until the new science building becomes available we need to consolidate in two floors of ASB-B and ask the support of the Deans and the Provost to make this happen.

The department’s budget for supplies and expenses remains far less than adequate. There is no provision for travel funds in the budget for faculty to attend conferences to present research findings and/or participate in programs aimed at improving teaching. We also have no provision for the department to have membership in professional organizations, to advertise, to recruit, and to put out attractive pamphlets about our program and its rewards and requirements.
In the last two Annual Reports, we called attention to the fact that we had two over-worked members in our support staff with occasional student helper. We expect to continue to work with the Dean’s office toward achieving adequate support staff. Ours is one of the largest service departments in the university with corresponding demand on office work.

In March 2002, a review panel appointed by the Dean of the College of Arts and Sciences visited our department. A preliminary report of that panel underscored the challenges and needs stated above. We again hope that the external opinion from this panel will reinforce our perennial request for attention to these issues.

6. **Students**

Over 3000 students enroll in Mathematics courses each semester but only approximately 60 of these are majors in Mathematics while hundreds essentially minor in Mathematics (taking a total of 16 or more credit hours).

In May 2003, the department presented 14 students for graduation with a degree in Mathematics.

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Immediate Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aquil, Supreme</td>
<td>Systems Analyst</td>
</tr>
<tr>
<td>Brandon, Alesha</td>
<td>Teaching</td>
</tr>
<tr>
<td>Barber, Yolanda(CL)</td>
<td>Graduate School</td>
</tr>
<tr>
<td>Gethers, Villet</td>
<td>Teacher, DC</td>
</tr>
<tr>
<td>Henson, Leilani</td>
<td>Graduate School of Education</td>
</tr>
<tr>
<td>Hooks, Teshara(CL)</td>
<td>Teaching</td>
</tr>
<tr>
<td>Hunte, Allison</td>
<td>Teaching</td>
</tr>
<tr>
<td>Mahop, Xaverie(SCL)</td>
<td>Finance</td>
</tr>
<tr>
<td>Robinson, Mark</td>
<td>Medicine</td>
</tr>
<tr>
<td>Smith, Darren</td>
<td>Unknown</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Masters</th>
<th>Immediate Destination</th>
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</thead>
<tbody>
<tr>
<td>Adams, Chase</td>
<td>enter Ph.D. program, Howard University</td>
</tr>
<tr>
<td>Farrier, Sandra</td>
<td>enter Ph.D. program, Howard University</td>
</tr>
<tr>
<td>Mohammed, Ahmed</td>
<td>enter Ph.D. program, Howard University</td>
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<table>
<thead>
<tr>
<th>Doctor of Philosophy</th>
<th>Immediate Destination</th>
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</thead>
<tbody>
<tr>
<td>Brooks, Sean</td>
<td>Instructor, Howard University</td>
</tr>
</tbody>
</table>
7. Faculty

**Full-time Faculty**

Adeboye, Adeniran  Maleki, Amir  
Basu, Sudeshna  Martin, Donald  
Bayne, Richard  Miller, Walter  
Bezandry, Paul  McGowan, Jill  
Berezovsky, Faina  Peart, Paul  
Bourgin, Richard  Ramaroson, Francois  
Chen, Sen-Huei  Raphael, Louise  
Diagana, Toka  Robart, Thierry  
Donaldson, James  Sesay, Mohamed  
Einstein-Matthews, Stanley  Shapiro, Louis  
Getu, Seyoum  Sitaraman, Sankar  
Hindman, Neil  Sundararaman, Duraiswamy  
Hough, David  Williams, Daniel  
James, David  Woan, Wen-Jin  
Kwack, Myung  Yakubu, Abdul-Aziz  
Leslie, Joshua  
Lutterodt, Clement

**Part-time Faculty**

Adeboye, Tolani  
Bassirou, Diatta  
Brooks, Sean  
Dwarka, Pankaj  
Kengeffey, William  
Molobe, Mohlala  
Moore, Charles  
Saud, Mohammed  
Syafrida, Syafrida

8. Departmental administrative structure.

The Department’s administrative structure is as follows:

Interim Chairman: Dr. Louis W. Shapiro  
Director, Graduate Studies: Dr. Neil Hindman  
Director, Undergraduate Studies: Dr. Seyoum Getu  
Chair, Curriculum Committee Dr. Francois Ramaroson  
Chair, Tenured Faculty Committee Dr. Clement Lutterodt  
Coordinator of Course Scheduling: Mr. Richard Bayne  
Coordinator of Summer School: Dr. Senhuei Chen  
Chair, Graduate Committee Dr. Cora Sadosky
9. Research Publications

Adeniran Adeboye

“Nearly Kahler homogeneous spaces of positive constant type” – in preparation

Sudeshna Basu


Faina Berezovsky


Paul Bezandry

March 2003.

Fluctuation Theory for a Three-dimensional Model of Maxwellian Molecules. Journal of Statistical Physics. Vol 110 No. 3-6

Trajectorial Central Limit Theorem for a Mean Field Model with Linear Intensity. Submitted to Transport Theory and Statist. Phys.

Stanley Einstein-Matthews


Rational Approximants in a Polydisc Versus a Ball in $\mathbb{C}^N$: Submitted (with C.H. Lutterodt).

Weighted Parameter Dependent Bergman Kernel, Bergman Projection and Fourier Integral Operators: Submitted (with Jeffery S. Fleming).

Continuity and Differentiability Properties of Parameter Dependent Solutions of the $\overline{\nabla}_t$-Equation.: Submitted (with Jeffery S. Fleming).

Multivariate Theory on Directed Weakly Complete Noncompact Kaehler Manifolds: Seyoum Getu

Lattice Paths on Parallel planes. (in preparation)

Myung Kwack

“Fixed Point Sets of Normal Selfmaps” co-authored with James Joseph
Scientiae Mathematicae Japonicae, 57 No2(2003) 271-277

**Joshua A. Leslie**


Four Articles


(with Qingqi Yue) Decomposition of Odd Dimensional Vector Bundles Pacific Journal of Mathematics (accepted for publication)

(with Qingqi Yue) The Vector Bundle Decomposition (submitted)

**Clement Lutterodt**

Rational Approximants in a Polydisc versus a Ball in \( \mathbb{C}^N \) with S. Einstein-Matthews, revised to be re-submitted 2003.


“New Genomic Measures and Maps based on the count of DNA Nucleotide Atoms that compose the DNA sequence” with Jeffrey Clark, George Bonney and Georgia Dunston, to appear 2003.

Rational Interpolation of the Lagrange-type to Meromorphic Functions in \( \mathbb{C}^N \), with Yan Zhao, in preparation 2003.

**Mohammed Mahmood**


M.F. Mahmood,"Modeling Self-Trapped Propagation in Media with Cubic Nonlinearity," Optik (Accepted).


(b). Book Reviews

Collaborator on NASA's project on Modular Assays for Solar System Exploration.

Paul B. Peart


Louise Raphael


Thierry Robart


Submitted:

Cora Sadosky

“Scattering Systems and State space Realizations in several Complex Variables,” (with J. Ball and V. Vinnikov) preprint September 2000.

“Hilbert Spaces Contractively included in the Hardy Space of the Bidisk,” (with D. Alpay, V. Bolotnikov and A. Dijksma).


(With M. Cotlar)
“Conservative input-state-output systems with evolution on a multidimensional integer lattice”, submitted.
(With J. A. Ball and V. Vinnikov)

Louis W. Shapiro


Wen-jin Woan


Yakubu, Abdul-Aziz


10. Professional Development

Seventeen members of the department attended the joint meetings of the AMS-MAA this January in Baltimore. Six members of the department presented papers at these national meetings.

Dr. Joshua A. Leslie

Invited talks

Dr. Jill McGowan

Invited Talks

Instituto de Matematicas, Unidad Cuernavaca-UNAM, Cuernavaca, Mexico, March 15-22, 2003.

Completed a course in online teaching at University of Maryland University College, May 2002.

Participant in Pre-calculus Summit, Sonoma, Calif. May 2002.

11. Professional Affiliations/Accomplishments

<table>
<thead>
<tr>
<th>Name</th>
<th>Accomplishment</th>
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<tbody>
<tr>
<td>Adeniran Adeboye</td>
<td>Member, Executive Committee, Curriculum Committee, Scholarship Committee,</td>
</tr>
<tr>
<td></td>
<td>Department of Mathematics</td>
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<tr>
<td></td>
<td>Member, Executive Committee of HURSAP</td>
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<td></td>
<td>Member, Distinguished Faculty Committee</td>
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<tr>
<td></td>
<td>Instructor and Yoruba School Coordinator of Instruction, Institute of Yoruba</td>
</tr>
<tr>
<td></td>
<td>Language of Culture</td>
</tr>
<tr>
<td>Sudeshna Basu</td>
<td>Member, Final Examination Committee, Department of Mathematics</td>
</tr>
<tr>
<td>Richard Bayne</td>
<td>Member, Academic Policy &amp; Standards Committee and the Nominations Committee,</td>
</tr>
<tr>
<td></td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td></td>
<td>Judge, D.C. Science Fair for the District of Columbia Public Schools</td>
</tr>
<tr>
<td>Sen-Huei Chen</td>
<td>Member, Tenured Faculty Committee, Department of Mathematics</td>
</tr>
<tr>
<td>Stanley Einstein-Matthews</td>
<td>Member, Graduate Committee, Curriculum Committee, Undergraduate Advisory</td>
</tr>
<tr>
<td></td>
<td>Committee, Library Committee and the Graduate Admissions Committee,</td>
</tr>
<tr>
<td></td>
<td>Department of Mathematics</td>
</tr>
</tbody>
</table>
Summer School: Instructional and Research Supervisor of two graduate students to help them prepare rapidly to commence on their dissertation fields of research

**Seyoum Getu**
Director of Undergraduate Studies, Member tenured members committee, Combinatorics Seminar, Church building committee

**Neil Hindman**
Member, Tenured Faculty Committee, Graduate Committee and the Executive Committee, Department of Mathematics
Member, Merit Review Committee, Howard University

**Myung Kwack**
Member, Tenured Faculty Committee, Graduate Committee, Department of Mathematics
Member, Appointments, Promotions and Tenure Committee, Committee on Alumni Awards and Honorary Degrees, College of Arts & Sciences

**Joshua Leslie**
Member, Executive Committee, Graduate School, Howard University
Member, Executive Committee, College of Arts and Sciences
Member, College of Arts & Sciences Dean’s Advisory Committee
Editor, Algebras, Groups, and Geometries
Nominated to Editorial Board of Afrika Matematika
I served as the editor in chief of a new mathematics journal called The African Diaspora Journal of Mathematics and I am
editor of the mathematics journal called Algebras, Groups, and Geometries. During the course of the year I served on the committee of COAS which studied the Merit Award system of the university; we formulated recommendations for the COAS to make to the university administration. I also served on the search committee for a new chairperson of the Mathematics department. I also applied for and obtained membership in the graduate faculty.

Clement Lutterodt

Member, Committee on “Forum for Mathematics in Africa,” Trieste, Italy, October 1999

Invited to spend four weeks doing research at the ICTP, Italy

Member, Executive Committee, Graduate Committee and Tenured Faculty Committee, Department of Mathematics

Member, Advisory Committee, Graduate School of Arts & Sciences

Conducted a workshop discussion about the preparation of Math-majors aspiring to get into Graduate Mathematics

Invited to participate on the Committee Organizing Forum in Africa, Trieste, Italy, November

Organized the Conference on “Math Majors” in HBCU’s, Washington, D.C.

Mohammad Mahmood

Reviewer for the following: SPIE, Optical Engineering, the Optics Letters (Optical Society of America (OSA); Journal of Optical Society of America B, Applied Optics; IEEE Journal of light wave technology; and American Institute of Physics (AIP) Physical Review letters, Physical Review A, and Physical Review E
Advised a graduate student (Sean D. Brooks) for Ph.D. dissertation on Mathematical Modeling of Solitons in Optical Fibers, who graduated in spring 2003.


Taught College Algebra I & II (multiple sections), and Differential Equations using analytic, qualitative and numerical techniques.

Collaborating research with faculty members of Howard University and also with the faculty members/scientists/mathematicians of other universities/organizations. Writing scientific research proposals individually and jointly with the faculty members of other universities/organizations. Active involvement in Seminars/Colloquium.

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Member, American Statistical Association, Committee on Minorities in Statistics

Member, Library Committee

**Jill McGowan**  
Member, Library Committee and Undergraduate Adviser, Department of Mathematics

Volunteer for the Clothes Closet and the Shepherd’s Table

Undergraduate Student Advisor

Member, Sister Parish Committee, St. John the Baptist Church
**Walter Miller**  
Member, Mathematics Placement Examination Committee, Senior Comprehensive Examination Committee, MATH 006 Final Examination Committee, Graduate Committee, Tenured Faculty Committee, Dynamical Systems Ph.D. Comprehensive Examination Committee, and Fall 1999, Dynamical Systems Ph.D. Qualifying Examination Committee (Co-drafted exam - Spring 2000, Department of Mathematics)  
Judge, Mathematics Projects for the 55th Annual Citywide Mathematics, Science and Technology Fair

**Francois Ramaroson**  
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H.U. contact person for programs in mathematics e.g. Boston University PROMYS.

**Thierry Robart**  
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Representative for the department, Nomination Committee of the Natural Sciences Division.


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Member, Edge Program, Selection Committee, March 2000.

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Member, Peer Evaluation Committee of Comprehensive Science Computer Science Faculty
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Co-director, summer research projects at Cornell University
Judge, AMS undergraduate research projects.

12. Staff
Yvonne Prince- Administrative Assistant

Professional Development
Developing Management Skills for Secretaries, Administrative Assistants, and Support Staff
Leadership Training Workshop
Problem Analysis & Decision Making
Conflict Management and Confrontational Skills
Time Management
Physical Facilities Management Online Work Request Training
Time and Attendance Training for Timekeepers and Supervisors

Micah Z. Johnson - Administrative Secretary

Professional Development

Banner IV
Asset/Property Management (Building Monitor)
Time and Attendance Training for Timekeepers and Supervisors
Howard University Performance Evaluation Process (PEP)
Physical Facilities Management Online Work Request Training
Materials Management Seminar
Stress Management

13. Grants and Contracts

Dr. Joshua A. Leslie – Principal Investigator and Dr. Stanley Einstein-Mathews
Co-Principal Investigator
Mordecai Wyatt Johnson Program: 3 Year Grant – 2000-2003
Project: The Computational Mathematical Laboratory:–
An Interdisciplinary Center for Mathematical, Physical and Biological,
Sciences, Funded ($602,406) ending June 2003

Research Grants
M.F. Mahmood (PI), T. Robart (Co-PI): NSF/CBMS Regional Conference in the
Mathematical Sciences- Lectures on General Theory of Solitons, May 11 to May
Graduate Education and Research Traineeship (IGERT) Program (Preproposal
accepted).
A. UNIT OVERVIEW – CHAIRMAN’S SUMMARY

This year has been a successful one overall. In the fall, thanks to Daniel Williams and James Donaldson, we were able to put our placement examination online and indeed most incoming students took the examination this way. It seems to have led to a better placement of students as well as a pleasanter first week at Howard for the new students. We have set up a room for as a lounge for our students and have secured funds to furnish this room. The Math Club and Math Team were both revived this year and their activities included participating in two math contests and a trip to the Cryptology Museum. Our number of math majors graduating went from five to ten. The graduate program had several successes of note. One was being chosen as an Allied Department for the Carnegie Initiative on the Doctorate. Eighty five universities applied and only ten were chosen. A second success was being awarded four GAANN fellowships to support new graduate students. The six graduate students that entered this fall all are progressing and all six are planning to return next fall.

The number of students choosing math as a major is staying constant but as there will be more opportunities for employment for these majors in their undergraduate years the number graduating should increase significantly. Several very able students are doing double majors and many more would if there were more cooperation from the colleges of Engineering and Business. About six students are engaged in undergraduate research projects.

Our research output remains high and covers a wide spectrum of mathematical fields. At least sixteen of our faculty members had an article either appearing or accepted in a refereed journal this year for a total of about fifty articles. There is no doubt that when our physical facilities and institutional support comes to match the creative energy of our faculty, we will be among the top mathematics department in the nation. Certainly, looking over the last twenty years, our department has come a very long way, to an enviable level of recognition in the mathematics community.

The department notes with regret the retirement of our colleague, James Joseph. He has taught here since 1965 and was pivotal in the early development of the department. He will be remembered as an excellent and prolific researcher in the field of topology and as a very clear lecturer.
On sad note, Professor Emeritus Paul Slepian passed away in August of 2002. He was a member of the department from 1970 until his retirement in 1988. His research specialty was the application of the techniques of algebraic topology and graph theory to electrical network theory. He was instrumental in our establishing a Ph.D. program in mathematics here at Howard.

1. Mission, Goals, and Objectives of the Department

The Department subscribes fully to the goals and missions of the University and of the College of Arts and Sciences. In this the department is committed to providing a sound mathematical education that gives graduates of Howard University the competence and confidence to participate fully in our technological society and a competitive global environment. The department is also committed to a full partnership with other units in advancing the base of knowledge.

2. Progress in fulfillment of University’s mission

Mathematics majors are in demand in practically every critical professional field. Our department is very alert to this fact and equally concerned about the underrepresentation of the minorities, especially the African-American, in these fields. Almost all of our graduates are African American but “aggressive” recruiting can increase the number significantly. This would require resources to implement certain recruiting strategies such as having math majors visit high schools. The number of mathematics majors graduating this year has increased from five last year to ten this year.

Many of our service courses use social science, economics and health science issues as models for demonstrating mathematical strategies. For example, population growth of bacteria, compound interest transactions, optimization under constraints, amortization and sinking funds, and the validity of opinion polls feature in our courses in Precalculus, Calculus, the Actuarial Seminar and Statistics.

At the undergraduate level, we continue to enjoy the support of the Dean’s Office in implementing peer tutoring in our Mathematics Tutorial Laboratory (MTL). Each year the MTL has served more students than the year before. This has had a positive impact on our programs in bringing much-needed one-on-one instructional support to our service courses while reinforcing the knowledge base of our majors who serve as tutors. At this point, however, we still request that financing the MTL should be made a permanent feature of our budget. This should also be the case with the students who serve as assistants in the large lecture courses. We lost valuable time getting this help for our large lecture courses last fall. For the spring semester we were able to move the MTL to ASB-B room 109 which is closer to the mathematics department but not on the same floor. In the summer CAR needed this room for their own efforts and the MTL is back in the Human Ecology Building. The lack of space is hurting our efforts here.
3. **Key Performance Indicators**

   Our majors have been going to Graduate Schools in Mathematics, Economics, Education, and Physics or going to Medical, Dental or Law Schools. A good number are employed in Finance and Investment firms and pursuing Actuarial Science and Computer Science careers. The Department is currently collaborating with the Human Genome Center. Many of this year’s graduates are planning to go into teaching.

   For the first time in recent history all our senior mathematics majors passed the senior comprehensive examination this year.

4. **Significant Events and Achievements**

   In May 2002, five of our Ph.D.’s students were awarded the Ph.D. degree, four of them being women. Our department has remained the major producer of Ph.D.s in mathematics of both male and female African Americans. This year we added one more student to this roster and about six students are due to finish next year.

5. **Challenges and Projected Solutions**

   The department still remains scattered over four buildings. Namely the Academic Support Building B, the Freedman Annex III, Locke Hall and the Human Ecology building. Certain redesign of Annex III cut our faculty and students away from ready access to the building. Students have been far less able to meet with their teachers who have offices in Annex III. It’s a difficult maze to get through. Consultations with faculty in that building has dropped to an all-time-low with possible negative impact on performance by and hence retention of students. Additionally the design cut off elevator service to these faculty offices, thus denying access to physically handicapped individuals. We again urge immediate action to correct this situation.

   The physical location and condition of our Mathematics Tutorial Laboratory need significant improvement. The service is at least as important as the Writing Center of the English Department. Poor housing and/or support should not compromise the overall objective of the department and the college in providing this service. We did relocate this service to room 109 of ASB-B during the spring semester but this depends on the CAR program and had to be moved back to the Human Ecology building this summer. We need a location within the main part of the mathematics department. Until the new science building becomes available we need to consolidate in two floors of ASB-B and ask the support of the Deans and the Provost to make this happen.

   The department’s budget for supplies and expenses remains far less than adequate. There is no provision for travel funds in the budget for faculty to attend conferences to present research findings and/or participate in programs aimed at improving teaching. We also have no provision for the department to have membership in professional organizations, to advertise, to recruit, and to put out attractive pamphlets about our program and its rewards and requirements.
In the last three Annual Reports, we called attention the fact that we had two overworked members in our support staff with occasional student helpers. We expect to continue to work with the Dean’s office towards building an adequate support staff. Ours is one of the largest service departments in the university with corresponding very high demand on office work.

In March 2002, a review panel appointed by the Dean of the College of Arts and Sciences visited our department. A preliminary report of that panel underscored the challenges and needs stated above. We again hope that the external opinion from this panel will reinforce our perennial request for attention to these issues.

6. Students

Over 3000 students enroll in Mathematics courses each semester but only about 60 of these are majors in Mathematics while hundreds essentially minor in Mathematics (taking a total of 16 or more credit hours).

In May 2003, the department presented 14 students for graduation with a degree in Mathematics.

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Immediate Destination</th>
</tr>
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<tbody>
<tr>
<td>Aquil, Supreme</td>
<td>Systems Analyst</td>
</tr>
<tr>
<td>Brandon, Alesha(MCL)</td>
<td>Teaching</td>
</tr>
<tr>
<td>Barber, Yolanda(CL)</td>
<td>Graduate School</td>
</tr>
<tr>
<td>Gethers, Villet</td>
<td>Teacher, DC</td>
</tr>
<tr>
<td>Henson, Leilani</td>
<td>Graduate School of Education</td>
</tr>
<tr>
<td>Hooks, Teshara(CL)</td>
<td>Howard University</td>
</tr>
<tr>
<td>Hunte, Allison</td>
<td>Teaching</td>
</tr>
<tr>
<td>Mahop, Xaverie(SCL)</td>
<td>Teaching</td>
</tr>
<tr>
<td>Robinson, Mark</td>
<td>Medicine</td>
</tr>
<tr>
<td>Smith, Darren</td>
<td>Unknown</td>
</tr>
</tbody>
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<tr>
<th>Masters</th>
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</thead>
<tbody>
<tr>
<td>Adams, Chase</td>
<td>enter Ph.D. program, Howard University</td>
</tr>
<tr>
<td>Farrier, Sandra</td>
<td>enter Ph.D. program, Howard University</td>
</tr>
<tr>
<td>Mohammed, Ahmed</td>
<td>enter Ph.D. program, Howard University</td>
</tr>
</tbody>
</table>

Doctor of Philosophy
Brooks, Sean
Instructor, Howard University
7. Faculty

Full-time Faculty

Adeboye, Adeniran    Maleki, Amir
Basu, Sudeshna       Martin, Donald
Bayne, Richard       Miller, Walter
Bezandry, Paul       McGowan, Jill
Berezovsky, Faina    Peart, Paul
Bourgin, Richard     Ramaroson, Francois
Chen, Sen-Huei       Raphael, Louise
Diagana, Toka        Robart, Thierry
Donaldson, James     Sesay, Mohamed
Einstein-Matthews, Stanley Shapiro, Louis
Getu, Seyoum         Sitaraman, Sankar
Hindman, Neil        Sundaraman, Duraiswamy
Hough, David         Williams, Daniel
James, David         Woan, Wen-Jin
Kwack, Myung         Yakubu, Abdul-Aziz
Leslie, Joshua
Lutterodt, Clement

Part-time Faculty

Adeboye, Tolani
Bassirou, Diatta
Brooks, Sean
Dwarka, Pankaj
Kengeffey, William
Molobe, Mohlala
Moore, Charles
Saud, Mohammed
Syafrida, Syafrida

8. Departmental administrative structure.

The Department’s administrative structure is as follows:

Interim Chairman: Dr. Louis W. Shapiro
Director, Graduate Studies: Dr. Neil Hindman
Director, Undergraduate Studies: Dr. Seyoum Getu
Chair, Curriculum Committee Dr. Francois Ramaroson
Chair, Tenured Faculty Committee Dr. Clement Lutterodt
Coordinator of Course Scheduling: Mr. Richard Bayne
Coordinator of Summer School: Dr. Senhuei Chen
Chair, Graduate Committee Dr. Cora Sadosky
9. Research Publications

Faina Berezovsky


Paul Bezandry

2. Trajectorial Central Limit Theorem for a Mean Field Model with Linear Intensity. Submitted to Transport Theory and Statist. Phys.

Stanley Einstein-Matthews

1. Rational Approximants in a Polydisc Versus a Ball in $\mathbb{C}^n$: Submitted (with C.H. Lutterodt).  
3. Continuity and Differentiability Properties of Parameter Dependent Solutions
of the $\overline{\nabla}_t$-Equation.: Submitted (with Jeffery S. Fleming).
4. Multivariate Theory on Directed Weakly Complete Noncompact Kaehler Manifolds:
Submitted

**Seyoum Getu**
Lattice Paths on Parallel planes. (in preparation)

**Neil Hindman**

1. (With D. Strauss), Recent progress in the topological theory of
semigroups and the algebra of beta S, in Recent Progress in General Topology, M. Husek
and J. van Mill, eds.,
2. (With I. Leader and D. Strauss) Infinite partition regular matrices -- solutions in central
   (Accepted 5/8/02)
3. (With D. Strauss) Independent sums of arithmetic progressions
in $K_m$-free graphs Ars Combinatoria, to appear. (Accepted 3/28/02)
4. (With R. McCutcheon) Partition theorems for left and right
variable words, Combinatorica, to appear. (Accepted 6/25/02)
5. (With I. Leader and D. Strauss) Separating Milliken-Taylor
6. (With J. Pym and D. Strauss), Multiplications in additive
compactifications of ben and bez, Topology and its Applications,
to appear. (Accepted 8/5/02)
7. (With I. Leader and D. Strauss) Open problems in
partition regularity Comb. Prob. and Comp., to
appear. (Accepted 10/1/02)
8. (With D. Strauss and Y. Zelenyuk) Large rectangular semigroups in

**Myung Kwack**

1. “Fixed Point Sets of Normal Selfmaps” co-authored with James Joseph
Scientiae Mathematicae Japonicae, 57 No2(2003) 271-277

Scientiae Mathematicae Japonicae

**Joshua A. Leslie**

1. (edited a book with Augustin Banyaga and Thierry Robart)
"Infinite Dimensional Lie groups in Geometry and Representation Theory" World
Scientific (2002)
4. (with Qingqi Yue) Decomposition of Odd Dimensional Vector Bundles Pacific Journal of Mathematics (accepted for publication)
5. with Qingqi Yue The Vector Bundle Decomposition (submitted)

Clement Lutterodt

1. Rational Approximants in a Polydisc versus a Ball in $\mathbb{C}^N$ with S. Einstein-Matthews, revised to be re-submitted 2003.

Mohammed Mahmood


(b).Book Reviews

2. Collaborator on NASA's project on Modular Assays for Solar System Exploration. Publications:

**Paul B. Peart**


**Louise Raphael**


**Thierry Robart**


**Cora Sadosky**

   (With J. A. Ball and V. Vinnikov)
Louis W. Shapiro


Wen-jin Woan


Yakubu, Abdul-Aziz


10. Professional Development

Seventeen members of the department attended the joint meetings of the AMS-MAA this January in Baltimore. Six members of the department presented papers at these national meetings.

Dr. Joshua A. Leslie – Organized two international conferences at Howard University August 2000: National Science Foundation CBMS Conference on Lie Theory and Partial Differential Equations

Howard University Conference on Infinite Dimensional Lie Theory
### 11. Professional affiliations and accomplishments

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td><strong>Adeniran Adeboye</strong></td>
<td>Member, Executive Committee, Curriculum Committee, Scholarship Committee, Department of Mathematics&lt;br&gt;Member, Executive Committee of HURSAP&lt;br&gt;Member, Distinguished Faculty Committee&lt;br&gt;Instructor and Yoruba School Coordinator of Instruction, Institute of Yoruba Language of Culture</td>
</tr>
<tr>
<td><strong>Sudeshna Basu</strong></td>
<td>Member, Final Examination Committee, Department of Mathematics</td>
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<td><strong>Richard Bayne</strong></td>
<td>Member, Academic Policy &amp; Standards Committee and the Nominations Committee, College of Arts &amp; Sciences&lt;br&gt;Judge, D.C. Science Fair for the District of Columbia Public Schools</td>
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<tr>
<td><strong>Sen-Huei Chen</strong></td>
<td>Member, Tenured Faculty Committee, Department of Mathematics, Summer School Coordinator</td>
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<td><strong>Stanley Einstein-Matthews</strong></td>
<td>Member, Graduate Committee, Curriculum Committee, Undergraduate Advisory Committee, Library Committee and the Graduate Admissions Committee, Department of Mathematics&lt;br&gt;Summer School: Instructional and Research Supervisor of two graduate students to help them prepare rapidly to commence on their dissertation fields of research</td>
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<td><strong>Seyoum Getu</strong></td>
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Member, Honors Council, Rhodes/Truman Selection Committee  
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Abdul-Aziz Yakubu  
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Judge, AMS undergraduate research Projects.  

12. Staff  

Yvonne Prince  -  Administrative Assistant  

Professional Development  

Developing Management Skills for Secretaries, Administrative Assistants, and Support Staff  
Leadership Training Workshop  
Problem Analysis & Decision Making  
Conflict Management and Confrontational Skills  
Time Management  
Physical Facilities Management Online Work Request Training  
Time and Attendance Training for Timekeepers and Supervisors  

Micah Z. Johnson  -  Administrative Secretary  

Professional Development
Banner IV
Asset/Property Management (Building Monitor)
Time and Attendance Training for Timekeepers and Supervisors
Howard University Performance Evaluation Process (PEP)
Physical Facilities Management Online Work Request Training
Materials Management Seminar
Stress Management

13. **Grants and Contracts**

Mordecai Wyatt Johnson Grant $200,000 Year 3 2002/2003
Computational Mathematics Laboratory

Chairman’s Summary

The Military Science Department – Aerospace excelled and achieved record success over recent years. Enrollment increased due to superior leadership and aggressive recruiting efforts by the Air Force Reserve Officer Training Corps staff.

Scholarships for Howard University students participating in AFROTC were worth over $182,335 in student tuition and fees. A record 27 students will attend field training this summer and eight students receive a commission as a Second Lieutenant in the United States Air Force.

Howard University is one of the largest and most comprehensive Historically Black Universities in America with a potential to produce outstanding Air Force officers. Howard University serves as the host institution for our detachment. We support a consortium of seven colleges/universities, the University of the District of Columbia, American, Catholic, George Washington, Georgetown, and Marymount Universities, along with Trinity College. Again this year we will aggressively target each school throughout the academic year. This will be a continuation of our aggressive efforts, which have proved fruitful over the past year. Due to the distance and size of our host and consortium schools, a team effort of cadre, cadets, university personnel, and high school guidance counselors will be used to maximize the exposure of our program. Our efforts have proved that when we get the word out about our program, we can attract quality officer candidates!
A. MISSION, GOALS AND OBJECTIVES OF THE DEPARTMENT

The Department of Military Science-Aerospace Studies provides instruction and experience to all cadets in a diversified university environment so they graduate with the knowledge, character, and motivation essential to become leaders in the United States Air Force. Cadets receive extensive academic instruction on fundamental Air Force doctrine, practical leadership experience, and extensive field training, emphasizing physical fitness and officership to prepare future officers for active duty.

The mission of Air Force ROTC is to produce and commission well-trained leaders for the Air Force and help build better citizens for America. Consequently, our goals were focused on attracting a diverse blend of officer candidates who compare favorably with the best students not only at Howard University and the consortium of cross-town institutions, but nationally as well. Our objectives are quality, quantity, and diversity; all at the same time, but with quality in the lead. We focused on attracting and retaining quality cadets.

B. PROGRESS IN FULFILLMENT OF UNIVERSITY’S MISSION

We achieved our mission and commissioned into the United States Air Force eight cadets as Second Lieutenants for AY 2002-2003. Our mission parallels the university: attract and retain quality students. Forty two percent (22 of 53) of Howard University students participating in the Air Force Reserve Officer Training Corps (AFROTC) program are on Air Force ROTC scholarships.

C. KEY PERFORMANCE INDICATORS

The undergraduate program of instruction in the Military Science-Aerospace Studies Department was developed through extensive input from Air Force instructors at 143 universities and colleges across the country. The curriculum is designed to develop each cadet’s sense of personal integrity, honor and individual responsibility. Our program is centered on the Air Force core values: “Integrity first; Service before self; Excellence in all we do.” We develop the cadet’s understanding of the history and tradition of the Air Force, how the United States Air Force serves the national interest, the role of the military in society and the military customs and courtesies. The program maintains a sharp focus on developing potential as leaders and managers.
Our curriculum was in continuous update through extensive input from AFROTC instructors across the country and selected trial runs at pilot universities. The curriculum is designed to develop each cadet’s sense of personal integrity, honor, and individual responsibility; enhance the cadet’s understanding of the history and tradition of the Air Force, how the United States Air Force serves national interest, the role of the military in society and military customs and courtesies.

In an effort to attract and retain quality minority candidates, Howard University received eight additional HBCU Enhanced Scholarships. The Air Force Officers Accession and Training Schools Command acknowledges Howard University as the ideal conduit and named it the first site for this initiative. As a result of this initiative, a Blue Ribbon Recruiting Committee was formed to decide how to award the eight additional HBCU Enhanced Scholarships. The committee met once this year with representation from the office of the Dean of College of Arts and Sciences, office of the Dean of College of Engineering, and various other university officials.

A number of new initiatives were introduced to make Howard University cadets more competitive for pilot allocations. Air Force minority pilots visited the detachment in both a mentorship and tutorial role to prepare the cadets for the Pilot and Navigator components of the Air Force Officer Qualifying Test (AFOQT) and the challenges that lie ahead in Undergraduate Pilot Training (UPT). Most noteworthy is the Flight Summer Awareness Training program which awards a Federal Aviation Administration Solo Pilot License absolutely free of charge. This has a commercial value of over $10,000.

Faculty members conducted documented counseling sessions with each cadet for fall and spring semesters. Strengths and weaknesses were discussed and assistance given when needed. All students who successfully completed our program received a guaranteed job in the United States Air Force. Students were commissioned into the following Air Force career fields: Pilot, Aircraft Maintenance, Intelligence, Space & Missiles, Civil Engineering and Acquisitions. Two of our graduates will also attend graduate and professional schools.

**D. ACCREDITATION**

Air Force ROTC instructor duty requires a college degree, successful completion of Air Force Academic Instructor School at Air University, Maxwell AFB, Alabama, and demonstrated knowledge of The Instructional System Development (ISD) approach to teaching. A selection board held annually within the Air Force screens prospective instructors. All faculty instructors must be approved by Howard University prior to assignment action. Individual faculty rotates to new assignments every three to four years.

Each instructor possesses a fully qualified Air Force Career Field specialty earned through Technical schools and years of experience. Prior to teaching in AFROTC each individual attends a specialized Air Force instructor school for certification. They should
hold a graduate degree from an accredited institution to be considered for the faculty program.

E.  SIGNIFICANT ACHIEVEMENTS/EVENTS

Howard University has produced 20 General Officers between October 1968 and November 1995. Of the 20 General Officers, 5 Generals earned MD’s; 4 earned Ph.Ds; and 15 earned masters degrees. More United States Air Force Black General Officers have come from Howard University than any other school (over 25%)--including West Point, the US Air Force Academy, and North Carolina A&T (second place). Currently, General Lester Lyles, Howard University AFROTC graduate (class of 1968), serves as Commander, Air Force Materiel Command.

The ROTC cadet corps hosted Mr. Frederick Gregory, Deputy Director, NASA, and other distinguished guests at the annual ROTC Day Breakfast. Color guard posted the colors and ushered for H.U. Convocation, Congressional Black Caucus opening ceremony, HU 9-11 Remembrance Day program, and Charter Day programs. Students volunteered at Ronald McDonald House, Old Soldiers Home, and organized a food drive during Thanksgiving.

F.  CHALLENGES AND PROJECTED SOLUTIONS

Technology is the key to Air Force people building the world’s most respected Air and Space Force with Global Power and Reach for America. For our cadets to continue the legacy of Howard University, and achieve positions of senior leadership in the Air Force, they must be exposed to the tools of the “information age,” now. Our department needs to update the presentation aids for our classrooms, and the computing equipment of our instructors. In addition, on going furniture upgrades are essential.

G.  SYNOPSIS OF DEPARTMENT DATA

Students

Student enrollment is the highest it has been in years and is expected to remain high. The program experienced very low attrition between the Fall and Spring term, went from 110 cadets in the Fall 2002 to 109 cadets in the Spring.

HISTORIC ENROLLMENT

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<td>21</td>
<td>10</td>
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<td>58</td>
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</table>

Graduation Data: Eight students were commissioned as 2Lt in the Spring 03 semester.
Student Achievements: Two cadets were selected as distinguished graduates from the program. Two cadets were awarded an educational delay; one will pursue a Masters in Philosophy degree in European Studies at University of Cambridge and the other will pursue a PhD in Materials Science at Princeton University.

The Professional Development Program (PDT) is afforded to all freshmen and juniors whom compete well for a myriad of summer opportunities paid for by the AFROTC. Ninety Percent of Howard University applicants were afforded fully financed PDT opportunities. One student was selected for the Flight Summer Awareness Training program which awards a Federal Aviation Administration Solo Pilot License absolutely free of charge. This has a commercial value of over $10,000.

Students in good standing: All but two of our 109 students are in good academic standing.

Students on probation: Four students are on “conditional status” for academic or behavior reasons.

Student organizations: 21 cadets comprise the Arnold Air Society (AAS). To be a member of AAS, students must sustain a CGPA of 2.5 or higher. 15 cadets were members of Civil Air Patrol and participated in flight instructions.

### Faculty & Staff

<table>
<thead>
<tr>
<th>a. Full</th>
<th>Assoc.</th>
<th>Asst.</th>
<th>Prof.</th>
<th>Instr.</th>
<th>Lec.</th>
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b. Four Full-Time Faculty

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<tr>
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<tr>
<td>Colonel Larry Simpson</td>
<td>PAS</td>
<td>Human Resource Management</td>
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<td>M.Ed University of New Hampshire</td>
<td></td>
<td>Deputy Base Commander</td>
</tr>
<tr>
<td>Captain Lametra Brooks</td>
<td>APAS</td>
<td>Acquisitions, Program Manager</td>
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<tr>
<td>BS, University of Georgia</td>
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<td>F-22 System Program Office</td>
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<tr>
<td>Captain Derex Griffin</td>
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<td>Logistics Defense Travel System</td>
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<tr>
<td>MBA, Texas A&amp;M - Stephanville</td>
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<td>Services Operations</td>
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<tr>
<td>Captain Darryl Brown</td>
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<tr>
<td>BS, Air Force Academy</td>
<td>Communications Analyst</td>
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</table>
DEPARTMENT OF MILITARY SCIENCE (Army)
HOWARD UNIVERSITY
ANNUAL REPORT
16 May 2003

LTC Krewasky A. Salter

Unit’s Overview-Chairman’s Summary: At the onset of this academic year, the ARMY ROTC Department established and set seven goals. The goals were to enroll quality students versus quantity, retain quality cadets, produce a great student/leader/citizen, expect high standards from cadre and staff, upgrade department facilities and automate department, gain financial support to improve cadet matriculation/services and serve as an integral part of the campus and surrounding communities. Though we still have a ways to go, we have made significant progress and have achieved success in each area. By establishing these goals early on, we have been able to build a stronger program base.

The purpose of this report is to update university officials on the current status of the Army ROTC Program. The report will focus on the period between May 2002 and May 2003 and will use the above goals as a guide as well as the university’s suggested annual report guideline. Army ROTC educates students in the area of Leadership Development and Management Skills. The curriculum includes 67 military skills, 19 professional knowledge requirements and military education components. All areas of the curriculum are designed to increase the student’s self confidence and develop the student’s leadership skills. Army ROTC is a demanding program, but is no more time consuming than any other university discipline. Upon graduation and successful completion of the ROTC curriculum, students are commissioned as second lieutenants into the US Army.

A student can enroll in the Basic Course without making any commitment to the military. The Basic Course teaches the principles of leadership and fundamental military skills, while introducing students to the United States Army and officer career opportunities. The Advanced Course provides extensive training and experience in decision making, officer ethics, and professionalism. Advanced ROTC also includes a paid, five-week leadership camp between the junior and senior years known as the National Advanced Leadership Camp (NALC) at Fort Lewis, Washington. If a student--- sophomore or junior---was not enrolled in the Basic Course but becomes interested in joining the Advanced Course, he or she can satisfy the Basic requirement in several ways and still be eligible for a commission. One of the ways is to attend the Leadership Training Camp (LTC) at Fort Knox, Kentucky, which is also a five week paid internship.

Howard University has a very distinct Army ROTC program which has commissioned 15 General officers since its establishment in 1918. In addition to Howard University Students, Army ROTC scholarships are offered to Trinity College and the University of the District of Columbia students as well. Cadets also receive room and board incentives. The Army ROTC program is a vital part of many functions on Howard’s campus such as football games, Convocations, and Commencement Ceremonies. We continue to produce many of the best and brightest officers for the Army.

Mission, Goals and Objectives: The Mission of the Howard University Army ROTC Program is to recruit and retain quality student Scholars, Athletes and Leaders (SALs) into Army ROTC to develop them into commissioned officers, leaders and great American Citizens for the Global Community with the goal of commissioning 12+ per fiscal year. The goals and objectives are as stated in the first paragraph.
Progress in fulfillment of University’s mission: Army ROTC’s mission statement is a hybrid of Cadet Command’s and Howard University’s mission statement. We have been very successful in the Global Community aspects of our mission statement. So far we have commissioned ten lieutenants during fiscal year 2003 who will go into eight different branches to include one confirmed assignment—first choice—to the Federal Republic of Korea.

Key Performance Indicators: There are four distinct ROTC classes. Generally speaking, MSIs are Freshmen, MSIIIs are Sophomores, MSIIIs are Juniors and MSIVs are Seniors. We can highlight our key performance indicators in each class by focusing on our first four goals. First, in the MSI class we began the year with 14 cadets. To date, a total of 11 cadets are re-enrolled for the next academic year. This is an 84% retention rate, more than 50% above the national average and 40% above last years MSI to MSII retention rate. In the MSII and MSIII classes, we have had to dismiss several cadets who were not meeting standards and thus would not have represented Howard University well on the Global scene as second lieutenants. As a result, the MSIIIs that are bound to attend NALC this summer are positioned to represent Howard well. For example, our last years NALC Army Physical Fitness Test (APFT) average was 237, the average this year from the pre-NALC was 260.5, an increase of 23.5 points. In the MSIV Class, we have had to initiate dismissal actions on two cadets, one for academic failure from within the university system and one for medical reasons. Of the 10 commissioned thus far, we have enjoyed an above 90% branch satisfaction rate.

Accreditation: We are an accredited program by virtue of being among the 270 ROTC programs approved by Cadet Command and as part of the Howard University system.

Significant Events/Achievements:

September 2002   ROTC Day
October 2002     Fall Awards Ceremony
December 2002    December Commissioning
February 2002    Staff Ride
April 2003       Spring Awards Ceremony
April 2003       ROTC Ball
May 2003         Spring Commissioning Ceremony

Our Color Guard participated in a plethora of events this year to include the homecoming game, convocations, commencement, Delta Sigma Theta Day, NASA, FAA, and the Federal Court.

Challenges and Projected Solutions: More and more, recruiting on Howard University is becoming difficult for a variety of reasons. A factor that could enhance the attractiveness of our program is if the university would recognize it as a minor discipline.

Students:

<table>
<thead>
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<th>Enrollment Data:</th>
<th>SY 02-03</th>
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<tr>
<td>SY 00-01</td>
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<td>SY 99-00</td>
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<td>SY 98-99</td>
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<tr>
<td>Enrollment Distribution SY 02-03:</td>
<td>Freshman</td>
<td>14</td>
</tr>
</tbody>
</table>
Junior  17
Senior   14
Completion Cadets   8

**Academic Performance SY 02-03:** Average = 2.87

**Graduation data:**
- SY 02-03: 12 (FY=10)
- SY 01-02: 13
- SY 00-01: 7
- SY 99-00: 11
- SY 98-99: 5

**Students dismissed:**
- SY 02-03: 7 (8 pending)
- SY 01-02: 10

**Students probation:**
- SY 02-03: 0
- SY 01-02: 8

**Majors:**
- Arts and Sciences  25
- Nursing and Allied Health  7
- Business  9
- Communications  5
- Engineering  5
- Education  4
- Undecided  6

**Student organizations and associations:** Pershing Rifles, Pershing Angels and the Association of the United States Army (AUSA)

**Faculty:**

Department Chairperson – Lieutenant Colonel Krewasky A. Salter
- (Senior Instructor)
- BA University of Florida
- MA Florida State University
- Ph.D. Florida State University

Deputy Chairperson–Lieutenant Colonel Michelle A. Cooper
- (Sophomore Instructor)
- BS Howard University
- MS Howard University

Assistant Professor—Major Enrique J. Young
- (Junior Instructor)
- BS University of Maryland
- MS National Graduate School

Assistant Professor –Major Timothy F. Johnson
- (Freshmen Instructor)
- BA University of Arizona
- MBA Troy State University
Ph.D. LaSalle University

Assistant Professor—Master Sergeant Jerome Taylor (Departed in April)
Assistant Professor—Sergeant First Class Louwan D. Woods
Administrative Sergeant—Staff Sergeant Ulysses Jordan (Will depart in July)
Supply Sergeant—Sergeant Frederick A. Walker
Executive Secretary—Ms. Linda C.B Kemp

Gold Bar Recruiters: 2LTs Rolle and Harvey May-September 2002
2LT Mia Sizer Dec 2002-May 2003
2LT Roshunda Council May-September 2003

Budget:

*Scholarship/Stipend Money from Cadet Command—736K (approximately 75% of the cadets in the program are on scholarship). The scholarship pays for tuition and books.
*63K from Howard University for room and board incentives. The incentives pay approximately 70% of the cadets’ room and board.
*10K from Howard University for supplies, equipment and social functions
*Receives 18K from Cadet Command for uniforms, supplies, and equipment.

Army ROTC scholarships are merit-based and awarded on a competitive basis. Scholarships are worth up to 16,000 per year and are awarded to deserving applicants. In addition to scholarships that cover Howard’s tuition and most fees, cadets are paid for attending Advanced Camp and Basic Camp.

Summary: The Army ROTC program will continue to combine the Cadet Command mission and Howard University’s mission in a effort to produce quality lieutenants for the Global Community. As Howard strives to become the number one Historical Black College and University (HBCU) in the nation, we want the ROTC Department to continue to produce students, cadets and lieutenants that enhances that effort. The quality cadets that are currently in the program are maintaining the high standards established and set by the cadre this past academic year.

KREWASKY A. SALTER
Lieutenant Colonel, U.S. Army
Professor of Military
UNIT OVERVIEW

This year marked the tenth anniversary of the establishment of the Department of Modern Languages and Literatures. The department has made many enhancements in the area of program enhancements and student opportunities since 1993. There are several challenges, however, that we must tackle strategically in order to strengthen further our programs and offer more student-centered learning and instructional activities. The department continues to serve a large number (3,500+ annually) of students in service courses in eight languages. The number of students who major in the four language areas (French, German, Russian, and Spanish), however, continues to be relatively low when one considers the number of tenured and tenure-track faculty in the department. The language laboratory (use of multimedia technology) has been cited as a major weakness of our program by external program reviewers and both non-language and language majors. Comparative data from previous annual reports and departmental files indicate that students have been performing in similar fashion in the past five years. It is obvious to the faculty (and to the students themselves) that those who participate actively in study abroad programs performed much better in language and literature classes than those who did not. This implies that every effort must be made to facilitate study abroad in the target culture.

Also, our curriculum must be revised to provide more language learning/practice opportunities for our students. Our ongoing goal is to establish Howard University’s own study abroad programs, organized, directed and led by faculty members, and designed specifically for our students in their particular location at this particular point in history. The department hopes to put several programs in place immediately and will seek external funds to develop and provide scholarships for others. A select group of Howard students participates in Middlebury College’s intensive summer language immersion programs. Faculty in all programs within the department is continually working on revised/new curricular directions. For example, the department has identified a number of internship positions with international agencies and will include this option in its redesigned major programs.

Several major factors need to be addressed in order for the department to make greater strides in achieving its goals and enhancing its performance. Among the most salient are the installation of a state-of-the-art language laboratory facility, allocation of more office space for faculty, and the establishment of higher, competitive salaries for new assistant professors or lecturers. Currently, the faculty share office space, with 2 and even 3 members assigned to a room. These conditions hamper the use of offices for research and advising purposes. Graduate students have a small, cramped space for an office.
MISSION, GOALS AND OBJECTIVES OF THE DEPARTMENT OR UNIT

The Department of Modern Languages and Literatures (DMLL) strives to achieve the purposes and goals of Howard University by providing an exemplary education to students taking courses in foreign languages and cultures. We provide instruction in eight languages—Arabic, French, German, Japanese, Portuguese, Russian, Spanish and Swahili. Recognizing that language is a key to self-definition and to the construction and perception of the world, we educate students in language (and corollary cultures) as a medium of clear thinking and effective communication. Such study deepens student awareness of different values and attitudes, thus breaking the monolingual bonds of the familiar and, too often, provincial. The DMLL encourages students of color to be linguistically and culturally at home in the “global village”, and thus to be better prepared and equipped to serve and lead in the new millennium.

PROGRESS IN FULFILLMENT OF UNIVERSITY’S MISSION

The DMLL recognizes the importance of incorporating minority issues into the study of languages and cultures, and not only by teaching non-European languages. Wherever and whenever appropriate, therefore, course work in all languages and literatures includes issues related to peoples of African descent as well as minorities in the diasporas. While our curriculum does not offer coursework dealing with specific issues about solving social, economic and health problems, it is hoped that the humanistic values derived from language and cultural studies will assist the university in its mission to develop “distinguished and compassionate graduates” who are committed to “solutions to human and social problems in the United States and throughout the world” (See Howard University mission statement).

SIGNIFICANT EVENTS/ ACHIEVEMENTS

April 29, 2003 – The Department of Modern Languages and Literatures (Howard University) in collaboration with The Department of Languages and Communication Disorders (University of The District of Columbia) presented The Authors Within. A special session featuring faculty authors reading from and discussing their published works included Dr. Carol Beane.

April 29, 2003 – Sigma Delta Pi National Collegiate Hispanic Honor Society Initiation Ceremony. Inductees were: Angel Gore, Timo Lassak, Melanie M. Henderson, Chantaline P. Todman, Naima C. Wallace. Faculty Advisor: Dr. Dunzo, Ceremony, Announcer: Dr. Edith Jackson

On April 23-26, 2003, the Department hosted the College Language Association (CLA) Annual Convention. The CLA, founded in 1937 by a group of Black scholars and educators, is an organization of college teachers of English and foreign languages, which serves the academic, scholarly, and professional interests of its members and the collegiate communities they represent. Since 1957 the Association has published the
CLA Journal, a quarterly featuring scholarly research and reviews of books in the areas of language, literature, linguistics, and pedagogy. Dr. James J. Davis, Interim Chair, served as Convention Director.

April 10, 2003 – Sigma Delta Pi National Hispanic Honor Society Theta XI Chapter of Howard University presented Diplomas De Español Como Lengua Extranjera (DELE) Spanish as a Foreign Language (Diploma) Workshop. Faculty Advisor: Dr. Annette Dunzo.

April 9, 2003 – French Cultural Week at Howard University. Faculty Sponsor: Ms. Puchu Bernard and Ms. Diarra Soward

During the 2002 fall semester, the French Club presented the film: “Amélie” in recognition of National French Language Week in November. The film was presented in the smartroom of Locke Hall on Friday, November 15th. The purpose for presenting this film was to promote an awareness about the importance of the French language, francophone culture and film studies. The French Club also presented the film as apart of a strategic goal to increase membership in the French Club and to encourage students in introductory level language courses to consider the option of a major or minor in French. During the intermission, French pastries from “La Madeleine” were served along with refreshments in the Departmental Library. The pastries and refreshments featured in the library, enabled participants an opportunity to “mix and mingle” with other students who are current language majors and minors in the department. The event served over thirty students enrolled in introductory level language courses as well as members of the French Club and graduate students in the Department of Modern Languages & Literatures.

April 7, 2003 – Department of Modern Languages and Literatures presented a lecturer by Dr. Osvaldo Pellettieri, University of Buenos Aires, entitled “Contemporary Argentine Politics and Theater”. Faculty Sponsor: Dr. Matilde Raquel Holte

March 27, 2003 – The 8th Annual “Women Ambassadors Conference”. Faculty Sponsor: Dr. Marie-Line Sephocle

February 12, 2003 – The Department Chair, faculty and students met with Ms. Youmna H. Hinnawi, Director of Study Abroad Programs, Office of International Advising, Suffolk University in Boston, MA. Faculty Sponsor: Dr. Francoise Pfaff

February 12, 2003 – Faculty met with Mr. Eric Klosterman of Kendall-Hunt Publishing to discuss the possibility of publishing departmentally-produced course materials.

February 1, 2003 – The Department sponsored a workshop on World Communications and Leadership, developed by Latin American Educators (Dominican Republic). Facilitated by Department Chair Dr. James J. Davis and Graduate Student Ingrid Guzman-Dotel.
November 14, 2002 – The Ralph Bunche International Center, Department of Modern Languages and Literatures, History Department and The Howard University Bookstore co-sponsored two programs BLACK RUSSIANS, a documentary video by Kara Lynch and LITERATURE AND MUSIC OF AFRICAN AND ITS DISAPORA FEATURING GUEST AUTHOR: Jorge Macedo signs As Marimbas de N’Gola Kiluanjie.


CHALLENGES AND PROJECTED SOLUTIONS

One of the greatest challenges of the department is to keep in line with the advances in the use of modern technology in language instruction. Many faculty members developed the use of on-line resources as major components in their classes at all levels, from language 001 to graduate courses. Several newly adopted texts afforded us the opportunity to assign the study of web sites closely coordinated to textbook presentations, as well as to present CD-ROMs and videos, as in the Mosaicos text for Spanish 001-004, and the Nuevos Destinos textbook, video, CD-ROM, audiotape series used as a pilot program in Spanish Oral Expression and in an Independent Study to develop sophisticated language skills. In addition, Online Hispanic Access, a new course developed with Fund for Academic Excellence monies, was tested with a student assistant and will be proposed as a new course. New textbooks with CD-ROM writing programs in Spanish were selected and used individually by students with encouraging results. Foreign language news broadcasts were taped off the air and used in classes for language and perspective samples, and in some courses, live programs were watched and analyzed. Videotaping of class events stimulated student critique of their performance in modern languages.

University equipment is insufficient for these innovative techniques in a large department like ours, with no access to in-class computer facilities and very limited video and audio capabilities. Requests for assignment and training for the new Smart classrooms have been made. One advanced class that critiqued new language learning software shifted between 3 faculty computers in different offices in order to make their comparisons. Personal equipment (laptops, camcorders, even VCRs and TVs) is often used by faculty committed to taking “any steps necessary” to provide the richest learning experience for our national and global leaders of tomorrow.

SYNOPSIS OF DEPARTMENT OR UNIT DATA

While considered a contractual agreement, it should be mentioned here that Modern Languages faculty participate broadly in the governance of the College and University: the Secretary of the Faculty Senate is a Spanish professor; we have faculty representatives on the College Honors Council and the Committees on: General Education, Appointments, Promotion and Tenure, Readmission and Academic Status,
Review of Criteria for Academic Ranks, Faculty Compensation, Nominations, and Nomination of Distinguished Faculty and Outstanding Departments. While one member’s term expires now, new elected Modern Languages appointees will serve next year on the Sabbatical Leave Committee, the Lucy E. Moten Scholarship Committee and the College Judiciary Board.

The Department of Modern Languages assesses professional development primarily in terms of the reporting of research and attendance at conferences, growth through appropriate workshops, courses and institutes, invitations to lecture, as well as editing work for publications. Several members have been successful in securing grants from the Fund for Academic Excellence to support research and curricular development (Boldridge, Dunzo, Rey, Bostick, Roof, Sephocle, White-Jackson). Although the department budget offers limited support for faculty participation in professional conferences, even ones where they are scheduled to report on their research, over half the tenured members attended at least one conference where they presented papers. Several members participated in courses and workshops at the HU Leadership Academy.

UNDERGRADUATE STUDENT DATA

Course Enrollment Data

Table 1
Fall 2002 and Spring 2003

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</tr>
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</table>

SUBTOTALS 3338 522

TOTAL = 3860

** Includes courses taught in English for the Humanities requirement.
STUDENT DATA: UNDERGRADUATE STUDENT PROGRAMS

Table 2

Majors-2002-2003

<table>
<thead>
<tr>
<th>Language Majors</th>
<th>Total Number</th>
<th>Graduates May 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>German</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>French</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Russian</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>23</td>
<td>3</td>
</tr>
</tbody>
</table>

Outstanding Achievements of 2003 Graduates: Majors

Table 3

<table>
<thead>
<tr>
<th>Student</th>
<th>Major</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simone Braithwaite</td>
<td>French</td>
<td>Summa Cum Laude/Phi Beta Kappa</td>
</tr>
<tr>
<td>Andrew Tucker</td>
<td>Spanish</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>Naima Wallace</td>
<td>Spanish</td>
<td>Magna Cum Laude</td>
</tr>
</tbody>
</table>

Sample Outstanding Achievements of Modern Languages and Literatures Students

Kristen Howard, Sophomore Spanish major, was a recipient of 2002-2003 Undergraduate Research And Creativity Award, sponsored by the Office of the Provost. Research Project Title: “Afro-Hispanic Women Writers and Formation of an Afro-Hispanic Identity”. Faculty Advisor: Dr. Annette I. Dunzo.

The following students were inducted into Sigma Delta Pi, The National Spanish Honor Society:

Angel Gore, Timo Lassak, Melanie M. Henderson, Chantaline P. Todman, and Naima C. Wallace

Students enrolled in the Simultaneous Interpretation course attended a working session with United Nations interpreters at the United Nations, New York, December 2002. Faculty Sponsors: Drs. Marie-Line Sephocle, Carol A. Beane, Antonio Rodriguez

Table 4

Distribution of Faculty

<table>
<thead>
<tr>
<th>Title</th>
<th>Quantity</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td></td>
<td>5 Female</td>
<td>3 Male</td>
</tr>
<tr>
<td>Associate Professors</td>
<td></td>
<td>10 Female</td>
<td>3 Male</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td></td>
<td>1 Female</td>
<td>0 Male</td>
</tr>
<tr>
<td>Master Instructor</td>
<td></td>
<td>1 Female</td>
<td>1 Male</td>
</tr>
<tr>
<td>Full-time Lecturers</td>
<td></td>
<td>6 Female</td>
<td>4 Male</td>
</tr>
<tr>
<td>Part-time Lecturers</td>
<td></td>
<td>6 Female</td>
<td>4 Male</td>
</tr>
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</table>

Table 5

Full and Part-time with Terminal Degrees

<table>
<thead>
<tr>
<th>RANK</th>
<th>NUMBER</th>
<th>TERMINAL DEGREES</th>
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<tbody>
<tr>
<td>Professor</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Master Instructor</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Lecturer (Full-Time)</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Lecturer (Part-Time)</td>
<td>13</td>
<td>1</td>
</tr>
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SABBATICAL LEAVES-- 2002 -2003

<table>
<thead>
<tr>
<th>FALL 2002</th>
<th>SPRING 2003</th>
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</thead>
<tbody>
<tr>
<td>Alphonso Frost, Jr. (German)</td>
<td>Paul E. Logan (German)</td>
</tr>
<tr>
<td>Derayeh Derakhshesh (French)</td>
<td>Carol A. Beane (Spanish)</td>
</tr>
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QUANTIFICATION OF FACULTY ACTIVITY

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Professional Organizations Served</td>
<td>14</td>
</tr>
<tr>
<td>College/University Committees Served</td>
<td>18</td>
</tr>
<tr>
<td>Scholarly Presentations at Professional Conferences &amp; Symposia</td>
<td>43</td>
</tr>
<tr>
<td>Submissions for publication</td>
<td>16</td>
</tr>
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</table>
FACULTY PUBLICATIONS (In Print and In Press)

Derakhshesh, Derayeh


Logan, Paul E.

Luna Escudero-Alie, Maria-Elvira
"De la ficcion, la revolucion y la tragedia". June 2003, issue # 93, in Quaderni Ibero-Americani, Turin, Italy.
"El dia domingo de Vargas Llosa y El espejo roto de Hedayat". Especulo, Universidad Complutense de Madrid, Spain, March-May 2003.
"En la profunda sencillez de Cervantes es donde me siento mas en mi casa" (Entrevista a Alonso Cueto, Peruvian writer). Especulo, Universidad Complutense de Madrid, Spain, March-May 2003.
"La inolvidable magia de Sadegh Hedayat", La Insignia, Spain, April 2003.
"La relacion entre el espacio publico y privado en Demonio del mediodia". Especulo, Universidad Complutense de Madrid, Spain, July-October 2002.

Mondragon, Amelia

Pfaff, Francoise
Cinetek: Sarraounia. Accepted for publication by Flicks Books (Wiltshire, England). (In Press)
Rodriguez, Aleida A.

Roof, Maria

Tibbits, Mercedes

Woll, Josephine

PRESENTATIONS AT CONFERENCES/ OTHER RESEARCH ACTIVITIES

Beane, Carol
Presenter, "The Authors Within" Series, University of the District of Columbia and Howard University, May 2003.
Presenter, Washington, DC Arts and Humanities Commission, The Poet-Laureate, Delores Kendrick's series, Poets-In-Progress, a Poetry Reading at the Folger Library, Washington, DC., December 2002
Panelist, Conference at West Virginia University, Morgantown, WVA, Race and Identity in Literature and Film: "Caminante, no hay camino; Se Hace el camino al andar: Cinematographic Narratives of Migration: "Cartas de Alou" and "El Norte." , October 2002.
Derakhshesh, Derayeh

Jackson, Edith M.

Luna Escudero-Alie, Maria-Elvira
Chair, “Erasing Race in Hispanic Literature and Politics”, College Language Association 63rd Annual Convention, April 2003.

Mondragon, Amelia

Pfaff, Francoise

Rodriguez, Aleida
“Cuban Poet, Eliseo Diego”, Arecibo, Puerto Rico, Fall 2002.

Roof, Maria


Tibbits, Mercedes V.


Woll, Josephine
"Hit-Men and Heroes of the new Russian Screen." Univ. of Texas, Austin, April 11, 2003.

FACULTY PROFESSIONAL AND COMMUNITY SERVICE

Bostick, Herman F.
College Board – Reader/Evaluation for Advanced Placement Program in French.

Davis, James J.
Treasurer, College Language Association
Editorial Board, Foreign Language Annals
Editorial Board, Publication of the Association of Afro-Latin American Research Association
Associate Editor, Afro-Hispanic Review
Evaluator, Journal of Negro Education
Reviewer, University of Florida Press
Reviewer, University of University Press

Derakshesh, Derayeh
Member, College Language Association Creative Writing Contest Committee: Judged and evaluated writings by candidates who participate in the contest. 2002-2003.

**Holte, Matilde Raquel**  
Member, Organizing Committee, “Argentinian Contemporary Theater”, Lecture by Argentinian Professor Dr. Osvaldo Pelletieri, Sponsored by Howard University, The Catholic University of America, and The University of Maryland

Member, Departmental Library Committee

**Jackson, Edith M.**  
Member, Membership Committee, College Language Association

**Logan, Paul E.**  
Consultant, Outcomes Assessment consultant, Council on Legal Education Opportunity (CLEO), an educational arm of the American Bar Association. Board of Directors and Treasurer of the Public Members Association of the United States Department of State.

**Pfaff, Francoise**  
Member (by invitation) of the College Language Association Essay Awards Committee (2002-2003).  
Member (by invitation), Caribbean Studies Interdisciplinary Minor Committee. 2000 to present.  
Member (by invitation), Faculty Advisory Board, Howard University Center for the Study of Culture and Development in Africa. Department of African Studies. 1993 to present.

**Tibbits, Mercedes V.**  
North American Catalan Society. Executive Board Member: 1984-present.  
Executive Board Member. NACS. 1984-present.  
Sociedad de Literatura Española del Siglo XIX. Founding Member.  
Executive Board Member: 1984-present.  
Asociación de Licenciados y Doctores Españoles en Estados Unidos.

**Woll, Josephine**  
Executive Committee, Southern Conference of Slavic Studies  
Invited Outside Consultant, Juniata College, Program on Integrating Film Studies into the Humanities.
FACULTY MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

Beane, Carol
College Language Association
African Literatures Association
Latin American Studies Association
Southern Graphics Council

Davis, James J.
American Association of Teachers of Spanish and Portuguese
American Council of the Teaching of Foreign Languages
Association of Afro/Latin American Research Association
Association (ASWAD)
College Language Association
Middle Atlantic Council on Latin American Studies

Derakhshesh, Derayeh
The American Association of Teachers of French
The College Language Association
The Modern Language Association
The Center for Iranian Research and Analysis (CIRA)
The Middle East Studies Association of North America (MESA)
The Society for Iranian Studies, Columbia University

Dunzo, Annette I
College Language Association
CALICO

Frost, Alphonso A.
College Language Association
American Association of Teachers of German (AATG)

Holte, Matilde Raquel
College Language Association
Latin American Jewish Studies Association
Modern Language Association

Jackson, Edith M.
College Language Association

Pfaff, Francoise
African Studies Association
College Language Association
Roof, Maria
American Association of Teachers of Spanish and Portuguese
American Association of University Professors
American Association of University Women
College Language Association
Latin American Studies Association
Middle Atlantic Council on Latin American Studies
South Atlantic Modern Language Association

Tibbits, Mercedes
College Language Association
Modern Language Association,
American Association of Teachers of Spanish and Portuguese
American Association of Higher Education.
American Association of University Professors.
Asociación Internacional de Hispanistas.
Asociaciò Internacional de Llengua i Literatura Catalanes.
Asociación de Licenciados y Doctores Españoles en Estados Unidos.

FACULTY AWARDS AND HONORS

Beane, Carol
Limited edition artist book, Forgotten Contours, poems by Carol A. Beane and images by Michael B. Platt (and its miniature edition) were selected for inclusion in artist books exhibit: "Built by Hand: Book as Art," 1111 Pennsylvania Avenue NW, Washington, DC; exhibit curated by Neal Turtell, Curator of Books for the National Gallery of Art (Washington, DC) and Mark Dimunation, Head of the Rare Books and Special Collections for the Library of Congress (Washington, DC). [300+ submissions from which 100 were selected], September 2002:

Bostick, Herman F.

Davis, James J.
Recipient, 2003 College Language Association Presidential Award for Distinguished Service.

Derakhshesh, Derayeh
Recipient of Distinguished Faculty Author Award for Scholarly Work published during 2002-2003, Howard University, April 2003.

Dunzo, Annette I.
Recipient, DELE (Diploma of Spanish as a Foreign Language) (Superior Level) issued by Spain’s Ministry of Education. This diploma represents the official accreditation of
mastery of the Spanish language by citizens of countries in which Spanish is not the official language.

FACULTY DEPARTMENTAL, COLLEGE, UNIVERSITY SERVICE

Bostick, Herman F.
Graduate School of Arts & Sciences – Served on the Screening Committee for applications for The Hawthorne Fellowship, The Frederick Douglass Fellowship for Doctoral Study, and The Esther Ottley Scholarship.

Davis, James J.
Member, International Affairs Committee (COAS)
Member, International Studies Certificate Program (Graduate)

Derakhshesh, Derayeh
Member, Graduate School Outcomes Assessment Committee, 2003-2004
Member, Graduate Faculty Committee
Member, Curriculum Committee
Member, Undergraduate Curriculum Committee, since 1990
Editorial Board Member for Flagship (the newsletter of the College of Arts and Sciences). 2002

Holte, Matilde Raquel
Member, Departmental Library Committee

Mondragon, Amelia
Coordinator, Undergraduate Spanish Section

Rodriguez, Aleida
Member, Study Abroad Committee
Chair, Spanish Section Search Committee

Roof, Maria
Member, Committee on Intellectual Property, Howard University, Appointed by President Swygert
Member, Faculty Senate Committee on Faculty Awards, Howard University. Appointed by the Faculty Senate. 2002 to present.
Member, Committee on General Education, College of Arts and Sciences.
Secretary, Committee on Appointments, Promotion and Tenure, elected, 2001-2002; reelected 2002-2003.

Tibbits, Mercedes V.
Faculty Senate. Steering Committee Member. 1994-present.
Council Member. 1994-present.

Graduate School of Arts and Sciences
Member. Executive Committee. Women’s Studies Program. Howard University. 1999-present.
Dissertation/Thesis Committee Member. Mr. Gervais Gnaka (2002) M.A. Spanish

College of Arts and Sciences
Merit Committee. 2002-2004. Chair, 2002-03.
Committee on Readmission and Academic Status. 1999-2003.

Department of Modern Languages and Literatures
Member, Women’s Studies Executive Committee. COAS, Howard University. 1999-present.
Chair, Appointments, Promotion and Tenure Committee, 2002-2003.
Member, Graduate Faculty Committee.

**Woll, Josephine**
Executive Committee, Humanities Division, COAS

**PROFESSIONAL DEVELOPMENT ACTIVITIES**

**Bostick, Herman F.**
Participated in a graduate level intensive study seminar on religion and science at Oxford University, England.

**Holte, Matilde Raquel**
Antonio Gaudi Symposium, at the Spanish Embassy, organized by The Catholic University of America and the Center for Catalan Studies (November, 2002)

**Jackson, Edith M.**

FACULTY GRANTS AND CONTRACTS RECEIVED

Bostick, Herman F.

“To Improve Enrollment and Curricular Articulation in The Graduate Programs in French and Spanish at Howard University”, Fund for Academic Excellence, Howard University, $2,000.

Holte, Matilde Raquel

“Theater of Latin America: A Festival and Symposium” and University Fund for Academic Excellence Grants Program/Travel Grant, University of Kansas Conference (April, 2003), $1,900.00

Rey, Alberto


Rodriguez, Aleida

Fall 2002, Travel Grant, Fund for Academic Excellence, Howard University. Puerto Rico., $2,004.00
Spring 2003, Travel Grant, Fund for Academic Excellence, Howard University. Hawaii. $3,900.00

Roof, Maria


Tibbits, Mercedes V.


GRANT (Awarded to Catalan Review)
Centre UNESCO de Catalunya. Barcelona. 2002. Euros 1,551 ($1,500)
STAFF DATA

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bush, Brenda J.</td>
<td>Secretary</td>
</tr>
<tr>
<td>Crawford, Brenda H.</td>
<td>Administrative Assistant</td>
</tr>
</tbody>
</table>

STAFF ACHIEVEMENTS AND ACTIVITIES

Bush, Brenda

October 23, 2002 – Attended the Administrative Assistants and Secretaries Advising Workshop sponsored by the Educational Advisory Center. The workshop was designed to provide departmental secretaries and administrative assistants with procedures to assist students during the General Registration for Spring 2003.

Awarded a Merit Award for 2002-2003 academic year.

Crawford, Brenda

Awarded a Merit Award for 2002-2003 academic year.

Earned Master’s of Social Work Degree (May 2003)
DEPARTMENTAL ANNUAL REPORT  
AY 2002-2003

Department Of Music  
Thomas A. Korth, Chair

1. Unit Overview - Chair’s Summary:

The initial courses in music at Howard University date all the way back to 1870. By 1892, a department of the Normal school was established which grew to become an independent conservatory in 1914. First under the leadership of Lulu Vere Childers, and then Warner Lawson, the conservatory and subsequent School of Music flourished. In 1944, it was the first music program in the Washington area to be approved for membership in the National Association of Schools of Music. Serving as the original nucleus of the only HBCU College of Fine Arts, the Howard University School of Music consisted of a number of departments including Music Education, Piano, Voice, and Literature and Materials.

Since the 1974 reorganization as a Department of Music, the former departments have been designated as "areas" which are headed by "coordinators". The executive officer of the department is the chair. The chair and the coordinators comprise the departmental Executive Committee and it is the coordinators who are responsible for administering the programs and advising the students in their respective areas. As a result of the COFA-COAS merger in 1998, the Department of Music now functions as one of the three arts departments in the Division of Fine Arts of the expanded College of Arts and Sciences.

Boasting such luminous graduates as Jessye Norman, Roberta Flack, Donnie Hathaway, Dorothy Rudd Moore, Andrew White, Angela Winbush and many others, the Department of Music occupies the third floor and part of the basement level of Lulu Vere Childers Hall.

The seven undergraduate program areas and their respective coordinators are:

A. Bachelor of Music:
   Jazz Studies                                      Dr. Arthur Dawkins
   Music with Elective Studies in Business          Dr. Arthur Dawkins
   Music Composition                                Dr. Thomas Korth
   Music History                                    Dr. J. Weldon Norris
   Music Performance (Instrument) (Piano)           Mr. Fred Irby, III
   " (Voice)                                       Dr. Charles Timbrell
   Music Therapy                                    Ms. Charlotte Holloman

B. Bachelor of Music Education                     Ms. A Anne Burt (Interim for 2002-03)

The three graduate programs include the Master of Music in Jazz studies and Music Performance as well as the Master of Music Education. The undergraduate coordinators also administer their respective graduate degree programs.
2. Mission Goals & Objectives of the Department of Music:

Mission

The Howard University Department of Music is a professionally oriented fine arts unit within a historically black private university. Its purpose is to provide musical experience of exceptional quality to students of high artistic and academic potential, with particular emphasis on the provision of educational and cultural opportunities for individuals of African ancestry.

Goals

To prepare students for professional careers as performers, creators, educators, therapists, scholars and music industry leaders.

To provide a wide range of musical activities for the University and the larger community.

To research, preserve, publicize and disseminate music of people of African ancestry.

Objectives

To attract gifted students to the Department of Music through the distinctive quality of curricula and faculty.

To attract outstanding teachers, performers and scholars to the faculty of the Department of Music.

To encourage interdisciplinary relationships within the University through elective courses and musical performances.

To encourage music students to take advantage of a broad university education.

To stimulate research in music with emphasis on the African-American musical contribution.

To maintain and expand the physical facilities and equipment necessary to achieve departmental goals.

2.1.1.

Providing a superior musical education to students majoring in the Department of Music is our primary function as defined in the mission statement, the university’s mission, and SFA.
3. Progress in fulfillment of the University’s mission:

Building upon a long history, we have continued to improve upon our performance over the past academic year. Of the eight goals of SFA I and II, those that pertain to “excellence in teaching and research” are especially relevant to goals of the department.

Music programs are mainly “practice-oriented” as opposed to “research-oriented,” that is, they focus on the attainment of high competency and skill in musical performance, composition and arranging, and pedagogy. Writing about music (which involves traditional “research”), on the other hand, plays an ancillary role to hands-on music-making, performing, and teaching. Of the seven undergraduate and three graduate music degree programs, those in Music Education, Music Therapy and Music with Elective Studies in Business all require practicum experience in the form of practice teaching, senior practica and internships. The Mus. B. in Jazz Studies, Music Composition, and Music Performance are all performance oriented programs. Evaluation of these practice-oriented programs is usually done by means of performance juries, graded recitals and concerts (involving the performance of solo and ensemble music).

For the year 2002-2003, there was one student who received the Bachelor of Music degree in Performance, presenting a graduating recital which was stringently evaluated by the piano faculty. This year, five students received the Bachelor of Music Education degree. In addition to completing their practice teaching requirements, they also each presented an extensive senior recital. The Department of Music was also pleased to award the Master of Music Education degree to three candidates, all of whom were Howard University music undergraduates. One student presented an optional Master’s recital in voice; the other two defended their graduate projects in oral examinations before the Committee on Graduate Studies.

In the area of Music with Elective Studies in Business, there were four baccalaureate degrees granted. Each student in this program successfully completed an outside internship in addition to the normal curricular requirements. Also completing their internships as well as their required course work and practica, two students were awarded the Mus. B. in Music Therapy. Jazz Studies, a program which emphasizes performance, improvisation, arranging and composition, had four undergraduate degree candidates in 2002-2003. Their graduating recitals were exceptional in the variety of genres presented as well as the quality of performance and general musicianship. The three graduate degree recitals presented by Jazz Studies majors were also of very high quality, featuring three very talented performers: a singer, a guitarist who is also a part-time faculty member, and a percussionist. These three students also exhibited the expected breadth of musical knowledge before the Committee on Graduate Studies which administered their Oral Examinations.

The one degree program which emphasizes written musicological research over musical performance is the Bachelor of Music in Music History. A small program, enrollment in this major generally consists of about five percent of all undergraduate music students. This year, two students successfully defended their bachelor’s theses before a faculty committee and received the Mus. B. in Music History.
4. Key Performance Indicators:

In April, 2002, the Department of Music was one of the departments to participate in the first of a series of (undergraduate) program reviews by the College of Arts and Sciences. Questionnaires were filled out by students, faculty and the (then) interim chair and a departmental self-study report was prepared. Three evaluators visited the department and met with Associate Provost Reidy, Dean Donaldson, Associate Dean Benjamin, the interim chair, faculty and students. Their report summary states that:

In accordance with the guidelines of The National Association of Schools of Music (NASM), each of the seven programs of the Department lists objectives, goals expectations, evaluative criteria, exit competencies, repertoire, performances, recitals and concerts which focus on a structured process of promoting the music of its mission. In the case of Howard University, this music is of persons of African heritage, and includes jazz, spirituals and classical genres. Of equal importance, each program incorporates as a part of its rigorous training the repertoire and rudiments of performance and stylistic practices of traditional European classical music.

The key findings of the Panel reveal programs of high quality with budgetary concerns. Some programs of the Department exceed in quality those of peer institutions, most are competitive, while some, because of budgetary constraints, fall below the norm. Some budgetary issues can be resolved through the annual budget, but most concerns require long-range planning.

Most of the Panel’s recommendations are addressed in section 8 of this report.

5. Accreditation-related news or issues:

In September 2000, Visitors from the National Association of Schools of Music (NASM) evaluated the Department of Music. Their report was received by the department and a response was formulated by the executive committee and the chair, Dr. George Winfield. The resulting NASM action was then a deferral of renewal of membership, a procedure which is not uncommon. In June, 2001, in a letter informing the department of the deferral, eleven points were raised by Dr. Samuel Hope, NASM Executive Director and the NASM Commission on Accreditation. With a May, 2002 deadline to reply, our response was carefully prepared by the Music faculty, staff and interim chair and was then delivered to NASM on March 7, 2002.

In a June 27, 2002 letter from Dr. Hope, NASM informed us that the Department of Music and all 10 undergraduate and graduate degree programs were approved for full reaccreditation and membership in good standing. This letter stated that “the Commission commends the music faculty and the interim chair for a thorough and thoughtful response to concerns raised in the Commission letter of June 28, 2001.” Our next accreditation evaluation is scheduled for AY 2009-10.
6. Significant Events:

The Department of Music continually presents performances featuring faculty, students and guest performers. Both our Thursday student recitals in Childers Hall, Room 3001, and our Wednesdays at Noon Fine Arts Series in the Blackburn Center Art Gallery are scheduled weekly during each academic year. Dr. Raymond Jackson, a member of our Piano faculty, continues to plan and administer these programs and has often appeared as both a solo performer and accompanist.

June 2002 – The Department of Music was greatly saddened by the sudden passing of Dr. Hortense R. Kerr. Dr. Kerr had been a faculty member and head of the Music Education program for 25 years.

August, 2002 – The Department of Music welcomed approximately 35 new undergraduate and 5 new graduate music majors to Howard University. Also joining us were three new faculty members. Mr. Joseph Lovinsky joined the faculty as a part time lecturer in French Horn. After intensive searches, the position of Assistant Professor of Voice was filled by Dr. James Moore, and Dr. Chinyerem Ohia was appointed the position Assistant Professor of Theory. Both Profs. Moore and Ohia have completed their first year of teaching in the department, and have proven to be valuable additions to the faculty. As a temporary replacement for Dr. Kerr, Ms. A. Anne Burt was appointed as Lecturer and Coordinator of Music Education. Having previously retired from the Prince Georges Co. school system and the University of the District of Columbia, Ms. Burt has insured program continuity of superior quality, and has also provided invaluable assistance in our search for a permanent faculty member in this crucial position.

September, 2002 – A special recital program celebrating the life and professional service of Hortense Kerr was presented by the Department of Music. Participants included the chair, current faculty members, retired faculty and relatives of Dr. Kerr.

November, 2002 - A special Department of Music concert was presented in Rankin Chapel by the Howard University Jazz Ensemble, conducted by Professor Fred Irby, III. This unique recital honored retired Department of Music faculty member and former chair, Dr. Doris E. McGinty. Performances by the renowned trumpeter, Marcus Belgrave, and tributes by current and former faculty were high points of the program which also featured the presentation of four HUJE Jazz Master awards for 2002 to Marcus Belgrave, Jimmy Heath, Doris McGinty and Frederick Tillis.

January, 2003 – The Flutes of Howard University, led by Dr. Sais Kamalidiin presented a recital featuring students, faculty and legendary jazz artist, Frank Wess.

March, 2003 - A special Department of Music concert was given in Rankin Chapel by the Howard University Jazz Ensemble, conducted by Professor Fred Irby, III. This event, a tribute to Dr. Willie L. Hill, featured a guest performance by the celebrated saxophonist, Buck Hill.

(Please also see 11.1.4 – Faculty Activities reports)
7. Significant Achievements:

The 2001-02 revisions to the undergraduate curricula were put into effect for the incoming Fall, 2002 class. These new curricula include the COAS General Education Curriculum as modified for the Division of Fine Arts departments. They also adhere much more closely to NASM criteria and have resulted in stronger degree programs.

November, 2002 - Led by Mrs. Anne Burt, the Department of Music’s Music Education division participated fully in the NCATE evaluation of the School of Education/College of Arts and Sciences education programs.

January – March, 2003 - Dr. Charles Timbrell, chair of the department's APT Committee, served as chair for our search to fill a major vacant faculty position in Music Education. Over 20 applications were examined and the three most promising candidates were interviewed. The resulting recommendations of the APT Committee and Department chair have been submitted to the Dean for the appointment of a Howard University alumnus, Mr. Mark Mauldin, as Assistant Professor and Coordinator of Music Education, beginning Fall, 2003. Dr. Timbrell, Lecturer Anne Burt, Assistant Professor Lorraine Faxio, and the other members of the APT Committee are to be commended for their efforts which culminated in a very successful search.

As of May 1, 2003, we have accepted, by audition, nearly 70 students for admission to the Department of Music during the Fall, 2003 term. We expect an above average freshman enrollment for 2003-04.

8. Challenges and Projected Solutions:

There are two significant difficulties involving the department’s pianos. First, the Piano Technicians Guild recommends at least one full-time technician to maintain pianos in a department of our size. Our budget only funds a technician (Mr. Tom Burge) for one day per week during the academic year (1/5 time) and our requested an increase of $15,000 in this budget line for a ½ time technician was not granted. We are attempting to cope with this situation on a short term basis by allocating an unspent $5,000 for AY 2002-03 for additional piano maintenance between the Spring, 2003 and Fall, 2003 semesters. However, the critical need for increased funding for this purpose remains.

An even more difficult challenge involves the condition (general wear and tear, etc.) of the department’s pianos. After surveying the nearly 60 pianos owned by the department, Mr. Burge has recommended that a major rebuilding and purchasing project be undertaken at a total cost of about $180,000 to $270,000 over 5-10 years. At the Provost’s suggestion, contact was made with Jordan Kitts Music regarding a loan/lease/sale arrangement. Unfortunately, while they are willing to negotiate a price on the purchase of new Steinway pianos, Jordan Kitts is no longer offering the minimal cost loan arrangement we took advantage of in the past. As a stopgap measure, Mr. Burge is providing a few used, but serviceable, pianos in return for 2 pianos which are currently unusable.
Although the department managed to obtain two more parking spaces for 2002-03, the lack of assigned parking for both full and part-time faculty still creates many difficulties. The department needs 5 to 10 additional parking spaces for faculty. Compounding the problem is the new aggressive tactic of overtime parking enforcement by the city of Washington.

The arrangement by which two staff members of the Office of Choirs and Bands are also teaching music courses continues to cause some difficulty. In response to NASM’s concerns, we have instituted a system of teaching evaluation by departmental senior faculty to insure the quality of these courses. Also, in order to manage the total workloads of these individuals, the interim chair is consulting with the Director of Choirs and Bands, Dr. J. Weldon Norris.

One full-time and most part-time faculty do not have internet access in their offices. In the past, as new computers are distributed, the serviceable old units were assigned to these persons. However, this practice has been discontinued as most of the old units are now obsolete. As a result, faculty coordinators, the chair, and one of our administrative secretaries, Ms. Nancy Wilkins, have been assisting other faculty with grade reporting. The new computers recently provided to the Department of Music administrative staff have been very helpful in this regard. However, many faculty sorely need to have their antiquated equipment replaced as none were provided for continuing faculty this year. Also, one of our new Assistant Professors did not receive a computer as promised.

A number of student complaints have justifiably centered on the availability and condition of the Department of Music practice rooms. Many of the rooms are not accessible for reasons that are not clear at this point. A complete survey, resulting in reallocation of room assignments, will be undertaken this summer.

Other significant needs of the department include:

- Replacement of the $42,000 cut from the Music Dept. budget for AY 2003-04.
- An increase in the Salaries pool of approximately $50,000 to compensate severely underpaid faculty and staff members.
- Funding for a ½ time teacher of Music History.
- Funding for a ½ time teacher of Piano.
- Funding for a ½ time teacher of Classical Voice.
- Provision of an accompanist for voice students.
- Additional rehearsal space for ensembles.
- Additional secure space for a listening/theory lab and funds to equip same.
- Additional funds for maintenance and replacement for the instrumental music area.
- Other additional funds for equipment and supplies, especially for the Jazz Studies, Music Business, Music Education and Music Therapy programs.
9. Synopsis of Department Data

Undergraduate enrollment increased by 5.4% in AY 2002-03 over AY 2001-02. Although undergraduate enrollment decreased by 10%, this represents only one student. Bachelor’s degrees awarded increased by 64%. Master’s degrees awarded increased by 20% (again representing one student).

10. Students:

10.1.1. Enrollment data:

For the Academic Year 2002-2003, the Department of Music had enrolled approximately 137 undergraduates, apportioned as follows:

- Music with Elective Studies in Business 42
- Music Education 39
- Jazz Studies 20
- Music Performance 14
- Music Therapy 12
- Music History 8
- Music Composition 2

Of the 137, 72 male and 65 female students comprise a nearly equal balance among the undergraduates.

In addition to the many Howard University students taking music service courses, the department has 5 music minors (each required to take 18 hours in music courses) and there are also approximately 35 Musical Theatre majors housed in the Department of Theatre Arts. The Musical Theatre majors take piano, voice, ensemble, theory fundamentals, harmony and sight singing/ear training in the Department of Music.

The department had also enrolled 10 graduate students (6 males, 4 females) with the following distribution:

- Jazz Studies 6
- Music Education 3
- Music Performance 1

10. Students (continued):
10.1.2. Graduation Data:
18 students graduated with baccalaureate degrees in the following programs:
   • Bachelor of Music: (13)
     Music Business  4
     Jazz Studies    4
     Music History  2
     Music Therapy  2
     Music Performance  1
   • Bachelor of Music Education:  5

6 students graduated with master’s degrees in the following programs:
   • Master of Music (all Jazz Studies)  3
   • Music of Music Education     3

10.1.3 Student Achievements:

Of the 18 bachelor’s degree recipients, 5 graduated cum laude, 2 magna cum laude and 2 summa cum laude, an honors rate of 50%. This attests to the high academic achievements as well as the excellent musical preparedness of our 2002-2003 graduates. We are also especially proud of the sense of professionalism exhibited by so many of our music majors, both graduates and continuing students.

Ms. Jennifer Steele, a freshman Music Business major achieved a 4.0 GPA for Fall, 2002. Ms. Yolanda Kerney and Ms. Lisa Williams, both graduate Music Education majors achieved 4.0 GPA’s for Fall, 2002.

Confirmed by the excellent graduating recitals, and the uniformly high standard of weekly student recital performances during this academic year, the quality of student musical performances continues to improve. Our small ensembles were well represented in the public programs, including the Jazz Ensemble, the Flute ensemble and the Saxophone ensembles. Our String ensemble is well on its way to becoming a full-fledged orchestra under the direction of Mr. Timothy Macek. Directed by Ms. Connaitre Miller, the new Jazz Vocal Ensembles have been extremely impressive, appearing on programs in both the Blackburn Center as well as the department’s recital hall. Also it should be noted that it is the music majors who serve as the nucleus for the large ensembles which are housed in the Office of Choirs and Bands – the Howard University Choir, Marching Band, Concert Band and Pep Band.

10.1.4. Students in Good Standing: 138 (As of the end of the Fall, 2002 semester)

10.1.5/6. Students on Probation or Dismissal: 9 (As of the end of the Fall, 2002 semester)
10.1.7. Student Organizations:

The two primary student organizations are the professional music fraternity, Phi Mu Alpha Sinfonia, Zeta Iota chapter, and the professional music sorority, Sigma Alpha Iota, Delta Nu chapter. While reports have been requested on their many activities for this academic year, they have not yet been received.

10.1.8 Overall GPA of students: 2.95 (As of the end of the Fall, 2002 semester)

10.1.9. Licensure exam passage data: Not applicable

10.1.10. Employer satisfaction surveys: Not available

11. Faculty:

11.1. Faculty Distribution:

Full-time faculty – 19 (including the chair who teaches a ½ time load)
   • Professors 7 (all with indefinite tenure)
   • Associate Professors 1 (with indefinite tenure)
   • Assistant Professor 8 (seven probationary, one with indefinite tenure)
   • Master Instructors 1
   • Lecturers 2 (temporary)

Part-time faculty – *12 (all Lecturers); Approximate FT Equivalent – 4.33

FTE Faculty/Student ratio: 1:6.4

(According to the 2002-2003 Higher Education Arts Data Services report from NASM member schools, the average ratio for 39 private institution music units with 100-200 music majors was 1:8.0, and the average ratio for all 236 reporting private institution music units was 1:6.4)

FT Faculty/Student ratio: 1:7.9 (Average ratio for all 236 reporting private institution music units was 1:10.7)

*Not including Mr. Newson and Mr. K. Washington (see PT listing)
11.1.2. Listing of Full Time Faculty:

<table>
<thead>
<tr>
<th>Name and Degree</th>
<th>Primary Teaching Area</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burt, A. Anne, MM</td>
<td>Music Education</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Covington, Charles</td>
<td>Jazz Piano</td>
<td>Master Instructor</td>
</tr>
<tr>
<td>Dawkins, Arthur, PhD</td>
<td>Jazz Studies</td>
<td>Professor</td>
</tr>
<tr>
<td>Eichelberger, Valerie, MM</td>
<td>Jazz Voice</td>
<td>Assistant Prof.</td>
</tr>
<tr>
<td>Faxio, Lorraine, MME</td>
<td>General Studies in Music</td>
<td>Assistant Prof.</td>
</tr>
<tr>
<td>Flagg, Thomas, MA</td>
<td>Piano</td>
<td>Professor</td>
</tr>
<tr>
<td>Holliday, James, DMA</td>
<td>Theory</td>
<td>Associate Prof.</td>
</tr>
<tr>
<td>Holloman, Charlotte, MA</td>
<td>Voice</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Irby, Ill, Fred, MM</td>
<td>Trumpet</td>
<td>Professor</td>
</tr>
<tr>
<td>Jackson, Raymond, DMA</td>
<td>Piano</td>
<td>Professor</td>
</tr>
<tr>
<td>Korth, Thomas, DMA</td>
<td>Theory &amp; Composition</td>
<td>Professor</td>
</tr>
<tr>
<td>Miller, Connaitre, MM</td>
<td>Jazz Voice</td>
<td>Assistant Prof.</td>
</tr>
<tr>
<td>Moore, James, DMA</td>
<td>Voice</td>
<td>Assistant Prof.</td>
</tr>
<tr>
<td>Norris, James, D Mus.</td>
<td>Music History</td>
<td>Professor</td>
</tr>
<tr>
<td>Ohia, Chinyerem, PhD</td>
<td>Theory</td>
<td>Assistant Prof.</td>
</tr>
<tr>
<td>Royal, Guericke, MM</td>
<td>Jazz Studies</td>
<td>Assistant Prof.</td>
</tr>
<tr>
<td>Timbrell, Charles, DMA</td>
<td>Piano</td>
<td>Professor</td>
</tr>
<tr>
<td>Washington, Donna, M.C.A.T</td>
<td>Music Therapy</td>
<td>Assistant Prof.</td>
</tr>
<tr>
<td>Young, Charlie, MM</td>
<td>Saxophone &amp; Jazz Studies</td>
<td>Assistant Prof.</td>
</tr>
</tbody>
</table>

11.1.2. Listing of Part Time Faculty (all at the rank of Lecturer):

<table>
<thead>
<tr>
<th>Name and Degree</th>
<th>Primary Teaching Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker, Marguerite, MM</td>
<td>Clarinet</td>
</tr>
<tr>
<td>Bunn, Michael, MM</td>
<td>Tuba</td>
</tr>
<tr>
<td>Kamalidiin, Sais, PhD</td>
<td>Flute</td>
</tr>
<tr>
<td>Koczela, Jeffrey, MA</td>
<td>String Bass</td>
</tr>
<tr>
<td>Kunkel, Gerard, MM</td>
<td>Guitar</td>
</tr>
<tr>
<td>Lovinsky, Joseph</td>
<td>French Horn</td>
</tr>
<tr>
<td>Macek, Timothy, MM</td>
<td>Violin, Viola &amp; Orchestra</td>
</tr>
<tr>
<td>Mercer, John, JD</td>
<td>Music/Entertainment Law</td>
</tr>
<tr>
<td>Newson, John, MME*</td>
<td>Instrumental Music</td>
</tr>
<tr>
<td>Owen, Drew, MM</td>
<td>Violoncello</td>
</tr>
<tr>
<td>Richards, William, MM</td>
<td>Percussion</td>
</tr>
<tr>
<td>Schultz, Paul, DMA</td>
<td>Trombone &amp; Theory</td>
</tr>
<tr>
<td>Tate, Grady, BA</td>
<td>Jazz Studies</td>
</tr>
<tr>
<td>Washington, Kelvin, MME*</td>
<td>Instrumental Music</td>
</tr>
</tbody>
</table>

*Compensation from the budget of the Office of Choirs and Bands
As is common in most music units, the majority of the faculty members are active musicians, composers and arrangers, as well as instructors. For the full-time faculty, their professional engagements are secondary to their teaching responsibilities, but are nonetheless of major importance to the department. For most of the part-time faculty, performing is their primary livelihood. These professional activities include performing solo and/or ensemble instrumental and vocal music public recitals, and concerts, as well as support services such as pit orchestras, receptions (private, corporate and government), church music, dance accompanying, lecture recitals and master classes.

Of the four major responsibilities that constitute the bulk of the typical faculty workload—teaching (knowledge transmission), research and/or creative artistic production (knowledge generation), service (knowledge application—in both academic and public communities), and professional development (enhancement of learning, and skills-maintenance and updating)—teaching and performing tend to dominate in the department at present.

Continuing education or professional development remains an ongoing process that, by definition in the profession of music, means “practice-orientation” (performance, music composition, arranging, improvisation, research in connection with performance preparation and/or lecture demonstration, etc.).

11.1.8. There were no retirements from the full time faculty for AY 2002-03.
11.1.9. All full time faculty met the minimum workload policy of the Department of Music. Many faculty members significantly exceeded the minimum workload. (Please see section 8.)
11.1.10. To the best of our knowledge, all textbook orders were submitted on time.
11.1.11. While the transition to a solely web based method of grade submission has caused some difficulties, the Department of Music grades have generally been submitted in a timely fashion.
11.1.12. Professional Development activities of faculty (see reports below).
11.1.13. The one search during AY 2002-03 has been successfully concluded (see section 7.).
11.1.4~7; 11.1.12. Faculty Activity, Research, etc. (continued):

The following report data for AY 2002-2003 (full time) faculty activities were submitted by the Department of Music faculty:
AY 2002-2003 Department of Music Annual Report – Faculty
Name: Arthur C. Dawkins     Rank: Professor

Performances, Research & Professional Activities
Artist/Clinician—Teacher Training Institute, Sponsored by the International Association for Jazz Education (IAJE) and National Association for Music Education (MENC); The Las Vegas Academy, Clark County Schools Las Vegas, NV, August 1-3, 2002.

Executive Board Member/Vice President—Annual Policy Meeting of IAJE (8000 members, 40 countries) Toronto, Canada, August 15-19, 2002.


Presiding Chairman/Presenter—IAJE Annual Conference, Toronto, Can, Jan. 8-11, 2003.

Article adjudicator for the Jazz Education Journal, July 2002

Principal Investigator: Howard University Jazz Oral History Project.

Free lance musician: Performer/Music Contractor, Arena Stage; Wolf Trap Performing Arts Center, Kennedy Center for the Performing Arts —through August 2002.

Professional Development
Howard University Leadership Academy, July 2002

University and Community Service (Include Committees, Student Advising, Administrative, etc.)
Departmental Committees: Executive, Appointments/Promotions/Tenure, Curriculum Chairman of the Scholarship Committee
College of Arts and Sciences Recruitment and Retention Committee.
Coordinator/Advisor: Graduate/Undergraduate Degree Programs in Jazz Studies and Undergraduate Music Business Degree Programs.
Benny Golson Jazz Masters Award Committee.
Consultant to the Mentor Program at the Duke Ellington School for the Arts, and board member of the Jazz Institute, Washington, DC — Davey Yarborough, Director.

Teaching Innovations
Use of current/available teacher assisted technology.

Professional Affiliation
International Association for Jazz Education
National Association for Music Education
American Federation of Musicians
American Psychological Association
AY 2002-2003 Department of Music Annual Report – Faculty

Name: Kehembe Valerie Eichelberger  Rank: Assistant Professor

Performances, Research & Professional Activities
11/02 Guest Vocalist “Jazz Vespers” Bill Clark Ensemble – Plymouth Cong. Church, Prod. PCUCC Jazz Comm.
11/02 “Ensemble” Carmen Jones by Bizet – (3 Performances) Kennedy Center Concert Hall, KC Productions
11/02 Soloist – Hines-Lee Opera Gala – Tribute to Sylvia Olden Lee – Howard University Ira Aldridge Theatre
12/02 Soloist – The Messiah by Handel Delaware State University
12/02 Soloist - The Messiah by Handel Vermont Avenue Baptist Church
12/02 Soloist – The Christmas Oratorio by Saint Sean – Nineteenth Street Baptist Ch.
2/03 Ensemble – Beatrice and Benedict by Berlioz – Washington Concert Opera – Kennedy Center Concert Hall

Private Studio Instruction
Freelance Soloist – Trinity Episcopal Church, Holy Comforter Episcopal Church, Plymouth Congregational Church,
St. Luke’s Episcopal Church, Gethsemane Baptist Church, HU Andrew Rankin Chapel

Upcoming Performance
6/03 Requiem by G. Verdi – St. Augustine Catholic Roman Catholic Church, DC
2/04 Joint recital “Whim Concert Series” – St. Croix, V

Professional Development
8/02-present – Continued studies of Song, Dance, Twi Language of Akan Peoples of Ghana
12/02- Leadership Academy “History of Howard”
12/02- Leadership Academy “Valuing Diversity”
12/22/02-1/6/03 – Study Travel – Culture, language, song, dance - Ghana West Africa – Odwa, Accra, & Koforduia
1/8 – 1/12 Conference – International Association of Jazz Educators – Toronto, Canada- Vocal Clinics, Music Business and Technology Updates
(March 2003 Post Graduate work postponed to June 2003)

University and Community Service (Include Committees, Student Advising, Administrative, etc.)
9/02 Presenter - “Performance Preparation & Development” – Music Education Class – 2 Sessions, Ann Burt-Instructor
9/02 “Noon Day” Faculty Recital – HU Blackburn Center Gallery – “Three Mo’ Sistuhs”
9/02 Sing with HU Choir “Opening Convocation” Cramton Auditorium
10/02 Adjudicator – Student Talent Competition – Delta Sigma Theta Sorority
Adjudicator – Student Vocal Competition – Independent Student Organ.
University and Community Service (cont.)

2/03 Workshop Presenter/Mentor – “Woman 2 Woman” Mentoring Program – Delta Sigma Theta Sorority
General Advising – Approx. 25 students
Sigma Alpha Iota Faculty Advisor
Caribbean Studies Minor Committee
Scholarship and Recruitment Committee
Academic Excellence Grant Evaluator

Community
Hines Lee Concert Committee Coordinator
Narrator for Aria Club of DC Opera Gala
Girls Rites of Passage Program – Ankobea Society
Langley High School “Case Day Concert” – McLean VA

Teaching Innovations
Preparation for Student Performances at non-required, optional activities
“Noonday” Music Series – Blackburn Center Gallery
Senior Recital Performances – All were held in the Blackburn Center Auditorium or Gallery. The goal was to:
1. Assist the student with performance anxiety
2. Allow for performance experience in a different venue and environment
3. Allow the general Howard University Community to see and hear the work exhibited by Jazz Studies
Juried Examination (upcoming) – Blackburn Center Gallery
1. Same objectives as above
2. Assist with scheduling conflicts in the Music Auditorium – Room 3001

Professional Affiliations
AFTRA – American Federation of Television and Radio Artists
AGMA – American Guild of Musical Artists
IAJE – International Association of Jazz Education
NASPAAM – National Association of the Study and Performance of African American Music
SAI – Sigma Alpha Iota Professional Music Fraternity
Hines-Lee Opera Ensemble - Board member
Performances, Research & Professional Activities

FUND FOR ACADEMIC EXCELLENCE GRANT:

Research project “Digital Video Equipment and Audio/Video Supplies for the Blacks In The Arts Course”

Purpose of this grant is to secure state of the art digital video and audio equipment and materials to be used in instructing various sections of the course. Digital recording and playback equipment will enhance the ability of the instructors to capture and present information concerning the creation and production of Fine Arts activities at Howard University and the greater community.

Activities of the project will continue through Fall, 2004.

Professional Development

A total of 68 hours of completed courses in the Howard University Leadership Academy.

University and Community Service (Include Committees, Student Advising, Administrative, etc.)

College of Arts and Sciences – Nominating Committee
Vice Chairperson of the Division of Fine Arts Faculty

Teaching Innovations

Research activity will impact on greater teaching efficiency and innovations. Methodology for the grant “Digital Video Equipment…” will test the effectiveness of technology as a teaching tool for the course Blacks In The Arts. Two sections of Blacks In The Arts will make use of computer/digital video equipment, and one section will make use of traditional lectures with some audio equipment. This activity is continuing through Fall, 2004.

Professional Affiliations

Sigma Alpha Iota Music Sorority
Friday Morning Music Club of Washington, DC.
Washington Performing Arts Society, “Concerts in Schools” program
AY 2002-2003 Department of Music Annual Report – Faculty

Name: Flagg, Thomas J.   Rank: Professor

Performances, Research & Professional Activities

Departmental Recital, April 17, 2003
Piano Pieces, Op. 119 by Johannes Brahms
Piano Sonata by Samuel Barber
Performance – March 1, 2003, Wyndham Hotel, Washington, DC
Henderson Retirement Program
Performance, March 30, 2003, Peoples Congregational Church
Honoring Minister of Music, Clyde Parker

Professional Development
Continuous Independent Study

University and Community Service (Include Committees, Student Advising, Administrative, etc.)
Departmental Curriculum Committee
Departmental APT Committee
COAS Grievance Committee
Advising: Music Education (Piano Minors)
Co-Coordinator (Piano Area)

Teaching Innovations
Constant creation of strategies to increase student comprehension

Professional Affiliations
American Association of University Professors (AAUP)
Washington Musicians for Nuclear Disarmament
Advisor: Ethel Ramos Harris Artistic Achievement Award Fund
Performances, Research & Professional Activities

Completed research on committee for the Todd Duncan Centennial Celebration and Legacy Project held 01/17/03 at the Austrian Embassy, and an additional awards program on 01/18/03, both sponsored by the National Opera Association.

Coordinated, with the Washington Opera, HU student attendance at the dress rehearsals of Mozart’s “Don Giovanni” on 03/27/03, and Beethoven’s “Fidelio” on 5/07/03 at Constitution Hall.

Carl Fischer, publisher, has just released 03/03 the Hall Johnson Collection of Spirituals and Art Songs with the inclusion of two CDs as sung by my private-studio student, Ms. Louise Toppin. I have been given credit for my efforts in the book’s preface.

Professional Development

Attended the convention of the National Opera Association, its programs and panel discussions, at the Key Bridge Marriott Hotel in VA from 01/16/03 thru 01/19/03.

University and Community Service (Include Committees, Student Advising, Administrative, etc.)

* Member of the Graduate and Library committees of the HU Music Department
* Supervised and coached two senior vocal recitals, and one graduate vocal recital
* Serves as Vocal Coordinator for the department, 2002-2003
* Serves as student advisor for all vocal majors, freshmen and sophomore vocal minors in Music Education programs, and other vocal minors in other department areas as needed.
* Serves as adjudicator for auditions for vocal admission to department programs for new entrants and transferees
* Served as supervisor of visiting groups from Sacramento, CA and Selma, AL, on tours of the Music Department, disseminating information about department programs (with the underlying possibility of recruitment)
* Served as a judge for the 2003 National Symphony Orchestra’s Young Soloists Competition, Vocal College Division, 02/08/03 at Levine School of Music
* Served as a judge for the Annapolis Opera Competition Finals, 02/03, in Annapolis, MD
* Will serve as a judge for the Marie E. Crump Vocal Competition, Maryland Opera Society on 05/16/03 at Harmony Hall in Prince Georges County
* Served on the Educational Outreach Committee of the Vocal Arts Society, bringing VAS and Marilyn Horne Foundation artists for occasional concerts in public schools in the area
* Served as a consultant for the Hines-Lee Opera Gala Tribute to Sylvia Olden Lee, 11/02 Ira Aldridge Theater, HU
Teaching Innovations

Private-studio teaching has produced performances from:
* Luctrician Booth, soprano soloist, Mozart Requiem at Avery Fisher Hall in NYC, with the Harlem Boys Choir, 01/09/03
* Alvy Powell, Bass-Baritone, in concert, 10/22/02, at the Alfred Street Baptist Church in Alexandria, VA
* Detra Battle, soprano, singing the Mahler Fourth Symphony with the Prince Georges Philharmonic, 03/29/03
* Gina Watson, soprano, singing the Verdi Requiem with the Master-Works Chorus and Orchestra at the National Presbyterian Church
* Shawnee Ball, Yvette Holt and Don Jones as members of the Washington Opera Chorus, 2002-2003
* Michelle Fowler, soprano, HU alumna, appeared in Concert for the Blackburn Noon Music Series, HU, 11/02

Professional Affiliations

* Vocal Arts Society, Board Member
* Hines-Lee Opera Ensemble, Board Member
* Washington Aria Club, Advisor
* National Association of Teachers of Singing, Member
* Friday Morning Music Club, Member
* National Opera Association, Member, past Legacy Award recipient
* American Association of University Professors, Member (UDC affiliation)
AY 2002-2003 Department of Music Annual Report – Faculty

Name: Fred Irby, III

Performances, Research & Professional Activities

Musicals:
- Man of LaMancha, National Theatre, 10-2-11/7/02
- Les Miserables, National Theatre, 11/25-1/4/02
- Annie, Lyric Theater (Baltimore), 2/4-9/03
- Ain’t Misbehavin, Center Stage (Baltimore), 2/22/03
- 42nd Street, National Theatre, 3/24-4/12/03
- Full Monty, Morris Mechanical (Baltimore), 5/6-11/03
- Beauty and the Beast, National Theatre, 5/21-6/8/03

Galas:
- Kennedy Center Honors (CBS), Opera House, 12/8/02
- Christmas in Washington (TNT), National Building Museum, 12/15/02
- An American Gala (ABC), Ford’s Theater, 3/1/03
- Helen Hayes Awards, KC Concert Hall, 5/5/03

Guest Conductor for the MENC Northwest Division Honors Jazz Ensemble, Portland, OR 2/13-15/03

Howard University:
- World Natural Gas Vehicle Coalition, Shoreham Hotel, 10/8/02
- Tribute to Dr. Doris E. McGinty, Rankin Chapel, 11/21/02
  - Guest Soloist: Trumpeter, Marcus Belgrave
- Tribute to Dr. Willie L. Hill, Jr., Rankin Chapel, 3/6/03
  - Guest Soloist: Saxophonist, Roger “Buck” Hill
- UDC Big Band Festival, 4/28/03
- Annual Recording Session, Bias Recording Studios, 4/30, 5/2/03

Other Recitals/Performances:
- St. Patrick’s Church, DC 3/15/03
- Tribute to Clyde Parker, People’s Congregational Church, 3/30/03
- Easter Service, St. Patrick’s Church, DC, 4/20/03

Professional Development

MENC Northwest Conference, Portland, Oregon

University and Community Service (Include Committees, Student Advising, Administrative, etc.)
- Provide and coordinate musical combos for campus events.
- Advisor, Music Education
- Admission Advisor
- Acting Chair: Music Department (during the absence of the Chair)

Teaching Innovations

Professional Affiliations
MENC, IAJE, AFM, International Women’s Brass Conference, Kennedy Center Orch.
Performances, Research & Professional Activities
Organist, Memorial Services:
  Margaret Mayo, Providence, RI (9/21)
  Harriet Kramer, Bethesda, MD (12/26)
Regular organist, First Church of Christ, Scientist, Chevy Chase, MD
Guest organist, The First Church of Christ, Scientist, Boston, MA (9/18,22,25)
Organist, George A. Aghamalian Annual Assoc., New York, NY (10/5)
Guest organist, Jeannette McGuinness Annual Assoc., Washington, DC (10/12)
Lecture Recital, Chevy Chase Woman’s Club, Chevy Chase, MD (10/22)
Live radio interview, WBJC-FM, Baltimore, MD (12/18)
Recitalist/Accompanist, Knollwood Foreign Services Retirement Home, DC, (12/22)
Guest Pianist with Marian Anderson String Quartet, Brahms Piano Quintet in F minor
Candlelight Concert Series, Howard County Comm. College, Columbia, MD (1/11/03)
Lecture Recitals Commemorating Black History Month: “The Piano Music of Black
Composers”- Whipple Cultural Arts Center, Las Vegas, NV (2/9)
  Metropolitan Memorial United Methodist Church, DC, (3/12)
  Chevy Chase United Methodist Church, Chevy Chase, MD (3/9)
  Tulane University, New Orleans, LA (3/22)
Piano Master Class, Tulane University, New Orleans, LA (3/22)
Church, Washington, DC (3/16)
Piano Master Class, Edwina Hunter Piano Studio, Columbia, MD (3/24)
Guest Organist, The First Church of Christ, Scientist, Boston, MA (3/2,6,9)
Adjudicator, Friday Morning Music Club High School Competition (4/12)
Adjudicator, Bowie, MD State Music Teachers Piano Competition (5/10)
Adjudicator, National guild of Piano Teachers Auditions, Westminster, MD (5/20-23)

Professional Development

University and Community Service (Include Committees, Student Advising,
Administrative, etc.)

Howard University, Co-Founder, Musical Director, Music at Noon Fine Arts Series
(Weekly concerts), Blackburn Center Gallery Lounge
Department of Music Executive Committee
Department of Music, A.P.T. Committee
Department of Music, Coordinator, Student and Faculty Recital Series
Accompanist/Coach, Miscellaneous Student Performances
Chair, Howard University Alumni Awards Committee, College of Arts and Sciences
Advisor, Graduate and Undergraduate Piano Performance Majors
Advisor, Phi Mu Alpha Sinfonia, Zeta Iota Chapter
Lecture Recital, Blackburn Center Gallery Lounge, Music at Noon Series (2/5/03)
Teaching Innovations

Professional Affiliations
Honorary Member, Chopin Club, Providence, RI
Honorary Member, Chaminade Club, Providence, RI
Distinguished Artists Selection Committee, Lincoln Center, NY
Performing Member, Friday Morning Music Club, DC
Advisory Board, D.C. Public Schools Piano Competition
Name: Thomas A. Korth

Performances, Research & Professional Activities
Two movement composition completed for the Howard University Flute Ensemble: Music for Flute Quintet (July, 2002)
Composed, performed, edited and recorded electronic background music (approximately 7 minutes total duration) for the Duke Ellington High School production of Lysistrata (February, 2003)
Performed as a Jazz & commercial music keyboard player and pianist (approximately 20 performances).

Professional Development
Attended the College of Arts and Sciences administrator’s retreat (August, 2002)
Attended the Provost’s retreat for Chairs and Directors (November, 2002)
Represented the Department of Music at the National Schools of Music Convention, New Orleans (November, 2002)

University and Community Service (Include Committees, Student Advising, Administrative, etc.)
Faculty Senate - Governance, Constitution & Bylaws Committee
COAS – Merit Committee
Department of Music - Executive Committee (Chair)
Graduate Studies Committee
Advisor for Composition majors (2)
Coordinator of Theory/Composition – Continued to maintain Theory database of nearly 1,000 current and former students who have enrolled in Theory courses over the past decade.

Chair, Department of Music

Teaching Innovations
Continued course development and revision – Advanced Harmony II and Composition

Professional Affiliations
College Music Society
Society for Music Theory
Society of Composers
American Federation of Musicians
Performances, Research & Professional Activities

- Faculty member at the International Association for Jazz Education (IAJE) Teacher Training Institute/ Las Vegas, Nevada - August 2002
- Guest Artist/ Clinician - Hutchinson Community College Dept. of Music/ Hutchinson, Kansas - Nov. 2002
- Organized and supervised Vocal Jam Session at IAJE Annual Conference, Toronto, Canada - January, 2003
- Guest Artist/Adjudicator/Clinician - University of Northern Colorado-Greeley Jazz Festival/ Union Colony Civic Center, Greeley, Colorado - April, 2003
- Beginning stages of collaboration with Mr. Allen Carter- Founder and CEO of ACMuzik - Developing a CD Rom program for Jazz Choir Instruction. Projected date for completion of project - September, 2004.

Professional Development

- Attendance at the 2003 IAJE Annual Conference/ Toronto, Canada - January. 2003

University and Community Service (Include Committees, Student Advising, Administrative, etc.)

- Student Advising - Undergraduate and Graduate
- Collaboration with Dean Richardson-Howard U. Chapel - Memorial Services
- Soloist for "Friends of the Chapel" program
- Member - Ad-hoc Division Committee on Vision, Ideas, Planning and Proposals
- Organized and Performed for many concerts - Blackburn Art Gallery Wednesday Noon Concert Series and also one evening concert in December

Teaching Innovations

Lecture/Performance Project for Improvisation class - Mid-Term Project - Fall 2002
Blends jazz history with performance for a more complete understanding of stylistic elements and their development throughout the different jazz eras. Also prepares upperclassmen for giving lectures/ presentations of their art as professionals.

Vocalese Project for Improvisation class - Mid-Term/End of Year Projects - Spring 2003
Blends instrumental jazz solos with lyrics/syllables for analysis/synthesis/and composition of vocal jazz performing style. Students then performed projects on the final vocal jazz concert. They were FANTASTIC!!!

Professional Affiliations

IAJE - elected to resource team in Fall of 2002; MENC; ACDA
2002-2003 Department of Music Annual Report – Faculty

Name: James K. Moore  
Rank: Assistant Professor

Performances, Research & Professional Activities

*Performed the role of Don Pasquale in Donizetti’s *Don Pasquale* for Erie Opera, May ‘02
*Sang a recital in September ‘02, Seattle, Washington
*Recital in Ellensburg, Washington in November ‘02
*Participated in Christmas concert, Olney, Maryland, December, ‘02
*Bass soloist in Handel’s *Messiah*, Kensington Maryland, December ‘02
*Sang a recital at Howard University in February ‘03
*Participated in Easter Concert, Olney, Maryland, April ‘03
*Performed the role of Belcore in Erie Opera’s Production of Donizetti’s *Elixir of Love*, May, ‘03

Professional Development

*Continued research for book. Subject of book is a comprehensive vocal method, bringing together old and new schools of thought and practice.

University and Community Service (Include Committees, Student Advising, Administrative, etc.)

*Developed and taught a Voice class for non-majors, which previously was not offered. (final enrollment: 8 students)

Teaching Innovations

*Kept abreast of new information/teaching strategies by reading NATS journals, Classical Singer, etc., and by conversing with colleagues; applied instruction to own teaching.

Professional Affiliations

*Have contacted NATS (National Association of Teachers of Singing) and am in the process of becoming member
*Have contacted Friday Morning Music Club and am in the process of preparing entrance audition
Performances, Research & Professional Activities

(1) The Sunrise String Quartet performed my String Quartet earlier in the year. It received a good review in the *Washington Post*.

Two other works – *Gestures for a White-Capped chief*, a Woodwind Quartet, and *Igbo Fragments* for Flute and Piano have been accepted for performance in Capital Composers Performance Series later this year.


Professional Development

University and Community Service (Include Committees, Student Advising, Administrative, etc)
Served on Thesis Committee for two graduating Seniors

Teaching Innovations
I have made the use of technology the cornerstone of my teaching.

Professional Affiliations

- Baltimore Composers Forum
- Capital Composers Alliance
- Music Theory Association
- African Studies Association
- The College Music Society
- Ethnomusicology Society
Performances, Research & Professional Activities

Performances by the Howard University Choir:
- Howard University Opening Fall Convocation, Cramton Auditorium, 9/27/2002
- Performance of the Musical, Carmen Jones, starring Vanessa Williams, conducted by Placido Domingo, The Kennedy Center for the Performing Arts, Washington, DC, November 10-17, 2002
- The Annual Christmas Concert, Notre Dame Chapel, West Campus, Dec. 8, 2002
- Swearing-In Ceremony of the Congressional Black Caucus, Hyatt Regency Hotel, January 16, 2003
- Martin L. King, Jr. Choral Tribute, the Kennedy Center for the Performing Arts, Washington, DC, January 12, 2003
- Martin L. King, Jr. Choral Tribute, the Rankin Memorial Chapel, Jan. 13, 2002
- Tribute to Todd Dunkin, the Embassy of Austria, January 17, 2002
- Luncheon for the U. S. Conference of Mayors, Capital Hilton Hotel, 1/24/03
- Fannie Mae Corporation Celebration of Black History Month, Fannie Mae Corporate Headquarters, Washington DC, February 13, 2003
- Celebration of the Negro Spiritual, National City Church, March 30, 2003
- Howard University Annual Charter Convocation, Cramton Auditorium, 3/7/2003
- International Student Banquet and Awards Ceremony, HU Blackburn Center, 4/17
- Opening Ceremony for the College Language Association, Blackburn Center, 4/23
- Benjamin Carson Scholars Award Banquet, Baltimore, MD, April 27, 2003
- Howard University Commencement Ceremony, Burr Gymnasium, May 10, 2003

Professional Development

University and Community Service (Include Committees, Student Advising, Administrative, etc.)
- Advised six music history majors
- Assisted with one masters thesis in music education
- Directed two bachelors theses in music history

Teaching Innovations
- Directed research and performance projects for the class, Music History and Literature of Baroque and Classical periods

Professional Affiliations
- Governor’s Committee (MD) for Performing Opportunities for Artist with Disabilities
AY 2002-2003 Department of Music Annual Report – Faculty

Name: Guericke C. Royal  Rank: Assistant Professor

Performances, Research & Professional Activities

Theatre Performances:
   South Pacific Arena Stage
   1776- Ford’s Theatre
   Helen Hayes Awards Orchestra

Electronic Music Festival- Prague, Czech Republic

Arrangement for MENC Performance- “Compared to What”-

Professional Development
“Professional Audio Applications- ProTools” Seminar

University and Community Service (Include Committees, Student Advising, Administrative, etc.)

Student Advising- Jazz Studies

Supervised Mastering Sessions- Howard University Jazz Ensemble under Fred Irby, III

Teaching Innovations

Development of Manual-Based Teaching materials

Professional Affiliations

American Federation of Musicians- AFM
American Society of Composers Authors and Publishers- ASCAP
International Association of Jazz Educators- IAJE
National Association of Recording Arts and Sciences- NARAS
AY 2002-2003 Department of Music Annual Report—Faculty

Name: Charles Timbrell  Rank: Professor

Performances, Research & Professional Activities
Piano Solo Recital, Wysocina Festival, Zdar nad Sazavou, Czech Republic, 10 July 2002
Piano Solo Recital, Wysocina Festival, Jihlava, Czech Republic, 13 July 2002
Piano Solo, Friday Morning Music Club, Washington, DC, 11 April 2003
Piano Masterclass, Wysocina Festival, Zdar nad Sazavou, Czech Republic, 19 July 2002

Author: Walter Rummel: Prince of Virtuosos (Scarecrow Press), in progress
Author: numerous reviews of CDs in Fanfare, International Piano, and International Record Review, July 2002-June 2003

Lecture, “Getting Published,” Howard University Music Dept., 10 January 2003
Lecture, “French Pianism”, Wysocina Festival, Zdar nad Sazavou, Czech Republic, 12 July 2002

Judge, Wysocina First International Piano Competition, Czech Republic, 21 July 2002
Judge, Beethoven Society Competition, Washington, DC, 7 June 2003
Judge, Washington Music Teachers Competition, 17 May 2003

Professional Development:
Attended numerous master classes and lectures at Wysocina Festival, 6-22 July 2003

University and Community Service (include Committees, Administrative, etc.)
College-Wide APT Committee, College of Arts & Sciences
Chairman, APT Committee, Music Dept.
Chairman, Graduate Studies Committee, Music Dept.
Executive Committee, Music Dept.
Coordinator of Keyboard Studies, Music Dept.

Board of Trustees, Friday Morning Music Club Foundation
Board of Directors, Washington Music Teachers Assn.
Chairman, Collegiate Artist Competition, Washington Music Teachers Assn.
Chairman, Chamber Music Competition, Washington Music Teachers Assn.

Teaching Innovations:
Using newly-learned Russian teaching methods at intermediate & advanced levels

Professional Affiliations:
Performing Member, Friday Morning Music Club
Member, American Liszt Society
Member, Washington Music Teachers Assn.
Performances, Research & Professional Activities

Performances with “Three Mo Sopranos”: April 14, 2002 and Sept. 18, 2002
Instructor, CHALLENGE Program for disabled Adults, Montgomery Community College
Member, Governor’s Committee on Arts for the Disabled
Chair/Committee Member, American Music Therapy Association Conference, Mid-Atlantic Region

Professional Development

University and Community Service (Include Committees, Student Advising, Administrative, etc.)

Student Advisor, Music Therapy Area, Department of Music
Executive Committee, Department of Music

Narrator, Howard University Concert Band: St. Paul’s Baptist Church (2/23/02), Flowers High School (2/26/02),
Spring Concert 4/14/02,

Teaching Innovations

Music Therapy Practicum placement w/ the Autism Program of the District of Columbia Public Schools

Professional Affiliations

Professional member, American Music Therapy Association
Secretary, Thomas H. Kerr Commemorative Music Society
AY 2002-2003 Department of Music Annual Report – Faculty

Name: Charlie Young          Rank: Assistant Professor

Performances, Research & Professional Activities


Featured Saxophone Soloist with the Smithsonian Institutions tribute to “Julian ‘Cannonball’ Adderley,” Washington, DC (February 7-8, 2003)


Professional Development
Registered classes with the career development center, “Understanding and Implementing The Strategic Framework For Action”

University and Community Service (Include Committees, Student Advising, Administrative, etc.)

Teaching Innovations

Professional Affiliations
International Association of Jazz Educators (IAJE)
Music Educators National Conference(MENC)
American Federation of Musicians (AFM)
North American Saxophone Alliance(NASA)
12. Staff:

12.1.1. Staff Distribution

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown, Glenda</td>
<td>Administrative Secretary</td>
</tr>
<tr>
<td>Wilkins, Nancy</td>
<td>Administrative Secretary</td>
</tr>
<tr>
<td>Burge, Arthur</td>
<td>Piano Technician (Part-time)</td>
</tr>
<tr>
<td>Bunn, Laurie</td>
<td>Piano Accompanist for Instrumental students (PT)</td>
</tr>
<tr>
<td>Jones, William</td>
<td>Piano Accompanist for Voice students (Part-time)</td>
</tr>
<tr>
<td>Strang, John*</td>
<td>Piano Accompanist for Voice students (Part-time)</td>
</tr>
</tbody>
</table>

*Compensation from the budget of the Office of Choirs and Bands

12.1.2. Professional Activities

Mrs. Glenda Brown:
- Materials Management Seminar - March 12, 2003
- Conflict Negotiation & Resolution of Employees (Leadership Academy class) – April 7 & 9, 2003
- Supervisors Seminar (Administration of student workers) – April, 2003

Ms. Nancy Wilkins:

Mrs. Brown’s primary responsibilities involve the management of faculty – appointments, reappointments, promotions, personnel recommendations, etc. Ms. Wilkins administers student admissions, enrollment, grades, etc. Both secretaries remain indispensable to the smooth, day by day, functioning of the department.

13. Grants and Contracts:

While no new grants were received in AY 2002-03, the project activities for Prof. Lorraine Faxio’s Fund for Academic Excellence Cycle 7 Project Grant peaked in AY 2002-03. This research project - “Digital Video Equipment and Audio Supplies for the Blacks In The Arts Course” will continue into the Fall, 2004 semester.
14. Current Changes due to program reviews:

- One of the main criticisms of the department has been the condition of the pianos and practice facilities. Utilizing funds saved from the 2002-03 budget, our piano technician, Mr. Tom Burge, will be repairing pianos throughout the summer. In addition, a thorough survey of the facilities will be conducted by the chair, Dr. Norris, Dr. Timbrell, Mr. Newson and Mr. Burge. At the conclusion of this survey, a significant effort will be made to reserve these rooms for music majors, to provide benches and/or chairs for all rooms and to clean the rooms prior to their reopening in August, 2003. In addition, additional security measures to protect both students and the practice facilities will be explored.

- The COAS Program Review panel recommended that a male voice teacher be appointed to give the voice program balance. A number of students had also expressed this view. As of August, 2002, after a diligent search, Dr. James Moore was appointed Assistant Professor of Voice. His first year on the faculty has been very successful.

- The appointment of Dr. Moore also addressed the panel’s concern regarding the use of a number of different part time voice instructors over the past few years, often necessitating multiple teachers for certain voice majors and minors.

- Another recommendation of the panel was a full time accompanist for voice students. Two part time accompanists were engaged for 2002-03; unfortunately, their budget lines were temporary and not renewed for 2003-04.

- The panel also observed the aging of the Department of Music faculty and suggested that “One way to avoid a preponderance of senior faculty in the program is for the administration to hire younger faculty when senior faculty retire.” The one funded faculty vacancy for 2002-03 occurred upon the sudden passing of Dr. Hortense Kerr, coordinator of Music Education at age 76. Pending a search, she was replaced on an interim basis by Ms. A. Anne Burt (age 70) for AY 2002-03. As a permanent head of the Music Education program, a Howard alumnus, Mr. Mark Mauldin is being recommended for appointment at the rank of Assistant Professor, beginning August, 2003. Mr. Mauldin is in his thirties.

15. Impact and effectiveness of recent policy changes:

The major change implemented in AY 2002-03 has been the revised curricula, especially in the area of increased general studies requirements. Since these changes just went into effect with the incoming Freshman class, it is too early to assess their impact.
16. Response to elements cited in the Provost’s “Moving to Tier One” letter:

Target 1 of the Provost’s letter dealt with increased access to technology for both faculty and students. Thanks to a last minute infusion of funds for AY 2001-2002 from the Associate Dean of Division of Fine Arts, multiple copies of the state of the art music notation software, Sibelius, were installed by the department. This addition has meant that students may now employ either of the two primary professional notation programs, as Finale has been in use in our digital laboratory for some time.

Unfortunately, the overall state of technological equipment and training remains inadequate due to lack of funds.

With some notable exceptions, the computers provided by Facnet are at least serviceable, and the recent machines from the COAS are excellent. However, the major unmet technology needs of the department involve software, and recording and reproduction equipment. Both the Jazz Studies and Music Business programs are greatly hampered by a lack of studio equipment and a secure space to house it.

Target 2 envisions a great increase in international study for our students. Although the initial project with Brazil would seem to provide opportunities for our students, they are presently restricted to graduate students who represent less than 8% of our enrollment. Hopefully, other projects and linkages can be established which will be suitable for undergraduates.

The Provost also stated that “the entire institution must function collaboratively as an organization that values and nurtures its students.” This has always been one of the great strengths of the Department of Music. For many years, the department has had a system of advising which results in close student contact with a faculty mentor throughout their study at Howard. In comparison to other disciplines, the relatively small music class sizes engender much individual attention, and the participation in at least one performing ensemble per semester provides many group effort experiences for each music student. Since most music majors take approximately 65% of their courses within the department, the faculty, students and staff tend
1. Unit Overview--Chairman's summary
The department of philosophy has 9 full time and 1 part time faculty members. In the 2002-2003 academic year, 7 faculty members are tenured or tenure-track, 2 are visiting assistant professors. There are 25 majors and minors in the program.
The department conducted a successful search for a tenure-track faculty, and Dr. Eddy Souffrant has accepted the offer to join the department in Fall 2003.

2. Mission, goals and objectives of the department
The mission of the department of philosophy is to provide an outstanding philosophy education to students paying attention to the need for philosophy to speak to the experiences of all peoples, including the historically marginalized and disenfranchised. Therefore, the department develops a curriculum that includes aspects of philosophy that are required for the realization of this mission. These include cultural and comparative aspects of philosophy and issues of social justice and racism.

The goal of the department of philosophy is to produce graduates that have superior knowledge of philosophy and have the motivation to pursue it as a career. In the light of this goal, the department will train undergraduate majors and minors to discuss philosophical theories and concepts intelligently with their colleagues and students in other programs, and will produce graduates who can compete successfully for admission and funding in top graduate programs.

The department will produce graduates who are able to apply their knowledge to the solution of the problems of freedom and justice in their world. To this end, the department will train graduates to perform effectively as discussants in seminars and symposia on issues of freedom and justice. Furthermore the graduates of the program will willingly participate in volunteer services that are geared toward solving problems of poverty, deprivation and social injustice.

Philosophy has a special place in liberal education even in the midst of technological revolution that we have witnessed in the last half of the twentieth century. Philosophy remains the pillar of a sound scholarship and a humane education. Its contribution to the clarification of ideas and concepts even in the realm of science and engineering makes it an indispensable branch of knowledge. In the struggle for human and civil rights, philosophy remains a most useful ally in its various outlooks and worldviews. The department of philosophy continues to exploit philosophy's values in all its aspects for the benefit of its students.

2.1.1. How the goals feed into SFAII
To achieve the goals and objectives highlighted above, the department will strengthen it's academic programs. Already this is being done following the adoption and implementation of the faculty workload policy. One of the overarching goals for the SFAII is strengthening academic programs and services and promoting excellence in teaching and research. The goals and objectives of the department of philosophy feed well into this goal of SFAII

One of the key components of the Strategic Framework for Action in the area of skills development is critical thinking. To ensure that the success of this component of the SFA, the department offers courses in critical thinking and principles of reasoning as part of the general education program of the College of Arts and Sciences. In addition, the major and minor programs of the department focus on the training of philosophy graduates in the use of their analytical and critical thinking skills to investigate the ethical and social implications of public policies, especially as they have an impact on minorities in general and people of African descent in particular. Thus, the department continues to offer courses in "Ethics Medical Care" and "Environmental Studies." Furthermore, the department is involved with others in research programs that focus on the needs of minorities. These include research on a model for university/ community relations, community outreach on pre-college philosophy, and community technological center, for which one of the faculty from the department is co-director. The annual Alain Locke Conference which focuses on significant topics of interest to
people of African descent continues to draw eminent scholars from around the country. The last one was held from April 4-5 on the topic "Cross cultural dialogue in philosophy".

4. Key Performance Indicators

The department held its annual Alain Locke Conference on April 4 and 5. For the third time, there was a student session, involving undergraduate majors and minors. The students who presented papers in the sessions included Traci Wyatt, a sophomore and Samario Anthony, a senior.

Students contributed papers to the Howard Journal of Philosophy, which is being edited and produced by the students' philosophy club.

5. Accreditation-related news or issues

N/A

6. Significant Events

October 2002: Pre-college Philosophy Conference. Participants included students from Banneker High School and Edmund Burke School. This program was made possible with the support of the Funds for Academic Excellence program.

January 31, 2003: Conference on Global Ethics and Corporate Responsibility. The department co-sponsored this event with the Ralph Bunche International Affairs Center. Philosopher Allison Jaggar from the University of Colorado, Boulder was the keynote speaker. Presenters included Eddy Souffrant, a visiting assistant professor who moderated the sessions, and Segun Gbadegesin, the Interim chairman.

March 2003: Series of presentations were given to the faculty and students by five candidates for the position of assistant professor in the department.

April 4-5 2003: Alain Locke Conference on Cross cultural dialogue in philosophy. This conference brought eminent scholars to the department, including Dr. Albert Mosley, who gave the first keynote address on "Music, Modernity and Pragmatism" and Dr. Michelle Moody-Adams who gave the second keynote address on "Taking Culture Seriously". The Funds for Academic Excellence program made this event possible.

7. Significant Achievements

The 4th Alain Locke conference brought eminent African American scholars to the campus of Howard University. One significant fall out from this collaboration is the willingness of these scholars to join our efforts in strengthening programs in Africana philosophy here at Howard and across the country. We have mapped out plans for collaborative research in all areas of the field. In addition, we have an opportunity to introduce applied ethics program here at Howard.

8. Challenges and projected solutions

Space continues to be a major challenge. The department has no seminar rooms. The only room available for meetings, candidate interviews and defense of thesis is the chairman's office, which is grossly inadequate. Appropriate physical environment is important to the professional conduct of advanced upper level courses.

Collegiality in the Department depends heavily on interaction taking place among faculty and students outside of classroom and office hours. Such interaction can now only take place adventitiously in the secretary's office or in the office of the chair. The department urgently requires an office for a library space comparable to the Department of Modern Languages library on the third floor of Locke Hall, or the seminar room of the Department of English on the second floor of Locke Hall. Such a space is especially important for the Department of Philosophy because its faculty offices are scattered in Locke Hall, Founders Library, and The Howard Center. The Department's collegiality,
problematic over the past 12 years, has suffered a great deal from this dispersal. Hence, a departmental library/seminar room space in Locke Hall is one of the most important requirements for the flourishing of the Department. The 1994 Visitation Panel to the Department made the observation that a seminar room, faculty lounge, and library space were vital to provide a positive learning environment for students. A single new office in Locke could accommodate these needs. The department is however pleased with the proposal of Dean Donaldson for a new Learning Center and looks forward to the successful implementation of the proposal.

9. Synopsis of Department or Unit data

10. Students
   10.1.1 Enrollment data

25 majors are in the program

10.1.2 Graduation data

2 students graduated in May 2003. 1 student will graduate at the end of summer

10.1.3 Student achievement

One of the 2003 graduates of the department, Samario Anthony, has been accepted to Howard University Divinity School, starting in the Fall. The other, Shuaib Worrel, is taking up employment in Bermuda.

10.1.4 Students in good standing

All majors are in good standing

10.1.5 Students on probation

No student is on probation

10.1.6 Students dismissed

No student was dismissed from the program.

10.1.7 Student organizations and associations

Alain Locke Student Philosophy Club

10.1.8 Overall GPA of students

2.85

10.1.9 Licensure exam passage data

Not applicable

10.1.10 Employer satisfaction surveys

There is an ongoing effort to request employer satisfaction surveys based on current information about the employment status of recent graduates of the department.

11. Faculty
   11.1.1 Faculty Distribution
In 2002-2003, there are 9 full time faculty. Out of these, 7 are full-time tenure-track and tenured faculty:

11.1.2 Listing of full time faculty

Tenured and tenure-track--7

Professor--3
Joseph Asike, Ph.D.
Segun Gbadegesin, Ph.D.
Charles Verharen, Ph.D.

Associate Professor

Assistant Professor--4
Lee Brown, Ph.D.
Patrick Goodin, Ph.D.
Malik McCluskey, Ph.D.
Cara Spencer, Ph.D.

Visiting Assistant Professor--2

Richard Jones, Ph.D.
Eddy Souffrant, Ph.D.

11.1.3 Listing of part time faculty

Part time faculty--1

Jude Okpala, Ph.D.

11.1.4 Quantification of faculty activity

In compliance with the faculty workload policy, graduate faculty teach 3/2 while non-graduate faculty teach 3/3. In addition, faculty engage in professional development activities, by attending at least one conference a year, in research and publication, by making effort to publish one article a year, and in service, through committee work.

11.1.5 Publications

Lee Brown
--"At Times it is Good to Hit the Reset Button," Daihonzan Chozen-ji/International Zen Dojo Newsletter Vol. 27 No. 4 (8/02)
"Genetic Reduction and its Implications for Theories of Race" in APA Newsletters forthcoming

Segun Gbadegesin
--(with Ezekiel Emanuel and others) "Fair Benefits for Research in Developing Countries" in Science Vol. 298 13 December 2002 pp.2133-2134
-- (with David Wendler) "What is community exploitation in clinical research?" submitted to British Medical Journal
--"Grounding international bioethics" submitted to Developing World Bioethics

**Patrick Goodin**
--"Gods and Physis: Xenophon's defense of Socrates against the charge of impiety in Memorabilia, Book I, chapter 1" submitted to Interpretation September 2002

**Cara Spencer**
--"Representing What Others Say" in Protosociology 17: 2002 Semantics and reported Speech pp.26-45
--"Keeping Track of Objects in Conversation" forthcoming in an anthology on applications of two-dimensional frameworks in the philosophy of language and mind edited by Manuel Garcia-Carpintero and Josep Marcia
--"Beliefs Reports and Conversational Implicature" submitted to Pacific Philosophical Quarterly

**Charles Verharen**
--invited article: "Afrocentricity, Ecocentrism, and Ecofeminism: New Alliances for Socialism" forthcoming in Socialism and Democracy Fall 2003

11.1.6 Research Activity
See 13 below

11.1.7 Professional Affiliations

Members of the department belong to different professional associations. The following are typical:
--American Philosophical Association
--Afro-Caribbean Philosophical Association
--Society for the Study of Africana Philosophy
--American Bioethics Association
--International Association for Bioethics

11.1.8 Retirements
No faculty member retired this academic year.

11.1.9 Faculty success in meeting the workload policy

The department has successfully implemented the faculty workload policy. The challenge it has now is the shortage of faculty to teach general education courses and courses in the major/minor program

11.1.10 On time textbook orders
The department submits its textbook orders on time.

11.1.11 On time grade submissions
The department faculty is fully cooperating in the matter of on-time submission of grades through Bisonweb.

11.1.12 Professional development activities of faculty

Lee Brown
--Presented "The Limitations of Compassion for Societal Well-Being", University of Hawaii-Manoa (10/23/02)
--Presented "Races as Social Constructs and Natural Kinds: Fostering humane flourishing through a more enlightened taxonomy at the Transatlantic Conference on Race and Xenophobia in the United States and Europe: Transforming Systems of Racial Preferences In America. Howard University (10/14-16/02)

Segun Gbadegesin
--Member Expert Planning Workshop on Ethics of Long Term Care. University of Chicago, August 2002
--Facilitator, WHO Workshop on Ethics of HIV Vaccine Research in Africa, Lagos October 2002
--Presenter, Conference on Global Ethics and Corporate Responsibility sponsored by Ralph Bunche Center and Department of Philosophy January 31, 2003
--Conference convener, 4th Alain Locke Conference on "Cross cultural dialogue in philosophy", April 4 & 5 2003
--Refereed articles for Developing World Bioethics
--Refereed grant applications for The Wellcome Trust

Patrick Goodin
--Delivered a lecture titled "The Problematics of Jamaican Culture" at the Jamaican Embassy, Fall 2002
--Appointed Book Review Editor for Philosophia Africana
--Directed and coordinated the Caribbean Studies Program
--Organized the Caribbean Studies Lecture Series Fall 2002
--invited panelist at a lecture delivered at the Ralph Bunche Center by Dagaberto Rodriguez, Chief of Cuba Interests, January 2003

Cara Spencer
--Served as a referee for Philosophical Quarterly
--Invited symposiast on the segment, "The Joy of Logic" of the television program, "No Dogs or Philosophers Allowed" January 2003
--NEH Summer Institute participant Summer 2002
--Attended the Chapel Hill Colloquium In Philosophy and the Eastern and Pacific Division meetings of the APA. Served as session chair at the Pacific meeting and at the Central Division meeting
--interviewed in April for the Howard Magazine Faculty Profile

Charles Verharen
--Attended a 2-day conference on Science and the Environment, January 2003
--Attended the Georgetown University Mini-Medical School, Fall 2002 and Spring 2003
--Planning Committee member, NIH 2004 National Conference on Mini-Medical Schools February 6, 2003

11.1.13 Active searches
Faculty search --Assistant Professor, tenure-track (completed)

12. Staff
12.1.1 Staff distribution
12.1.2. Department-wide professional development activities

13. Grants and Contracts
13.1.1 Applications submitted

Joseph Asike
--submitted a grant proposal to the Department of State

Lee Brown
--Submitted a grant proposal to the Fund for Academic Excellence (pending)

Segun Gbadegesin
--NEH Extend the Reach Grants Program
--Fund for Academic Excellence (pending)

Patrick Goodin
--Fund for Academic excellence (pending)

Cara Spencer
Fund for Academic Excellence Travel Grant

13.1.2. Applications funded

Cara Spencer
Fund for Academic Excellence Travel Grant January 2003
NEH Summer Institute grant

Charles Verharen
NIH- Howard University Mini-Medical School Planning Grant

14. Current changes due to outcomes, information from assessment activities or program reviews

The department is currently working on its outcomes assessment. It has received feedback from the Outcomes Assessment Committee regarding its submissions, and it is now revising in accordance with the suggestions of the committee.

15. Impact and effectiveness of recent policy changes

The major issue has to do with the proposed 3% budget cut and the anticipated increase in the enrollment of new students in Fall 2003. The department cannot now cope with the demands of the general education courses, given its current faculty strength.

16. Respond to targets of opportunity and other elements cited in Provost's "Moving to Tier One" open letter to the university community

Faculty members have embraced the idea of using technology as a means of effective teaching and research. Some of them have taken advantage of the workshops offered on the use of Blackboard technology and have introduced their students to its use. Many faculty members have their own web sites and are encouraging students interactive involvement in the learning process. One challenge is getting all faculty members access to the FacNet computers. It is hoped that by the Fall of 2003, this would be achieved.
The department is aware of the need for an endowed chair. It has taken the advantage of its annual Alain Locke Conference to initiate a fundraising effort in this direction. Needless to say, the effort of the department is not likely to yield much given its size and the limited pool of its alumni. Therefore, the department looks over to the college and the university to facilitate the fulfillment of our collective desire.
Department of Physics and Astronomy  
Chairman: Demetrius D. Venable

College of Arts and Sciences

Departmental Annual Report 

2002-2003

Summary

The mission of the Department of Physics and Astronomy at Howard University is to strive for a recognized level of national and international excellence in research and teaching in physics and to assure that students of African American descent and other underrepresented groups are given the opportunity to achieve their fullest potential in physics.

There have been several significant achievements for the year. A state of the art research and instructional laboratory has been established for students in physics and atmospheric sciences. Work has begun for the development of a field observatory at Beltsville research facility that will be used for research and training in physics and atmospheric sciences. This year we have recruited 10 students with a major in physics, and 5 scholarships were awarded on basis of merit to students who are in 3+2 program leading to BS in physics and MS in atmospheric sciences. Many students are doing research or internship during the summer. We have had a highly successful weekly seminar series. Distinguished guests both from within and from outside the University were invited as seminar speakers. These seminars significantly contribute to renewed vigor in the academic and social climate of the department. A Student Resource room and an office for the Society of Physics Students are available, 24 hours a day, to all students in the department. This facility provides access to computer-based and web-based assisted learning tools. In addition, regular tutoring services are available in the same facility during the academic year. The enhanced capabilities, upgraded data bandwidth and wireless access to internet, have significantly increased our ability to conduct research in several key areas of research.

Low enrollment continues to be a challenge for the department. Our enrollment patterns have followed national trends in physics that are significantly down nationally. Strategies to be considered are: additional academic assistance, development of Web based courses and supplemental course materials, improved facilities, and the opportunity for 100% participation of students in research activities. We would like to increase our undergraduate and graduate enrollment to about 40 students each within four years.

Poor facilities remain a major challenge for us. This negatively impacts a wide range of functions - from our ability to conduct research to recruitment of students. Solutions include the continued development of our research capabilities at the Beltsville campus and other on campus sites outside of Thirkield Hall. Further the physics department has been designated as an occupant of the interdisciplinary science and engineering building.

The faculty continues to excel. It continues to have to its credit large number of peer-reviewed publications, invited talks, and presentations as well as a record of significant service to professional organizations and community. A significant number of grants are held by faculty members. These grants provide source of income for a wide variety of Departmental activities.

HOWARD UNIVERSITY 
Department of Physics and Astronomy  
Chairman: Demetrius D. Venable
DEPARTMENTAL MISSION, GOALS AND OBJECTIVES

The mission of the Department of Physics and Astronomy at Howard University is to strive for a recognized level of national and international excellence in research and teaching in physics and to assure that students of African American descent and other underrepresented groups are given the opportunity to achieve their fullest potential in physics.

The goals of the Department of Physics and Astronomy include (1) being the premiere program of its size in the country within a few selected areas of physics; (2) being the largest producer in the country of African American physicists at the doctoral level; and (3) producing a significant number of underrepresented minority students at the baccalaureate level who are prepared to enter graduate school in physics or pursue alternate careers in education, industry, medicine, etc.

PROGRESS IN FULFILLING OF UNIVERSITY'S MISSION:

In general the discipline of physics provides opportunities for students to address a wide range of technological problems. The program addresses broad issues, such as biophysics and atmospheric pollution. A variety of alternative tracks are available to the students. These tracks give students broad options to choose a program of studies consistent with their career goals. We envision that this flexibility in the curriculum would help attract more students to the program, thus resulting in increased enrollment. The alternate tracks consist of a core of required courses (mandatory for all majors) and different sets of “electives within the major.” Each student would choose a particular track and electives, in consultation with a faculty advisor and approved by the physics faculty, within that track. Currently, there are four possible choices: (1) preparation for graduate study in physics (equivalent to the traditional track); (2) entrance into a medical school; and preparation for further study or career in (3) atmospheric sciences, and (4) computational science; a fifth track in secondary education is under development. These choices are popular among students today, and the department has responded so that these career choices are real possibilities within the context of a bachelor's degree in physics.

We are already seeing an increased interest in exploring these tracks. One student graduated this year in the computational science track. Five freshmen are enrolled in atmospheric physics track that will allow them to earn B.S. degree in physics and M.S. degree in atmospheric science in a 5-year program of study.

The department has an assessment committee, with Dr. P. Misra as its Chair, in compliance with the University’s accreditation review. This committee submitted an Outcome Assessment Plan in March 2003 to office of the Dean, College of Arts and Sciences. This plan is now being revised in light of comments from the Associate Dean. Additionally, we conduct semi-annually student evaluation of courses and instructors, and bi-annually faculty self-evaluation and faculty peer-evaluation.

KEY PERFORMANCE INDICATORS:

Specific Performance Indicators for the department were identified for the annual budget review. These indicator are listed below:
• Increase the number of undergraduate and graduate physics majors
• Increase the success rate of students enrolled in introductory physics courses by about 10%
• Increase the annual production of MS/PhD physics degree recipients

ACCREDITATION-RELATED NEWS/ISSUES:

• The Department of Physics and Astronomy does not have a peer-accrediting agency. The American Association of Physics Teachers publishes a set of guidelines for degree programs. Our program remains consistent with these guidelines

SIGNIFICANT ACHIEVEMENTS:

• **Dr. E. Joseph** has established in Old PFM Building a state of the art research and instructional computer laboratory for students in physics and atmospheric sciences.
• Under the leadership of E. Joseph and **Dr. D. Venable**, work has begun for the development of a field observatory at Beltsville research facility that will be used for research and training in physics and atmospheric sciences.
• This year we have recruited 10 students with a major in physics. With the inauguration of 3+2 program is physics leading to BS in physics and MS in atmospheric sciences and a grant from National Oceanic and Atmospheric Administration in support of this program (with V. Morris of Department of Chemistry as Director and **Dr. E. Joseph and Dr. D. Venable** as co-principal investigators), 5 scholarships were awarded. An office in the physics building, for the Society of Physics Students, has been specifically assigned to undergraduate students where they can interact with one another and develop a sense of belonging in the department.
• Improvements have been made in the facilities and infrastructure to enhance teaching, research, and administration in the department. The reconfigured Student Resource room continues to be available 24 hours a day to all students in the department. This facility provides access to computer-based and web-based assisted learning tools. In addition, regular tutoring services are available in the same facility during the academic year.
• The enhanced data bandwidth and the wireless internet access have significantly increased our ability to conduct research in several key areas of research. The renovated departmental office, with new furniture and new computers, is more student-friendly. The conference room in the building provides access to the faculty for photocopying, faxing, and document printing at all times.
• We continue to implement “Preparing Future Faculty Program” that is designed specifically for the improvement of graduate teaching assistant that in turn directly impacts undergraduate students being served in the department. The departmental faculty continues its effort to incorporate the materials that has been developed under the US Department of Education grants (Dr. D. Venable, Dr. T. Hubsch, and Dr. A. Batra) into the department’s core curriculum.
• **Dr. W. Lowe** has been appointed to **National Research Council Committee on Operation of Small Facilities**. This committee formed by the National Academy of Sciences under the National Research Council is tasked to provide the National Science Foundation and Department of Energy with a definition of small facilities and to make a study of existing research facilities that fit the definition. This study will be used by federal funding agencies to help structure their budgets to support university and national laboratory research.
• **Dr. Lowe** has been appointed as **Visiting Scientist at Argonne National Laboratory**. This appointment provides resources to do research there at the Advanced Photon Source Facility.
The faculty and students continue to do research in CSTEA (Dr. D. Venable, Director) MHATT-CAT (Dr. W. Lowe, Deputy Director) projects.

PHYSICS COLLOQUIA & SEMINARS:

We have had a highly successful weekly seminar series. Distinguished guests both from within and from outside the University were invited as seminar speakers. These seminars have significantly contributed to renewed vigor in the academic climate of the department. Dr. Edward Dowdye was guest speaker at a special colloquium that was arranged by the students to celebrate the Black History month. The topic of his colloquium was: *The Great Pyramids of Egypt of an Advanced Ancient African Civilization*. Dr. Dowdye received his Ph.D. in physics from Howard University, is now at NASA Goddard Space Flight Center as an Electronics Engineer/Physicist, and is author of one book - *Extinction Shift Principle under the Electrodynamics of Galilean Transformations*.

- **Tabbetha Dobbins**, National Institute of Standards and Technology, Gaithersburg, Maryland: *Of Industrial Thermal Barrier Coating (Tbc) And Solid Oxide Fuel Cell (Sofc) Materials: Bringing Synchrotron Characterization Methods To The Power Industry* (04/23/03).
- **Prof. Jose D Fuentes**, Department of Environmental Science, University of Virginia: *On the environmental importance of phytogenic hydrocarbons* (04/09/03).
- **Dr. Dylan Jones**, Harvard University: *Estimating Surface Emissions of Precursors of Tropospheric Ozone Using Satellite Observations* (03/05/03).
- **Guy Guelachvili and Nathalie Picqué**, Laboratoire de Photophysique Moléculaire, Unité Propre du CNRS, Université de Paris-Sud: *Wide-band infrared molecular spectroscopy with kilometric absorption paths* (02/07/03).
- **Gregory S. Duane**, Institute of Mathematics and its Applications, University of Minnesota: *Synchronized Chaos in Climate Dynamics* (01/22/03)
- **Prof. Gilberto A. Vicente**, George Mason University, Center for Earth Observing and Space Research – SCS: *Connecting satellite research to health and environmental applications* (12/04/02).
- **Prof. Harshvardhan**, Department of Earth & Atmospheric Sciences, Purdue University, GEST, UMBC/NASA Goddard: *Retrieval of Microphysical and Thermodynamic Properties from Non-Uniform Cloud Fields* (11/20/02).
- **Dr. Tung Tsang**, Department of Physics & Astronomy, Howard University: *Non-Calculus Introduction to Chaos* (11/06/02).
- **Dr. Gregory S. Jenkins**, Department of Meteorology, Penn State University: *Chemistry and hydrology related research problems as determined from remotely sensed platforms in West Africa* (10/16/02).

CHALLENGES AND PROJECTED SOLUTIONS:
Low enrollment continues to be a challenge for the department. Our enrollment patterns had followed national trends, a significant downtrend for enrollments in physics nationally. Strategies that are being considered for increasing enrollment are: additional academic assistance, development of web-based courses and supplemental course materials, improved facilities, and the opportunity for 100% participation of students in research activities. We are striving to increase our undergraduate and graduate enrollment to about 40 students each within the next few years.

Poor facilities remain a major challenge for us. The lack of adequate and state-of-the-art facilities negatively impacts a wide range of functions - from recruitment of students to our ability to conduct research. Solutions have included the continued development of our research capabilities at the Beltsville campus and at other sites on the main-campus outside of Thirkield Hall. Further, the physics department has been designated as an occupant of the soon-to-be-built interdisciplinary science and engineering building.

STUDENTS:

Enrollment Data:

- Freshmen 13
- Sophomores 1
- Juniors 1
- Seniors 2

Graduation Data:

- One student, in computational physics track under the new curriculum instituted by the Department, was graduated in the academic year 2002-03.

Students Dismissed:

- No student was dismissed in the academic year 2002-03.

Student Organizations and Associations:

- The Physics Department has a Chapter of Sigma Pi Sigma, an honor society with Dr. Anna Coble as the Chairperson. The undergraduate physics students participate at the weekly seminar series.

Awards and Honors:

- **Grace-Ann Duncan**, a freshman and physics major in the Department received an Undergraduate Research and Creativity Award from the Office of the Provost, Howard
University for 2003. Her research topic is “The Physics of Sankofa: A Tesseract of Atonement.” Grace-Ann made an oral presentation on her research on May 1, 2003 at the Undergraduate Research and Creativity Forum organized by the Office of the Provost.

- **Rufus Phillips** has been accepted in the Summer Undergraduate Research Fellowship (SURF) program at National Institute of Standards and Technology.
- **Robert Moses** will be doing summer internship in an engineering firm in Detroit.
- **Grace-Ann Duncan** has been accepted to participate in the GoHFAS (Goddard Howard University Fellowship is Atmospheric Sciences) program. She will most likely conduct research at NOAA's NCEP (National Center for Environmental Prediction) lab with a NOAA research scientist.
- **Daniel Bond** will conduct summer research at Beltsville with Dr. E. Joseph. He will work on data retrieval and analysis of basic meteorological instruments.
- **Candice Ottley** is involved in doing a summer research project with Dr. T. Coleman and Dr. D. Venable.
- **Mahkada Taylor** will conduct summer research on magnetization of glass samples in Dr. A. Thorpe’s research group.

**Faculty:**

**Faculty Distribution:**

- The Department has sixteen full-time, fifteen tenured and one on tenure-track, faculty members of whom one is a female. Thirteen of the faculty members are professors, one associate professor, and two assistant professors. The Department has one part-time male faculty member.

- Dr. Robert M. Catchings serves as an associate Dean in the College of Arts and Sciences. Dr. C. Kumar is on sabbatical leave for this academic year. Four full-time temporary faculty were hired for 2002-03 academic year.

**Full-time (Tenured and Tenure-Track) Faculty:**

- Dr. Anand P. Batra, Professor
- Dr. Robert M. Catchings, Professor (On leave with COAS)
- Dr. David Y. Chung, Professor
- Dr. Anna J. Coble, Assistant Professor
- Dr. Tristan Hubsch, Professor
- Dr. Everette Joseph, Assistant Professor
- Dr. Lewis Klein, Professor (Retired effective December 31, 2002)
- Dr. Cidami K. Kumar, Professor (On sabbatical leave, 2002-03)
- Dr. Vikram Kushawaha, Professor
- Dr. James Lindesay, Associate Professor
- Dr. Walter Lowe, Professor
- Dr. Prabhakar Misra, Professor
- Dr. Yehuda Salu, Professor
- Dr. Arthur N. Thorpe, Professor
- Dr. Tung Tsang, Professor
- Dr. Demetrius D. Venable, Professor and *Chairman*
Full-time (Temporary) Faculty:

- Dr. Marcus Alfred, Lecturer
- Dr. Raja Almukahhal, Lecturer
- Dr. Lawrence Major, Lecturer
- Dr. Abdul Rahman, Lecturer

Part-time Faculty:

- Dr. George Carruthers

Post-doctoral Associates/Research Associates:

- Dr. William Hercules, Summer 2002 (Supervisor: Prof. J. Lindesay)
- Dr. Trina Coleman, 2002-03 (Supervisor: Prof. D. Venable)
- Dr. Frank Sentfle (Supervisor: Prof. A. Thorpe)

Retirements:

- Dr. Lewis Klein

Quantification of Faculty Activity:

Patents and Disclosures:


Books:


Publications:


• P. Sugar, J. Lindesay, R. E. Schmukler, Calculation of the Electric Field in a Low-Voltage Electroporator, Biophysical Journal 82, 164 (2002)


• J. Lindesay (with N. F. Diagne and M. Spencer), Flexural Plate Wave Devices Fabricated from Silicon Carbide Membranes, cond-mat/0205318 (2002).


• A. Rahman and C.W. Bates, Chemical Etch Studies of PtSi/p-Si(100) Metal-Semiconductor Composite Films, J., Mat. Letters. 54 (2-3) 98 (2002).


Conference Presentations:

- **M. Alfred**: Computational Electromagnets – Rough Surface Scattering, Army High Performance Research Center – Computational Electromagnetics Workshop (May 2003).

- **E. Joseph** and Q. Min: Preliminary Assessment of the Effects of Multiple Scattering by Cirrus on IR Radiative Transfer, Spring Meeting of the American Geophysical Union, Washington, DC (June 5, 2002).


- **P. Misra**: Laser-induced fluorescence spectroscopy and chemical kinetics phenomena associated with alkoxy and alkylthio radicals, 17th International Conference on High Resolution Molecular Spectroscopy, Prague, Czech Republic (September 1-5, 2002).


- **A. Rahman**: On the Geometry and Homology of Certain Simple Stratified Varieties - Poster Presentation, Conference on Spectral Analysis in Geometry and Physics, Department of Mathematics, University of California at San Diego (January 3, 2003).


Research Activity-Grant Applications Funded:

- **T. Hubsch**, Principal Investigator: Superstrings and Quantum Superfields, Funded by US Department of Energy, $80,000/year (2002-06).


• W. R. Eckberg, J. Leslie, and **J. Lindesay**: *Computational Mathematical Sciences Laboratory – An Interdisciplinary Center for the Applied Physical and Biological Sciences*, Mordecai Wyatt Johnson Award, Howard University, $600,000 (2000-2003).

• **L. Klein.** Principal Investigator: *Studies of Spherical Implosions*, Funded by US Department of Energy


• **P. Misra**, Principal Investigator (**D. Venable**, Co-PI): Development of an Earth and Space Science-Focused Education Program, NASA & DC Space Grant Consortium/American University, $25,126 (10/1/02-9/30/03).

• **P. Misra**, Principal Investigator: *The 17th International Conference on High Resolution Spectroscopy*, Cycle 8, Fund for Academic Excellence Grants Program, Howard University, $3,300 (7/1/02-12/30/02).

• **P. Misra**, Principal Investigator: Conference on Physics on the Road, Cycle 9, Fund for Academic Excellence Grants Program, Howard University, $2,400 (1/1/03-6/30/03).


• **A. Thorpe**, Principal Investigator: Magnetic Properties of Primitive Chondrites, Funded by NASA, $75,000 (5/02-5/04).

• **A. Thorpe**, Principal Investigator: Howard/GSFC Meteoritic Crater and Meteorites Project, Funded by NASA, $35,938 (9/02-9/04).


• **D. Venable**: Co-Principal Investigator (with A. T Caldwell-Colbert, PI & O. Taylor, Co-PI): *Howard University Alliance for Graduate Education and the Professoriate*, funded by the National Science Foundation, $2.5M, (1998-2002).

• **D. Venable.** **Director and Principal Investigator**: *Center for the Study of Terrestrial and Extraterrestrial Atmospheres-CSTEA*, funded by NASA, $2,500,000 (9/01-12/02), (Co-Investigator with A. Thorpe, PI 1999-2001).

**Research Activity-Grant Applications Submitted:**

• **E. Joseph**: *Howard University West Africa Rainfall Analysis*, National Aeronautics and Space Administration, $650,000 (8/1/03 – 7/31/06).

• E. Joseph: *Linked Environments for Atmospheric Discovery (LEAD)*, National Science Foundation, $738,368, (10/1/03 – 09/30/08).

• **Y. Salu**: *A Neura Network of Networks for Cognitive Tasks*, National Science Foundation, $140,000 (2003-2006).

**Professional Development Activities:**

• **A. Batra**: Attended 3 Blackboard workshops, Howard University (December 16-17, 2002).
• **A. Batra**: *Category Judge*, Fairfax County Science and Engineering Fair, Robinson Higher Secondary School, Fairfax, Virginia (March, 2003).

• **A. Batra**: Mentor for Oluremi Fadahunsi, *Undergraduate Student – CE*, Howard University Science, Engineering, and Mathematics Program (Fall, 2002).

• **A. Batra**: Attended *WAC-English Workshop*, Howard University (March 1, 2003).

• **D. Chung**: Attended a Conference on *Chemically Assisted Nuclear Reaction* at University of Maryland at College Park (November 15-16, 2002).


• **E. Joseph**: Attended *University Relations Committee, University Corporation for Atmospheric Research Meeting* (October, 9 2002).

• **E. Joseph**: Attended *University Corporation for Atmospheric Research Members Meeting as UCAR Member Representative for Howard University* (October 8-9 2002).

• **E. Joseph**: Attended *Heads and Chairs Meeting of the American Meteorological Society* (October 10 -11 2002).

• **E. Joseph**: Attended *HIAPER Meeting of the National Science Foundation*, Boulder. CO (November 4-5 2002).

• **E. Joseph**: Attended *82nd Annual Meeting of the American Meteorological Society*, Long Beach, CA (January 10-14 2003).

• **E. Joseph**: *Expanding Opportunities Conference*, National Oceanic and Atmospheric Administration and Florida A&M University, Tallahassee, Florida (Mar 30 – April 1, 2003).

• **J. Lindesay**: *Students Supervised*: Eric Brass, Graduate Student, Hampton University (Summer 1999-), Carramah Quiett, Graduate Student, Hampton University (Summer 1998-Summer 2002), Myet Myet Khet, Graduate Student, Hampton University (Fall 1996-Summer 2002); Tepper Gill, Jr., undergraduate Student - EE, Howard University (Spring 96-Summer 97, Summer 02).


• **J. Lindesay**: *Round Table Discussion* (Co-panelists: Dr. Aziza Baccouche and Dr. Shirley McBay), Channel 32 (PBS), Washington, DC (21 Feb 2003).

• **J. Lindesay**: Co-Organizer, *3rd Annual Conference of International Association for Relativistic Dynamics* (2002).

• **J. Lindesay**: *Visiting Scholar* at Institute for Theoretical Physics, Stanford University (Summer 2002).

• **P. Misra**: Attended *3 Blackboard workshops*, Howard University (December 16-17, 2002).


• **P. Misra**: Proposal Reviewer, National Science Foundation (January 2003).

• **P. Misra**: Served on *Tier 1 Review Panel, NASA’s Harriett G. Jenkins Predoctoral Fellowship Program* (March 2003).

• **P. Misra**: *Science Fair Judge*, Eleanor Roosevelt High School, Greenbelt, MD (February 12, 2003).
A. Rahman: Invited Talk - Massless Modes on $M^{3,1} \times X$: A Homology Theory for String Theory with $X$ Singular, Department of Mathematics, Georgetown University (November 2, 2002).

D. Venable: Participated in PKAL Summer Institute, Williamsburg VA (June 3-4, 2002).

D. Venable: Represented Howard University at the University Representatives Meeting of UCAR, Boulder, CO (October, 2002).


D. Venable: Invited Participant, National Task Force on Undergraduate Physics, Dallas Texas (December 6-8, 2002).


D. Venable: Developed and Completed Telescope in Education Capability Projects for Howard University 30 inch Telescope with Raytheon/Goddard/Howard University Team (August 2002).

Awards and Honors:

- A. Coble: Local President, Corresponding Secretary, and National President, Minority Women in Science.
- A. Coble: Chapter Secretary, Phi Beta Kappa

Professional Affiliations:
Many faculty members are members of professional societies such as the American Physical Society, the National Society of Black Physicists, the American Association of Physics Teachers, Optical Society of America, American Association for the Advancement of Science, and the American Geophysical Union. A. Batra serves as a liaison for the Department with the American Association of Physics Teachers. A. Coble is very actively engaged in activities of Minority Women in Science, Phi Beta Kappa, Sigma Xi and Sigma Pi Sigma. E. Joseph serves as a member of the University Relations Committee of UCAR.

STAFF:

Distribution:
- Sandra D. Logan: Administrative Assistant
- Paulette Parkinson: Graduate Secretary
- Ronald Crutchfield: Laboratory Technician
- Julius R. Grant: Machinist- Research Technician
- Frederick Marsh: Media Specialist-Research Technician
- William A. Pinkney: Glass Technician

Professional Development:
• **S. Logan:** Attended FRS Computer On-Line Purchasing Class, Materials Management Department, Howard University.

• **P. Parkinson:** Attended Meeting on F1 and J1 Visa Regulations, International Student Affairs, Howard University (April 2, 2003).

• **P. Parkinson:** Attended Meeting on Hiring Regulations, Howard University Student Employment Services, Financial Aid Office (April 15, 2003).

**Leadership Academy Classes Attended:**

**J. Grant:** Seven Habits of Highly E

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**OVERVIEW:**

**Political Science Department, 2002–03**

*Undergraduate Program Annual Report*

The essential mission of the Department's undergraduate program is to provide students an excellent education through an interactive program of instruction that focuses on formal courses and seminars, research opportunities, academic and career counseling, internships, complemented by on-line instructional support and community service. Representative graduates of the Department include individuals such as Frank Savage, Chairman of Howard University's Board of Trustees; Elaine Jones, J.D., Executive Director of the NAACP Legal Defense and Education Fund; Sharon Pratt Kelly, J.D., the first woman mayor of Washington, D.C.; Alexander Williams, Federal District Court Judge; Representative Elijah Cummings (MD), Chair of the Congressional Black Caucus; William Lightfoot, Attorney; and Alice Gresham Bullock, J.D., former dean of Howard University School of Law.

Political Science graduates attend a broad range of universities, including Georgetown, the Princeton, University of Florida, University of Michigan, University of North Carolina, Johns Hopkins, Howard University, Columbia, Duke, Harvard, University of Arkansas, and Yale. They participate in an array of departmentally sponsored internship opportunities and gain invaluable exposure to the professional world. The Department’s most attractive internships are ones at the White House, U.S. Department of State, Congress, and other federal agencies. Other opportunities are found with public interest organizations, private law firms, and private sector organizations.

Thirty three Political Science students graduated in May of 2003. During the 2002-03 academic year, five Political Science students were inducted into Phi Beta Kappa, fifteen graduated with honors and participated in the College of Arts and Sciences' Honors Program. Three students wrote senior honors theses. Several Political Science students were named Patricia Roberts Harris interns and will complete internships with executive agencies during the summer and fall of 2003. The political science honor society Howard chapter, Pi Sigma Alpha was awarded a program activities grant (through its advisor) from the national office.

The Department sponsored a number of academic seminars, colloquia, and activities designed to enrich student instruction and development. Among them are seminars on the U.S. foreign policy and the war in Iraq, Ralph Bunche’s views on race and his role at Howard with Berkeley professor
Charles Henry, terrorism in Southeast Asia with Ambassador Ron Palmer, civil rights with Wade Henderson, and affirmative action in the Michigan cases with Dean Kurt Schmoke. The annual national OAU (now African Union) model conference and the NATO simulation conference both brought several hundred students and advisors from the East Coast to campus for two days each. In fact, the NATO conference persisted in the face of a school closing snow storm. In conjunction with the Congressional Black Caucus Foundation Legislative Weekend many of our students participated in policy workshops as volunteer assistants. Along with graduate students, two undergraduate students participated in the annual political science conference (NCOBPS) in Oakland, CA.

Faculty members engaged in a broad range of professional development activities during the 2002-03 academic year. In addition to an average of two papers each at diverse professional conferences, the faculty produced over eight refereed articles, ten book chapters, two books, several book reviews, and an average of two general articles each. Faculty members also wrote three successful grant proposals, produced a record twelve Ph.D.’s, six Master of Arts, and eight Master of Arts in Public Administration degrees.

With support of the Dean of the College the department successfully conducted a major hiring search for four new faculty members. Three were recruited from a broad list of candidates and are currently awaiting confirmation of employment. A national search for a new Department chair was also completed.

The major challenges facing the Department involve replacing retiring faculty members, improving grant-writing activities, enhancing faculty and administrative facilities and faculty and staff compensation, aligning the curriculum with the Department's newly developed mission, goals and objectives. Special attention is being paid program revision and the development of specializations in international relations, community development, public administration and environmental studies. The Department is seeking to expand its educational and research programs in these areas while building cooperative interdisciplinary arrangements across the university. In addition, the faculty expect to extend and diversify international collaboration in programs like the new Howard-Brazil exchange that includes political scientists.

The Political Science Department faculty are particularly pleased and proud to have been awarded a $100,000 grant for the establishment of annual lecture series in the department. We are pleased, in part, because it is the first such major grant in the seventy-five year history of the department. We are proud because the award was made by one of our own retired faculty members and former chair, Dr. Charles Harris. The Chair also pleased that the Board of Visitors of the College of Arts and Sciences has endorsed the proposal, guided by the Dean James Donaldson, for creation of the first endowed chair in Political Science.
2. ACHIEVING THE MISSION AND GOALS OF THE DEPARTMENT, COLLEGE
AND UNIVERSITY IN STRATEGIC FRAMEWORK II

A. Mission and Goals of the Undergraduate Program. The primary mission of the Department is to provide students an excellent undergraduate education through an interactive program of instruction that focuses on formal courses and simulations, research opportunities, academic and career counseling, complemented by on-line instructional support, substantial internships, and community service. The Department’s curriculum is designed to help students acquire a systematic understanding of political science and practical political processes in preparation for a variety of graduate and professional school and career options. The Department’s instructional foci include various dimensions of Political Science, including elements of national, state and local government, unique political challenges and opportunities facing African American and other under represented communities, political factors shaping domestic and international developments, and insights into comparative political systems. The following academic concentrations are available to the Political Science undergraduate student: Pre-Law, Public Administration and Policy, International Relations and Comparative Politics, Political Theory, Black Politics, and American Government. Our graduates who continue their schooling typically attend law schools and graduate schools with programs focusing on such areas as international relations and American politics, public policy, and black politics.

The Political Science undergraduate degree prepares students for careers in the public and private sector, including public administration and policy, public affairs, administration of justice, business, social work, and journalism. In addition, the Political Science major provides significant programmatic and academic flexibility for students who have not made a career choice and are primarily looking for an excellent liberal arts education. Political Science Department graduates have an impressive record of gaining admission to law and professional schools in all regions of the country. Their professional accomplishments and service contributions are varied and extensive. Representative graduates include individuals such as Frank Savage, Chairman of Howard University's Board of Trustees; Elaine Jones, J.D., Executive Director of the NAACP Legal Defense and Education Fund; Sharon Pratt Kelly, J.D., the first woman mayor of Washington, D.C.; Alexander Williams, Federal District Court Judge; Paula McClain, Professor, Duke University; James Christian, Attorney; William Lightfoot, Attorney and former D.C. Councilman; and Representative Elijah Cummings, Congressional Black Caucus Chair.
2.1. Building on the Strategic Framework for Action II

The mission and goals of Political Science resonate well with the Strategic Framework for Action II. In accord with a primary goal of SFA II the Department is seeking to “strengthening academic programs and services” through the expansion of interdisciplinary courses and the addition of community development and internship opportunities, among other initiatives. The faculty has pursued major research and educational development grants in the area of environmental studies with colleagues in Biology, Chemistry, Law, Physics and other departments. In jointly taught course in environmental policy that was established two years ago with Biology will revised in line proposed changes. These grants proposal includes innovative course curricula with potential specializations in environmental studies that are individualized for each participating department.

Similarly, this department shares with Economics and Sociology a commitment to building a community development specialization. In the past two years, substantial progress has been made in inserting special courses in the curriculum that include substantial fieldwork for students in the community. Additional coordination and authorizing is being proposed for the establishment of a community development certificate program that may be variously administered through each of the participating departments.

In its efforts to “promote excellence in teaching and research” the department has had some notable success. Its substantially in the number of faculty accredited by the Graduate School as members of the faculty. Based on their research and publications the number of graduate faculty in the increased by more than one hundred percent in the course of this academic year. In August 2002 there were only members of the department faculty with graduate faculty status, there are eleven. Moreover, at least three grant proposals were submitted by the faculty directly related to teaching and course development. Two proposals seek support for graduate students which, in turn, may benefit our undergraduates. Other proposals seek equipment for teaching or support for course development as in the case of environmental studies. Similarly, the Political Science faculty has made major contributions to the preparation of an international studies curriculum. At least four of our faculty has been directly involved in the designing of new courses with participation from others in the department.

The SFA II goal of “increasing private support” is well reflected the successful acquisition of private funding by the Department of support for an annual lecture series. In addition, the development and endorsement of the Department’s first proposal for a multimillion dollar endowed chair in the department indicates a major effort to build our resource base. The faculty is increasing efforts to gain outside research funding although more time most pass before the degree of success can be determined.

The plans to expand community development as well as international students coincide with the SFA II goal of “enhancing national and community service.” In addition to these research and curricular projects, the department has also sought to reach out to comparable research and academic entities across the nation and around the world. In this regard, the selection of one of our graduate students for the Brazil-Howard program and the direct participation the Department chair is intended to lead to courses benefits for our undergraduates. The faculty has collaborated with research and public policy groups leading to student research and internship opportunities. The co-directorship of the Census Information Center at Howard by a Political Science faculty member as well as participation by multiple faculty and students in Congressional programs are indications of our outreach. The
department is build new public policy internships while maintaining the substantial list of the programs we already make available to all our majors.

3. Progress Toward the Fulfillment of the University’s Mission

As indicated above the Department has made substantial progress toward fulfilling the mission of the university particularly in the areas of curriculum development, interdisciplinary program planning and community service. There has also been progress in more traditional programs as indicated below.

Preparing Students for Graduate and Professional Schools. The Political Science Department remains an important and unique source of academic training and professional development in critical professional fields in the arts and sciences for traditionally under-represented individuals, particularly African Americans. More than 80 percent of the Department’s undergraduate enrollment is African American. The Department annually contributes a disproportionate number of African American students to the pool of students who enter law schools and graduate political science, public affairs/policy, and international relations programs. In recent years, Political Science undergraduate students developed a broader interest in graduate education, particularly in the areas of international relations and public policy and affairs. The number of students applying for seats in graduate schools of international relations and public policy and affairs has grown substantially. There is an emerging relationship between the Department and the Ralph Bunche Center for International Affairs that permits students to more effectively pursue internships and employment opportunities in international affairs. In 2002-03, several Political Science students were awarded Patricia Roberts Harris Internships through competition conducted by the Bunche Center.

Political Science graduates attend a broad range of universities, including Georgetown University, the University of Miami, University of Florida, University of Michigan, University of North Carolina, Johns Hopkins, Howard University, Columbia, Duke, Harvard, University of Arkansas, and Yale. Political Science majors participate in an array of departmentally sponsored internship opportunities and gain invaluable exposure to the professional world. The Department’s most attractive internships are ones at the White House, U.S. Department of State, Congress, and other federal agencies. Other opportunities are found with public interest organizations, private law firms, and private sector organizations. Each semester, approximately 25 undergraduate students are selected for internships. They receive 3 credit hours, commit 12-15 hours weekly to the organization, attend seminars, and write a research paper.

4. Key Performance Indicators

Assessment and Development of Academic Programs and Courses. Last year the Department managed a major task in preparing and completing the review phase of the assessment in the framework prescribed by the College of Arts and Sciences and office of the Provost. Following the preparation of the undergraduate program review was initially supervised by Dr. Alvin Thornton and prepared by Dr. Michael Nwanze, Director of the Undergraduate Program, the faculty have examined ways of implementing the recommendations that emerged from the outside review team. The three member review panel consisted prominent political scientists headed by Dr. Mack Jones of Clark-Atlanta University. At present, the Department faculty agrees that its general assessment in this evaluation of its undergraduate program remains appropriate. The most recent team of reviewers
offered the following conclusion about the Department: “its mission, goals and objectives are direct, clear, and accomplishable.”

Still, the Department devoted a significant amount of time during the academic year to reexamining and reforming graduate program. Another review process in the Graduate School of the Department’s graduate programs demanded considerable faculty attention. This attention has been rewarded with some successful innovations particular in the public administration program. That program is being revised to meet the accreditation demands of the National Association of Schools of Public Policy and Administration (NASPPA). Many of the findings of the NASPPA external review team may have a positive impact on the Department’s undergraduate program, especially those concerning facilities and faculty size and compensation.

Among their findings are the conclusions about faculty that coincide with those of the undergraduate review committee. First, the faculty size needs to increase given the number of students the Department maintains at both the undergraduate and graduate levels. Second, faculty salary levels are important indicators of the department strength and the current level is inadequate. Third, faculty have enjoyed improved office conditions and computer support but better office space is still needed. Fourth, better access to instructional technology that adds to progress made with the “smart room” would benefit all students.

Other indicators of progress that apply primarily to the undergraduate program include (5) greater exchange and study abroad opportunities for students. The rearrangement of class offerings to emphasize areas of specialization, particularly Black Politics, should serve as a seventh indicator of our progress. In this regard, the Department has engaged in a major effort to hire at least four new faculty members this year. It is anticipated that at least three new tenure track faculty will begin working next fall, an eighth indicator of progress. Continued progress will depend on reaching a minimum goal of five new faculty members to replace the seven that have left in the last three years. The Department also relies on traditional indicators of progress including student performance ratings and faculty evaluations. Among the students’ performance ratings are performance levels on the senior comprehensive examination. This academic year 37 students took the examination in the fall and 27, or 73 percent, passed. In the spring, all the remaining graduating seniors passed the comprehensive. This is an improvement over previous years. Other overall performance measures, such as average grade points, have not served as usual indicators of progress because the data do not show significant change. Similarly, faculty evaluations are useful for comparing and advising individual faculty members but, in the aggregate, the results generally do not serve as useful guide for the department.

5. Accreditation: There are no programs in the undergraduate division of Political Science that are separately accredited or need to be separately accredited from the College.

6. Significant Events

a. Curriculum Development

The faculty in the Comparative Politics and International fields in collaboration with faculty from other departments have completed initial preparation for the establishment of an interdisciplinary international studies program. The proposed curriculum includes a range of new or revised courses in international affairs to be taught in the Political Science Department. The faculty involved are
Mervat Hatem, Mae King, Marilyn Lashley and John Cotman. The course sequence will be presented to the College faculty for approval this coming year.

The Census Information Center, a collaborative research and community project between faculty in Economics at the Center for Urban Progress and faculty, particularly Professor Morris, in Political Science has substantially expanded its data base and training. Through the center special training conference participation and access to specialized data sets were arranged for graduates and two faculty members. There were paid conference trips with training in software provided by the Census Bureau held in Nevada and Pennsylvania.

b. Special Seminars

NASA Internships: In August two Political Science undergraduate and graduate students, Breana Smith and Tara Smith, presented papers as a part of the Public Service Internship program at NASA. Professor Maurice Woodard, who serves as the internship coordinator, gave remarks at the program. He also arranged for a related internship grant.

French National Assembly and International Political Science Association: Professor Morris presented his paper on the United Nations conference against racism before a special session and committee of the International Political Science Association meeting in the French parliament in Paris in May. The paper is being published in France.

Congressional hearing: On the invitation of the director of the U.S. Bureau of the Census Professor Morris made a presentation to the Congressional Black Caucus in September on the community service work and supportive research related to the use of census data at Howard’s Census Information Center. The seminar was shared with the Census Bureau director, Mr. Kinncanon and a Howard Economics professor.

“Rumors of War”: In October the Political Science Society and the honor society hosted a panel discussion on the prospects for U.S. involvement in Iraq. It featured prominent congressional staff members, media representatives and scholars. Professors Mae King, Nikolaos Stavrou and Morris also spoke.

U.S. Cuba Exchange Program: The Department hosted a very well attended seminar for Cuban scholars discussing social change as well as health care progress in Cuba. The internationally prominent speakers attracted a very large audience, almost 400 people, in January.

Ralph Bunche Centennial: In preparation for the centennial celebrations of the founder of the Political Science Department at Howard, the Department sponsored a special lecture in October by Bunche biographer, Charles Henry of U.C. Berkeley. The lecture, “Ralph Bunche: A World of Race Revisited,” was held at the Bunche Center.

“Terrorism in Southeast Asia:” In December the Department cosponsored a lecture with the Bunche Center on politics surrounding the rising threats of terrorism in the U.S. Ambassador Ronald Palmer, who has served in Asia and Africa, presented his paper.

Departmental Recognition Ceremony and Lecture: In conjunction with the annual departmental recognition ceremony for honors students, former Congress member Walter Fauntroy spoke on changing black politics and U.S. involvement in Iraq.
A Civil Rights Forum: The Political Science Society organized a forum on civil rights in October that featured prominent national civil rights leaders in Wade Henderson, president of the Leadership Conference, and Johnnie Barnes, executive director of the ACLU.

“The Struggle for Affirmative Action:” The Department organized an interdisciplinary seminar in response to the national concerns raised by the Michigan cases on affirmative action. The seminar featured Dean Kurt Schomke of the Law School, Mark Dann of Lawyers Committee for Civil Rights and Congressman Chaka Fatah of Pennsylvania.

c. Special Programs and Conferences

The National Conference of Black Political Scientists: Five faculty members and a few graduate students made presentations at the annual NCOBPS conference in Oakland, CA in March. Some of the papers will be published.

The 18th Annual National North Atlantic Treaty Organization Conference, a student oriented model for the East Coast in February was organized on campus by Dr. Michael Nwanze with the participation of undergraduates.

On March the 23rd Annual National Model Organization of African Unity, now called the African Union, was conducted by Dr. Michael Nwanze and hosted by the Political Science Department at Howard. It brought several hundred students and faculty to campus from numerous states in the Northeast.

7. Significant Achievements:

Faculty Recruitment and Retention: The Department expected to have three new faculty members in tenure track positions in the fall. The Department engaged in a major faculty recruitment effort this year which began last year and will be continued in the fall. In the 2002 a faculty search committee headed by Dr. Joseph McCormick examined over 150 applicants for four faculty positions in the department. The list was reduced to eleven candidates who were invited to campus for interviews. From this very select group six exceptionally well qualified candidates were identified by the faculty. The faculty APT Committee, headed by Dr. Mae King, voted to recommend three of them for tenure track employment. One of the chosen faculty candidates began teaching this year. Two others, an assistant professor and an associated professor are expected to start in August. The assistant professor, who has accepted our offer, Julia Jordan-Zachery of Wheaton College is well published on issues of women’s politics and black politics as well as American government, her area of specialization. She is a young Ph. D. from the University of Connecticut. Another assistant professor, Ben Fred-Mensah, has been teaching here for the past year. He is a specialist in International Relations and has enormous experience as an analyst in international associations. He has been adjunct professor in several prominent institutions including Williams College and the University of Virginia. We anticipate having one of our own alumni and a tenured professor at the University of Connecticut, Dr. Daryl Harris, to join the Department in the fall. He is a successful specialist in Black Politics.

Search for a Department Chair: At the request of the Dean of the College the Department undertook an extensive national search in an effort to recruit a new chair of the Department. The Search Committee was chaired by Professor Woodard and included professors Donn Davis, Mae
King, Rick Seltzer and Louis Wright. It has successfully completed its evaluation of the candidates and, in conjunction with the vote of the Department faculty, made a recommendation to the Dean.

**Instructional Technology Enhancement:** Several faculty in the Department have used or are preparing to Blackboard software to augment their in-class instruction. Dr. McCormick used Blackboard for on-line interaction with students to supplement his regular class instruction. Other faculty including professors Flax and Morris have used or been training in Blackboard instruction materials.

**Website Development.** With support from the office of the Dean of the College the Department is in the process of revising its website. During the 2001-02 academic year, the Department initially revised its website by including the resumes and course syllabi of its regular faculty members. Dr. Richard Seltzer coordinates the website.

**Pre-Law Program.** In addition to a pre-law curriculum, the Department assigns a faculty member the task of advising pre-law students. Professor Johnnie Landon served as pre-law advisor during the 2002-03 academic year. Political Science and other students from across the university were given assistance with the preparation of personal statements and law school applications. This year the Pre-Law society included about thirty five students. Ten of them have already been admitted to the leading law schools in the country. Professor Landon arranged for special sessions and discounted fee for the LSAT preparatory course made available to students. A special session will be conducted this summer.

**Honors Awards:** The political honors society, Pi Sigma Alpha, won an award from the national office of Pi Sigma Award for the development of its special seminar series on political issues. The award of one thousand two hundred dollars was made to the advisor, Professor Morris.

**Endowed Lecture:** For the first time in its history the Political Science Department was awarded a grant to endow an annual lecture series on political issues in the department. The generous grant of one hundred thousand dollars was made by a distinguished, retired faculty member, Dr. Charles Harris.

**8. Challenges and Projected Solutions:**

New Department Chair: The most immediate challenges facing the department concern adequate staffing. First, a permanent chair is needed. The just completed search should rectify that problem.

Faculty hiring: The Department will still need at least one new senior faculty member in Public Administration if current hiring expectations are successful. The Search Committee and Department chair will continue their efforts.

Research funding: In order to build faculty research, the Department had sought to add a funding search capacity to the office by subsidizing a faculty member to coordinate the acquisition and use of software helpful in finding research grants. Unfortunately, the designated computer and selected have been lost. Fortunately, a new computer and software funding have been found through the Graduate School for the coming year. A faculty will have to be identified to assist with the coordination.
Office Space: Improved office space is needed for faculty members. It would add more integrity to their student advising and instructional activities. More meeting space for our undergraduate and graduate students would be helpful. Two improvements are recommended. Return full access to the Social Science Lab in the basement of Douglass Hall now claimed by the Sociology Department. Second, return full access to the B-21 for the Department. It was cut in half two years ago. Third, find additional office space in the Howard Center.

Interdisciplinary Education and Research Development: The Department lacks interdisciplinary programs in environment studies, community development and international affairs. Fortunately, faculty members are currently engaged with faculty from other departments in building them.

Administrative Budget: The Department's budget is inadequate. It has scarcely changed in thirty years. The obvious response is to solicit more from the College. In addition, outside grants and related research funding will be pursued.

Endowed chair: The Department needs an endowed chair in order to (1) attract a nationally prominent scholar and politically influential leader; (2) build on the historically achievements of the politically active scholars of our past, like Ralph Bunche and (3) serve as a catalyst for research and development grants in the areas of political science, particularly black politics and public policy, which should be linked to the chair. Fortunately, we have begun the process of seeking funding for such a chair by receiving the endorsement of our proposal from the Board of Visitors of the College. The process will be pursued.

9. Synopsis of Department Data

The data reported below largely describes the distribution of faculty, staff and students in the Department. There are probably about 400 majors in the Department. There were 345 declared majors with an estimated number of at least ten percent not shown in the official data. In addition, the Department has about 135 graduate students. There are 18 full-time and ten part-time faculty members. There are three full-time staff members as well as a secretary assigned to work in the department under the direction of the Graduate School.

The ratio of full-time faculty to undergraduate and graduate students during the 2002-03 academic year was about 1 to 30. The ratio is based on a conservative estimate of five hundred graduate and undergraduate student majors in the Political Science Department. The additions of ten part-time faculty members as well as several teaching associates are clearly essential to managing the department’s heaving teaching load. The Department also has a large cohort of students who minor in Political Science and it offers a significant number of service courses, primarily for students enrolled in the Schools of Business and Communications, and the Division of Fine Arts.

10. Students

Enrollment: There were 345 declared majors in Political Science and probably close to 400 including declared majors in transition on the roles.
**Graduation rate:** Thirty three students received bachelor degrees in Political Science in May 2003. That number constitutes at least eighty percent of the under 40 seniors who started the senior examination process in the fall. Drawing on data collected from our outcomes assessment, Political Science undergraduate students have a graduation rate of about 45 percent after six years and about 35 percent after four years between 1994 to 1998. Of course, these data cannot indicate the percentage of students who remain in school and graduate in political science since the dropout number would also include those students who simply transfer to another major. Given that 50 percent is a good retention rate for black students in most universities, the present rate including normal changes of major looks quite good.

**Student achievement:** Five of the Political Science seniors were admitted to Phi Beta Kappa and approximately thirty students from all class levels were admitted into Pi Sigma Alpha, the Political Science honor society. Sixty percent of seniors who took the Comprehensive Examination in the Fall semester passed. The remainder of the 37 total passed it in the spring.

**Student Standing (Probation an Dismissals):** Nearly all majors for whom records are available, specifically juniors and seniors, are in good standing.

**Student Organizations and Associations:** There are three main undergraduate student organizations in the Political Science Department: the Political Science Society, Pi Sigma Alpha and the Pre-Law Society. Pi Sigma Alpha and the Political Science Society were very active this year in sponsoring seminars and special programs. Pi Sigma Alpha was most active. The Pre-Law cosponsored a special career awareness seminar with local judges and a career-day session.

### 11. Faculty

**Faculty Distribution**

The Department had 18 fulltime faculty members during the 2002-03 academic year. The number was down from 22 last year. There 6 professors, 6 associate professors, 3 assistant professors and 3 lecturers. This constitutes a loss of two tenured associate professors and two lecturers. One associate professor has been denied tenure. All the faculty members have terminal degree, all but one have doctorates. That one full-time probationary faculty member has a law degree and a masters degree in political science. The table below presents a distribution of faculty by rank for the 2001-02 academic year.

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Number in Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Professor</td>
<td>6</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>6</td>
</tr>
</tbody>
</table>

**Distribution of Faculty by Rank (2002-03)**
Eighteen members of the faculty were full-time and 12 were part-time during the 2002-03 academic year. Given the department’s increased enrollment and increased number of majors as well as a larger number of graduate students. The teaching demands on the faculty grew significantly while the number of full-time faculty declined. As a consequence, the reliance on part-time faculty necessarily increased. There were twelve part-time faculty this year, an increase of two over the preceding year. Two of these faculty were draw from the ranks of our recently retired faculty. The distribution is shown in the table below.

### Distribution of Faculty by Full or Part Time Status (2002-03)

<table>
<thead>
<tr>
<th>Full or Part Time Faculty Status</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>18</td>
</tr>
<tr>
<td>Part-time</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

### Listing of Full-Time Faculty

**Professors:**

- Flax, Jane
- Hatem, Mervat
- King, Mae
- Morris, Lorenzo
- Seltzer, Richard
- Woodard, Maurice

**Associate Professors:**

- Cole, Babalola
- Cotman, John
- Davis, Donn
- Frazier, Michael
- Lashley, Marilyn
- Nwanze, Michael

**Assistant Professors:**

- Fred-Mensah, Ben
- Johnson, Nicole
- Wright, Louis

### Listing of Part-Time Faculty

- Bangura, Abdul
- Barker, Twiley
- Davis, John
- Harris, Charles
- Ifedi, Patrick
- Jackson, Alice
- Jones, Nolan
- Menifield, Charles
- Moki, Samuel
- Ndumbe, Julius
- Smithey, Phillippa
- Stavrou, Nikolaos

### Quantification of Faculty Activity

Political science faculty published two books and at least seven peer review articles as well as a larger number of general articles and book chapters. They received three grants and applied for many more. They presented papers at more than fifteen professional conferences in the U.S., Europe and Africa.

### Publications, Research Activity and Affiliations
### Samples of Activities of Full-Time Faculty Members (2002-03)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Publications, Research and Professional Affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Cotman</td>
<td>He coordinated the U.S.-Cuba Academic Exchange Program at Howard.</td>
</tr>
<tr>
<td>Donn Davis</td>
<td>Co-authored an article that is under review by a peer review law school journal, <em>The Scroll</em>. He completed one book review. He presented a paper at the National Conference of Black Political Scientists (NCOBPS) to which he belongs.</td>
</tr>
<tr>
<td>Jane Flux</td>
<td>She published a peer review article</td>
</tr>
<tr>
<td>Mae C. King</td>
<td>She is Vice President of the International Association of Black Professionals in International Affairs. She was an investigator on an international development grant application to UNCF for State Department funding for work on Niger. She is a member of NCOBPS at which she presented a paper.</td>
</tr>
<tr>
<td>Johnnie Landon</td>
<td>He attended two professional conferences: National Bar Association Annual Convention, and the National Conference of Black Political Scientists. He chairs the Legal Ethics Committee of the National Bar Association.</td>
</tr>
<tr>
<td>Nicole Johnson</td>
<td>She participated in Midwest Political Science Association 2000.</td>
</tr>
<tr>
<td>Lorenzo Morris</td>
<td>Interim Chair of the Department, president of Phi Beta Kappa. He presented a paper in the French National Assembly on the UN conference against racism. The paper will be published in French. He was a panelist for the Democratic Senatorial Campaign Committee in March; presented research report to the Congressional Black Caucus conference in September. He co-directs the Census Information Center (a continuing grant). He was principal investigator on a state department grant proposal for development work in Niger administered by the UNCF; received an honor society grant for student advisors. Published a peer review article, “Presidential Impeachment…,” <em>National Political Science Review</em> (2003).</td>
</tr>
<tr>
<td>Michael Nwanze</td>
<td>He is the director for the Annual National Model NATO and OAU conferences. He published one general article and participated in two professional conferences.</td>
</tr>
<tr>
<td>Maurice Woodard</td>
<td>He co-edited a textbook supplemental reader for national government courses, <em>American Government and Politics: A Multicultural Perspective</em> (Boston: Pearson, 2002). He attended NCOBPS and American Political Science Association conferences; recruited Ralph Bunche and APSA fellows; he received a $56,000 Public Service Grant from the Goddard Space Flight Center of NASA plus several Coop Interns.</td>
</tr>
<tr>
<td>Mervat Hatem</td>
<td>She was on sabbatical for the year.</td>
</tr>
<tr>
<td>Marilyn Lashley</td>
<td>She was on sabbatical for one semester.</td>
</tr>
<tr>
<td>Stephen Baskerville</td>
<td>Published one major journal article on the politics of family. He published an article in <em>PS: Political Science and Politics</em>, a prestigious peer review journal.</td>
</tr>
<tr>
<td>Louis Wright</td>
<td>He presented a paper at NCOBPS.</td>
</tr>
</tbody>
</table>
Retirements

While regular faculty retirement is a normal part of higher education, Political Science has suffered from an exceptionally large number of retirements in the last three years. Since Fall 2001 four tenure professors have retired leaving a gaps particularly in the American government, public policy and black politics fields. Before the 2000-01 academic year, several faculty members resigned from the Department citing such factors as: non-competitive salaries; inadequate support from administrators for faculty initiatives; inadequate support for faculty research and professional development; excessively heavy teaching loads (3 courses each semester); inadequate office facilities (generally 2 faculty members for each office); opportunity to participate in a program with a more targeted academic focus. Since then there have been substantial improvements in faculty conditions including smaller teaching loads.

Three full-time tenured senior professors retired during the 2001-02 academic year. Drs. Morris Levitt (December 2001), Nikolaos Stavrou (July 2001), and Charles W. Harris (July 2001). In this academic year Dr. Joseph McCormick retired, leaving a gap in Public Policy/Administration. In addition, Dr. Alvin Thornton left the Department to join the Provost’s office further reducing our core faculty. Their departures are significant and had a major impact on the Department. Fortunately, the Department has made real progress in the effort to replace them in order to maintain the integrity of its graduate and undergraduate programs. Our current faculty search effort, however, is designed to at least two gaps that existed before these retirements.

Faculty Responsiveness to Workload Policy, Book Orders and Grade Submissions

The faculty is overwhelmingly satisfied with the recent changes in the workload policy. Its adaptation to Political Science calls for each full-time tenure track faculty member to teach one undergraduate and one graduate course each semester, to serve on several departmental committees and advise masters and doctoral thesis committees as well as conduct research. Faculty may be asked to teach an additional course in a semester when their classes have very low enrollment or in cases of exceptional department need. Non-tenure track full-time faculty normally teach three courses a semester.

The faculty are increasingly likely to order textbooks for their classes in a timely fashion but a large minority of the faculty order books late. Still, the late orders tend to come from small, typically graduate, classes. The overwhelming majority of the faculty report their class grades on time. Late reporting is nearly always a result of uncertainty by part-time, inexperienced faculty or misinformation about the professor of record for independent study courses.

Professional Affiliations and Development

The majority of the Political Science faculty belong to and/or participate regularly in the American Political Science Association meetings or the meetings of the National Conference of Black Political Scientists. In addition, some participation in the conferences of the International Political Science Association, the Southern or Midwestern political science associations. This year difference department faculty members presented papers at all these conferences.

The eight faculty members were awarded departmental research grants averaging one thousand dollars. They were professors Cotman, Fred-Mensah, Johnson, Lashley, Nwanze, Seltzer and
Woodard. Four faculty members submitted excellence grant applications for teaching and research. They were Lorenzo Morris, Michael Frazier, Nicole Johnson, Richard Seltzer.

Professors Mae King and Lorenzo Morris prepared a major international grant proposal for the State Department that was not funded but will be revised for later submission. One professor also submitted, as PI, a major National Science Foundation grant proposal on environmental policy and community development. Professor Maurice Woodard received funding for the fifteenth year on his $56,000 grant from NASA for graduate student training.

A number of faculty members engaged in specialized training conferences. Dr. Michael Nwanze participated in a training conference on advising in New York. Dr. Morris participated in census data training in Nevada.

Active Searches:

As noted above the Department has completed three major searches and is awaiting approval of the university. We have tentatively offered a position to Dr. Julia Jordan-Zachery in the American government field, Dr. Mwahili Ngoyi in the public administration and Dr. Daryl Harris in black politics. There are continuing searches for two senior positions. One of these, in public administration, is focused on a single choice and negotiations are in progress. The other is in an open field and there are two possible candidates.

In addition, there was a search for a new department chair. The Political Science faculty has made their recommendations to the Dean but no final decision has been announced.

12. Staff Distribution and Activities

The Department’s administrative structure is outlined in the table below:

<table>
<thead>
<tr>
<th>Position</th>
<th>Incumbent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Chair</td>
<td>Dr. Lorenzo Morris</td>
</tr>
<tr>
<td>Director, Graduate Studies</td>
<td>Dr. Donn Davis</td>
</tr>
<tr>
<td>Director, Undergraduate Studies</td>
<td>Dr. Michael Nwanze</td>
</tr>
<tr>
<td>Director, MAPA Program</td>
<td>Dr. Maurice Woodard</td>
</tr>
<tr>
<td>Director, Pre-Law Program</td>
<td>Professor Johnnie Landon</td>
</tr>
<tr>
<td>Advisor, Pi Sigma Alpha</td>
<td>Dr. Lorenzo Morris</td>
</tr>
<tr>
<td>Internship Coordinator</td>
<td>Dr. Maurice Woodard</td>
</tr>
<tr>
<td>Chair, Admissions and Financial Aid</td>
<td>Dr. Mae King</td>
</tr>
<tr>
<td>Office Manager/Chair's Secretary</td>
<td>Ms. Rosemary Bethea</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Ms. Javenia Lilly</td>
</tr>
<tr>
<td>Secretary</td>
<td>Ms. Barbara Walls (Graduate School)</td>
</tr>
<tr>
<td>Secretary</td>
<td>Ms. Saphronia Drake</td>
</tr>
</tbody>
</table>
13. Grants and Contracts

The following list is only a sample of the grant applications submitted. Records of the unfunded grants are not available at this time. The difficulty is in large part the result of the displacement of files during the major moving with new furniture in which the entire department engaged this year:

“NASA Internship Grant” Maurice Woodard, PI. funded at $56,000;

“Census Information Center Grant” Lorenzo Morris, PI, Equipment and software;

“HUD Community Development-Internship Grant” L. Morris, PI, under review for $120,000;

UNCF-State Department, Development in Niger” L. Morris and Mae King, unfunded $200,000;

“Racial Attitudes of Students” Nicole Johnson and Richard Seltzer, under review for $5,000 approximately as an Excellence Grant;

“Phi Beta Kappa-Fiftieth Anniversary at HBCUs” L. Morris under review for $5000.

includes $25,029 increase in the current supplies and expense budget over the baseline supplies and expense budget of 2002 (that excludes a one-time $28,000 reallocation from salary for furniture in 2002). The Department is requesting a special allocation for furniture in seminar room B-21 of $20,000. New allocations are also requested for faculty travel, $9,500; honoraria $5,000; departmental retreat and seminar series, $12,000. The total increase requested (aside from salaries) is $78,599.

14. Targets of Opportunity

TARGET 1: Increased Access to Technology

Through the Dean’s office of the College the faculty and staff have all benefited from the installation of new personal computers and printers in the last two years. Most computers came in this academic year. In addition, the Department has pursued a high speed network printer to which the individual offices will access shortly. Moreover, the complete range of specialized and general data sets available from the Census Bureau are accessible to faculty and graduate students through the Census Information Center. In addition, some access to GIS software, particularly Arcview is available in the Political Science office as well as in the Center. Software and data from the Foundation Center for research funding searches by faculty will shortly be available in the main office on a computer provided by the Dean of the Graduate School.

TARGET 2: Expanded Linkages and Partnerships

International Affairs members of the Political Science faculty are involved in at least two cooperative outreach efforts. The International Studies initiatives at the graduate and undergraduate levels to establish new courses and a certificate program include the active participation of several of our faculty. In the environment studies two of our faculty are committed to continued work with an interdisciplinary group including biologists, chemists, physicists and others. This year one of our faculty headed an environmental research proposal effort that will be revised for the coming year. A graduate student in the department and a faculty member are active in the Brazil-Howard exchange program initiated by Dean Taylor.

TARGET 3: Acceleration of the Research Agenda

Except for individual faculty projects the innovative approaches to research in the department are reflected in the interdisciplinary projects described above. On the individual level faculty have submitted new research funding proposals to a variety of foundations and to several government agencies including US State Department (AID), UNCF, NSF, NASA and HUD.
TARGET 4: Establishment and Funding of Endowed Chairs

As noted above, the Board of Visitors and the Dean of the College of Arts and Sciences have endorsed the Political Science proposal for the establishment of endowed chair in the Department focused on scholarship and “public service.” The funding effort for the chair may take several years. At full funding it is expected to have a two million dollar endowment. The chair’s holder should have had an extraordinary career in public service and scholarship that in some ways would correspond to the ideal of leadership that Ralph Bunche brought to the Political Science Department.

In addition, the Department is committed to promoting full funding for the university chair that has been partially endowed by Senator Brooke. Although this project remains under the office of University Advancement, the proposed should be dedicated to Political Science.  

EXECUTIVE SUMMARY

The Department of Psychology faced a number of challenges during Academic Year 2002-2003 as it attempted to operate within President Swygert’s Strategic Framework II. We addressed the challenges and made appropriate modifications to the previous year’s operational procedure where necessary. The most taxing challenges revolved around the matters of research space for faculty and students and secretarial assistance. Simply put, there are extreme shortages in both these areas which retard the productivity of the department. Each of these domains was addressed in the budget requests for 2003, and it remains to be seen what the central administration will do about them. In spite of the challenges, the Department had a successful year.

MISSION

The mission of Howard University as a comprehensive, research-oriented, predominantly African-American university is to provide an educational experience of exceptional quality at reasonable cost to students of high academic potential. Particular emphasis is placed upon providing educational opportunities for African-American men and women, and for other historically disenfranchised groups. Furthermore, Howard University is dedicated to attracting, sustaining and developing a cadre of faculty who, through their teaching and research, are committed to producing distinguished and compassionate graduates who seek solutions to human and social problems in the United States and throughout the world.

Mission of the College of Arts and Sciences: In accordance with the mission of Howard University, the College of Arts and Sciences provides its students with an undergraduate education grounded in the quest for intellectual freedom, social justice, artistic expression and pursuit of knowledge. Ultimately, the programs of the College seek to encourage the development of critical and creative thinking in both the scholarly and artistic modes. Solutions to human, scientific and social problems are achievable through the liberal, fine and performing arts, and the natural and social sciences. The rich variety of programs offered by the four divisions of the College reflects the diversity of society-at-large. With diverse curricula and degree programs, emphasis on synthesis of knowledge/learning and a sense of responsibility to the global community, the College of Arts and Sciences provides a haven and source of nurture to culturally diverse students of all academic pursuits.
Mission for the Department of Psychology: The Department of Psychology offers coursework and research experiences that will expose bachelor’s degree through Ph.D. students to the most current knowledge, techniques, and practices in the science of psychology. It is expected that all levels of instruction and training the students increasingly will be armed with the knowledge of scientific discoveries and methods needed to address psychological issues and problems important to all peoples but especially to the conditions in which those of African descent throughout the world find themselves.

GOALS AND OBJECTIVES

Goal 1: Increase student learning across the knowledge base of psychology

Objectives
1a. Increase student learning and development outcomes in general educational principles and in psychology.

1b. Continue to advance faculty teaching/instruction and development initiatives and outcomes.

1c. Improve academic support services

1d. Assure positive student advisement outcomes

Goal 2: Increase student learning of research methods

Objectives
2a. Insure adequate student learning across research methods in psychology arenas.

2b. Increase number of students involved in research to 25% of the number of seniors or more.

Goal 3: Increase student learning of values in psychology

Objectives
3a. Assure adequate exposure of students to academic and research ethical training.

Students

The Department of Psychology had an undergraduate enrollment of 360 students at all levels from freshman to senior. At last count there were 78 students cleared for graduation. Surprisingly, the number of graduates who reported having been accepted for graduate school was slightly lower than in 2002. To date only 18 students have reported that they will be continuing on to graduate or professional schools in the Fall compared to 25 of 62 last year. There were, however, a number of prestigious admits among this year’s seniors – Cornell University, The University of Chicago, New York University and Princeton University.

Student organizations in the department were active this year. Psi Chi, the National Honor Society in Psychology inducted 11 members in the Fall and 4 members in the Spring. Those numbers participated in peer tutoring here on campus. The Psychology Club had several guest speakers who presented on various career paths for graduates of psychology programs. There were six speakers during this academic year.
Faculty Statistics

The faculty distribution is as follows:

**Gender:**
Males  12  
Females  9  

**Ranks:**
Assistant Professors  7  
Associate Professors  3.5  
Full Professors  10  
Part-time  3  
Full-time  20.5  

**Faculty Contributions:**

*Berg-Cross, Linda –*

**Publications:**

**Grants Received:**
HRSA Grant - Number 1 D40 HP00002 01 for *Interdisciplinary Training in Psychology*. One year (9/1/02 - 9/1/03). $120,000  
I am the PI and Dr. So is the co-PI.

**Grants Submitted:**
FIPSE grant for curriculum development of Global 501 course. Submitted 3/1/03. Made it into second round (of 1,300 am in the top 130). Second round due May 8 and will hear in August. Three years requesting $480,000

**Extra teaching:**
Without compensation, have taught a four week course on Family Therapy to psychiatric residents.

**Positions (Internal):**
Curriculum Committee, Graduate School  
Merit Pay Committee, Arts and Sciences  
Comprehensive Exam Co-ordinator, Clinical Psychology

**Positions (External):**
Board of Directors, National Register.  
Site Visitor, American Psychological Association  
Editorial Board, Journal of College Student Psychotherapy
Students
Michelle Morales - Defended master's thesis (April, 2003)
Dene
Mara Mberria
Gweneth Martin
Robert Wertheim

Boykin, A. Wade –

Professional Presentations

January 19, 2000 Invited to speak at the University of Pennsylvania, Graduate School of Education, Philadelphia, PA.


June, 10, 2000 Presentation to Montgomery County Public Schools, Gaithersburg, MD.1 Disproportionality – Building A Foundation for Change: “Actualizing High Performance for All Students: A New Paradigm For A New Millennium.”

August 15, 2000 Presentation at the Anne Arundel County Public Schools Leadership Conference, Annapolis, MD: “On The Journey to Placing Our Students at Promise for Academic Success.”

September 27, 2000 Presentation to Arlington Public School educators, Arlington, VA: “Narrowing the Achievement Gap One Classroom at a Time.”

October 17, 2000 Guest speaker at the North Carolina Legislative Education Summit, Charlotte, NC.

November 16, 2000 Presenter at the Maryland Caucus of Black School Board Members, Anne Arundel Community College Arnold, MD: “Focus on Solutions: Minority Student Achievement.”


January 7, 2001 Speaker at Anne Arundel County Public Schools, Carver Staff Development Center Annapolis, MD: Minority Achievement workshop for all principals.

January 17-19, 2001 Speaker at Minority Student Achievement Network Council Meeting (MSAN), Chapel Hill, NC.
February 9, 2001  Presentation to Prince George’s County Public Schools, sponsored by the Department of School Improvement and Accountability: How Directors, Supervisors and Specialists Can Assist Principals With Providing High Impact Activities that Lead to Improved Student Achievement, Upper Marlboro, MD.


April 6, 2001  Participant at the Manpower Demonstration Research Corporation (MDRC) Education Studies Committee Meeting, New York, NY.


April 27, 2001  Speaker at the Maryland Association of Elementary School Principals (MAESP) Annual Spring Conference. Ocean City, MD: “Can All Children Learn?”

May 14 – 15, 2001  Participator at the National Science Foundation Workshop on the Achievement Gap in Science and Mathematics Education, Arlington, VA.

June 3 – 5, 2001  Presenter at the AEL Colloquium. Washington, DC.

September 20 – 22, 2001  Presenter at the Minority Student Achievement Network National Teachers Conference.

October 10, 2001  Presentation to 50 elementary teachers, instructional assistants and teacher representatives from middle and high schools in Montgomery County Public Schools at Cedar Grove Elementary School: African American Learning Styles Relative to Adjusting Instructional Practices to Increase Student Achievement, Germantown, MD.

November 2, 2001  Presenter Education Trust, Inc. National Conference, Washington, DC.

November 7, 2001  Presenter at Maryland State Department of Education to deliver a luncheon address at the Summit on Minority Student Achievement that included sharing information and training participants in their research, University of Maryland Inn and Conference Center in College Park.

December 4–8, 2001  Visited The City University of New York Graduate Center as their second Delmos Jones visiting scholar to meet with faculty and students to discuss his research.
January 14-15, 2002  Lectured to faculty and students at Western Michigan University on “Doing Meaningful School Reform.” Gave professional development sessions for the College of Education and with school partner’s.

January 17, 2002  Presenter at the MSAN Research Practitioner Council Meeting speaking directly on the topic of models of collaborative research held in Oak Park, IL.

January 18, 2002  Delivered opening address and participated in research panel discussion and Q&A to 700 elementary through high school teachers for Institute Program/Opening-of-school-year staff development on diversity and achievement at Oak Park/River Forest High School in Oak Park, IL

February 7-9, 2002  Speaker at Annenberg Institute for School Reform meeting on Closing the Achievement Gap in Secondary Schools held in Providence, RI

May 10, 2002  Presenter on “Pedagogical Science Meets the Achievement Gap: Evidence-Based strategies for enhancing academic outcomes for African American Students at the Minority Student Achievement Network Teachers’ Conference, Madison, WI

June 15-21, 2002  Presenter on “Integrity-Based Schooling Strategies: Promoting the Talent Development Philosophy” to Oak Park and River Forest High School, Chicago, IL


August 30, 2002  Speaker on the “Talent Development Philosophy” at breakfast meeting for Ketcham Elementary school faculty and staff 2002 school year kick-off, Gallaudet University, Kellogg Conference Center.

October 3, 2002  Keynote speaker at Maryland Caucus of Black School Board Members Breakfast at the Annual Meeting of the Maryland Association of Boards of Education in Ocean City, Maryland.

December 5–7, 2002  Attended planning meeting for Brown Plus 50 Conference. New York University’s Steinhardt School of Education and The Metropolitan Center for Urban Education in New York, NY.

February 13–14, 2003  Facilitated In-Service activities for professional development program for the Talent Development Learning Community team teaching staff at Oak Park and River Forest High School Oak Park, IL.

April 2, 2003  Pre-meeting for Brown Plus Fifty June planning meeting. New York University’s Steinhardt School of Education and The Metropolitan Center for Urban Education in New York, NY

April 10 - 11, 2003  Site Visit and External Evaluation of the Ph.D. Program in Psychology at City University of New York.

April 10, 2003  Presenter at the National Alliance Of Black School Educators (NABSE) for the “HILL TEACH IN” for congressional staffers sponsored by the Metro Center for Urban Education New York University held in Washington, DC.

May 15, 2003  Speaker at the Urban Education Research workshop in Chicago, IL

Professional Activities

◊ Continuation on Editorial Board of the American Educational Research Journal (AERJ) for another 3-year term

◊ Advisory Panel member – Predicting African American Children’s School Competence Project, Frank Porter Graham Child Development Center, University of North Carolina

◊ Named Distinguished Alumnus, Hampton University Department of Psychology, November, 2000

◊ Joined Mid-Atlantic Equity Center Board of Directors, attended meeting 1-/26/02, Chevy Chase, MD

◊ Committee member of Manpower Demonstration Research Corporation Committee on Education Studies, attended meeting 2/28/02, New York, NY

◊ Member of Brown Plus Fifty Conference National Planning Committee on the 50th anniversary of the U.S. Supreme Court’s landmark ruling: Brown vs. the Board of Education of Topeka, Kansas

◊ Member of Project GRAD Board of Directors, attended meetings 11/6/02, 6/11/02 and 3/19/03 New York, NY.

Grants

Publications


Boykin, A. W. & Allen, B. Culture matters in the psychosocial experiences and schooling of African American students. Submitted for publication.


In Search of Cultural Themes and their Expressions in the Dynamics of Classroom Life A. Wade Boykin, Oronde A. Miller and Kenneth M. Tyler (in preparation)


Ethnicity and Tool Type as they Relate to Problem Solving and Transfer in a Communal Learning Context Wade Boykin, Zewelanji N. Serpell, and Kenneth M. Tyler (submitted)


Boykin, A.W. and Lilja, A.J. (2001),


Boykin, A. W., Miller, O.A. & Tyler, K.M. (in preparation). In search of cultural themes and their expressions in the dynamics of classroom life.


Campbell, Alfonso L. -

Publications

Active research grants
Mordecai Wyatt Johnson Research Grant, Office of Research Administration, Howard University, Co-Principal Investigator, “The Relationship between Proinflammatory Cytokines and Neurobehavioral Outcomes in Stroke Patients”, Dr. Joan Payne Co-PI, 11/2001-11/2004, $593,000

Invited Presentations:
Commencement Speaker, Bertie County High School, Windsor, NC, 6/02.


Career Fair Workshop for Junior and Senior High School Students, Zion Baptist Church, Washington, DC, 4/19/03.

Institutional Review Board/Policies and Procedures, Human Research, Intellectual Property and Ethics Workshop, College of Arts and Sciences Howard University, 4/28/03.

Cole, Angela –
Awards


Publication and Research Activity:
- Grant application submitted to National Science Foundation, entitled, "The Impact of Terrorism on Perceptions of Justice and Decision-Making" (April, 2003)
- Poster session to be conducted at the Annual Convention of the American Psychological Society, Atlanta, GA, entitled, "A Psychological Analysis of the Controversy Over Electoral Fairness and Preferences," coauthored with Thomas, E.A.C. (May 29-June 1, 2003)
- Faculty advisor for Howard University Undergraduate Research and Creativity Award Program (URCAP) Project, entitled, "The effect of moral orientation and gender on public-policy decision making." Principal investigator: Kyla Day.
- Faculty advisor for Howard University URCAP Project, entitled, "Fairness and a social dilemma at Howard University." Principal investigator: Billie L. Saddler.
- Faculty advisor for Howard University URCAP Project, entitled, "The importance of equity in college-aged intimate dating relationships." Principal investigator: Errin E. Simpkins.

Teaching:
Research Methods and Statistics II, Spring 2003
Social Cognition and Attitude Change, Spring 2003
Research Methods in Social Psychology, Fall 2002
Research Methods and Statistics I, Fall 2002
Sophomore Honors, Fall 2002
Senior Seminar, Fall 2002

Research Mentorship (Advising/Student Supervision):
- Faculty advisor for ongoing preparation of Howard University Department of Psychology
Master’s Thesis Project. Graduate Student: Angela D. Glymph, BA.

- Faculty advisor for Howard University Department of Psychology First Year Project, entitled, *The influence of individual intrinsic motivation on group performance*. (Submitted: Summer 2002) Graduate Student: Angela D. Glymph, BA.

- Faculty advisor for Howard University Department of Psychology Honors Thesis Project, entitled, *Understanding the effect of race saliency and evidence on African American mock jurors’ decisions*. Junior Honors Student: Jennifer Burrell.

- Faculty advisor for Howard University Department of Psychology Honors Thesis Project, entitled, *Procedural fairness and outcome satisfaction with residence life at Howard University*. Junior Honors Student: Billie L. Saddler.

- Faculty advisor for Howard University Department of Psychology Honors Thesis Project, entitled, *The Effect of Moral Orientation and Gender on Public Policy Decision Making*. Junior Honors Student: Kyla Day.


- Faculty advisor for Howard University Career Opportunities in Research Education and Training (COR) Program student, Brandi Cage.

- Faculty advisor for Howard University Ronald E. McNair Postbaccalaureate Achievement Program student, Billie L. Saddler.

Seminar Presentations:


- Cole, A.P. (2003). Implementing a jigsaw strategy to teach research methods and statistics. Invited presentation to the *Preparing Future Faculty* workshop series, Howard University Graduate School of Arts and Sciences, Washington, DC

Professional Memberships:
- American Psychological Association
- American Psychological Society
- American Psychological Association Minority Fellowship Program Initial Review Committee

Professional Service (Committees and Grant Review):
- Graduate Admissions, Social Psychology, Department of Psychology, College of Arts and Sciences, 2003
- Reviewer, Grants Program, The Howard University Fund for Academic Excellence, April 2003
- Reviewer, Grants Program, The Howard University Fund for Academic Excellence, January 2003
- Reviewer, Mental Health Research Fellowship Applications, American Psychological Association Minority Fellowship Program and National Institute of Mental Health, 2003
- Reviewer, Mental Health and Substance Abuse Services Fellowship Applications, American Psychological Association Minority Fellowship Program (MFP) and Substance Abuse and Mental Health Services Administration (SAMHSA), 2003
- Alternate Representative to Faculty Senate, College of Arts and Sciences, 2002-2003
- Reviewer, Graduate Program Committee, Department of Psychology, College of Arts and Sciences, 2002-03
- Secretary, Division of Natural Science, College of Arts and Sciences, 2002-2003
- Freshman Advising, Department of Psychology, College of Arts and Sciences, Fall 2002

Craig-Henderson, Kellina -

EDITORIAL EXPERIENCE

INVITED PRESENTATIONS


**PAPERS PRESENTED**


**GRANT PROPOSALS SUBMITTED**


**PAPERS CURRENTLY UNDER PEER REVIEW**


Craig, K.M. & Branch, A. (2003). An Experimental Examination of reactions to Heterosexist, and Anti-Semitic hate Crime Victimization: Compassion, Indifference or Scorn?


**PAPERS IN PRESS**


**Gilbert, Stefanie –**

**Grants**

Fund for Academic Excellence Award, Howard University, “Establishment of a Formal Senior Undergraduate Internship Program with Community Bridges, Inc. Jump Start Girls! Adelante Ninas!” an award-winning multicultural program for girls from low-income families in the Long Branch community of East Silver Spring and Takoma Park, Maryland. Award Amount =$6,000 Award Period: July 1, 2002-June 30, 2003.
Publications


Presentations


Professional Development

Practicing Stress Free Living, Continuing Education Seminar, University of Maryland Shady Grove Center, April 2, 2003.


Academic Accomplishments

Member, Governance Board for the Graduate Certificate Program in Women’s Studies at Howard University, 4/2002-Present.

Professional Activities

President, Washington Society for the Study of Eating Disorders and Obesity, May, 2000-Present

Member, Society for the Psychology of Women, American Psychological Association, August 2000-Present

Member, American Psychological Association Task Force on Women and the Media, June 2000-Present
Member, American Psychological Association, 1997-Present

Member, Division on the Media, American Psychological Association, 1999-Present

Member, Maryland Psychological Association, 1997-2001

University Committees

Member, Howard University College of Arts and Sciences Nomination Committee 8/00-Present.

Member, Howard University College of Arts and Sciences General Education Committee 8/00-Present.

Harrell, Jules P. –

Grants

Psychological predictors of blood pressure in African Americans. NIH/National Institutes of General Medical Sciences, $116,614.

Publications


Presentations and invited addresses


Racism and health: Theories, models and findings. Invited address, Smith College, Northampton, Massachusetts, October, 2002.

Symposium Discussant for “What has psychophysiology revealed about ethnicity and emotion?” 42nd Annual meeting of the Society for Psychophysiological Research, October, 2002, Washington, DC.

Hicks, Leslie H. –

Grants
Co-recipient (with Michael Myslobodsky) of an Excellence Award for the development and offering of a graduate course Introduction to Brain Imaging.

Publications

Service
Member of the College of Arts and Sciences Appointments, Promotions, and Tenure Committee

Member of the College of Arts and Sciences Merit Committee

King, Donald –

Publications


Research with Students
F.L. Jones and C.A. Felix, co-authors of one of the above publications, are now graduates. Supervision of experiments carried out at Howard University at least one day a week by the following Howard University students: Diwura Adeyinka, Kyla Day, Ja’Nae Milton, Kayon Porter and Atiya Stancil.

Dissertations
Advice on the dissertation research of Sheketha Hauser and Atiya Stancil.

Service
Member, Department of Psychology’s committee for obtaining student participants for research.


Second Vice President, Chevy Chase Lion’s Club.

Father of three sons (ages 21-29) who will all contribute positively to the economy.

Lewis-Jack, Ometha –

Position: Assistant Professor

Courses: Introduction to Clinical Psychology
Drugs and Human Behavior
First Year Clinical Seminar
Adult Neuropsychological Assessment
Externship
Internship

Faculty Mentor: McNair Program
Minority Access to Research Program (COR)

Research: Principal Investigator:
Alcohol Recovery/Relapse among African Americans
Co. Investigator: Heirs Acceptability sub-study
Co. Investigator: Cytokines and Stroke Patients

Presentation: Sexual Abuse, Substance Abuse and Depression among women
Prince Georges’s Community College 5th Annual Science, Technology,
and Research Training Conference, April 29, 2003

Submitted Publication: Lewis-Jack, O., Ocampo, C., Wimberly, A. Redefining substance abuse

Professional Affiliations: American Psychological Association – Member DC Psychology
Association, Vice President for Organizational Affairs (2nd year re-elected).

Peer Reviewer: Journal of the National Medical Association

Myslobodsky, Michael –

Grants
Covered by the Award of Excellence with L. Hicks prepared a course Introduction to Brain imaging
(the course was launched in Fall 2002 and listed as Brain and Behavior seminar run with Leslie
Hicks; It was continued as Introduction to Brain imaging II in the Spring of 2003)

Publications
Papers (published and in press)
Reviews, 4: 121-128
5:5-29
The Breast (in press)

under review
Profile of Patients with a History of Mild Head Injury. Brain Injury

Book

**Editorial Responsibility.**
Editor: *Neurobiological Foundation of Aberrant Behaviors* [http://www.wkap.nl/prod/s/NFAB] The aim of the series is to serve the growing community of neuroscientists and research psychiatrists who are engaged in the study of aberrant behavior and psychopathology
Volumes published in 2002-2003


**Roberts, Debra D. –**

**Position:** Assistant Professor

**Courses:**
- Introduction to Psychology – Enrollment of 160 students
- Graduate Research Methods – Enrollment of 14 students

**Mentor:**
- Two Senior Honors students
- One Junior Honors student
- Two McNair Fellows

**Committees:**
- Executive Council of Natural Sciences Division
- Committee on Readmissions and Academic Status

**Research:**

Principal Investigator - University Sponsored Faculty Research Program in the Social Sciences, Humanities, and Education entitled “Defining cultural identity among African American children and adolescents. July 1, 2002 - June 30, 2003 ($10,000).

**Presentations:**


**Invited Publications:**

Professional Affiliations:

Association of Black Psychologists
National Council on Family Relations
Society for Research in Child Development
Society for Research on Adolescence

Sloan, Lloyd R. –

SCHOLARSHIP, RESEARCH, PUBLICATIONS, PRESENTATIONS, GRANTS,


Grants:  Biobehavioral and Psychosocial Determinants of Behavior, PI. National Institute of Mental Health; ($1,354,330) 97-02; ($1,587,670) 02-07.
Honors High School Research Education, PI. National Institute of Mental Health; ($198,204) 97-02; ($205,015) 2002-2007.
Minority Research Infrastructure Support Program, PI. National Institute of Mental Health, ($1,469,387), awarded May, 2002 (02-05).

SERVICE TO THE UNIVERSITY, SCHOOL/COLLEGE, AND/OR ACADEMIC DEPARTMENTS
PI & Director, NIMH-COR Program  (1980-Present) This position is the major single contribution made to the University, College and Department in time, effort and outcome. The Program has been a major research, teaching and training asset to our Department and College and to our students dedicated to quality research careers. This NIMH funded Minority Access to Research Careers Program was established in 1980 to prepare and "pipeline" promising minority undergraduates into leading graduate programs and research related careers and has produced greater than 85% graduate school entry rates with 41 Ph.D.s to date. The Director's roles include approximately 3.5 months per year in program development and execution, faculty and student recruitment and administrative duties paralleling those of a small academic department.

PI & Director, NIMH-Honors High School Research Education Program designed to inspire minority high school students to pursue research careers. PI & Director, NIMH-MRISP, “mini-center” grant to fund and improve young minority faculty and graduate student research.

Provost's Office: New Faculty Research Award Committee (1999-2003; 6 days per year)
College of Arts and Sciences:  Chair, Committee on Nominations (2000-2003); Dean’s Freshman Orientation Program Representative (August, 2002); Dean’s Leadership Retreat (August, 2002)

Graduate School: Chair, Grievance Committee (2000-2002); Concurrent Reappointment to the University Graduate Faculty (continuous since employment; 1998-2005); McNair Research Program Mentor-Advisor (Spring 2000-Summer 2003)

Psychology Department Committees: Appointments, Promotion and Tenure (1981-Present); Executive Committee (1998-02); Chair of Research Participation Program (1978-Present); Ad Hoc Committee on Computer Resources (1984-2002); Undergraduate Program and Senior Comprehensives Committee (1984-2003); Psychology Graduate Program Committee (1998-2003); Space Acquisition and Development (1999-2003); Graduate Training Inter-University Collaboration (U. New Hampshire) (Nov, 2000-present); Assessment Committee (Spring 2001-present)

COMMUNITY OR PROFESSIONAL SERVICE ACCOMPLISHMENTS
Board of Directors: National NIMH-MARC/COR Program Association (2000-03)
22ND annual Colloquium Co-Chair for Program, Speakers and Symposia for the National Institute of Mental Health-COR Colloquium; 23rd Annual Convention in Washington, DC (Dec 2002-June 2003).
American Psychological Association (Div 8) Society for Personality and Social Psychology 
Executive Committee: Diversity Awards and Convention Committee (March 2001-June 2003); 
awardee selections and convention arrangements.
State Representative: Midwestern Psychological Association (2000-03); 
State Representative: American Psychological Society (2000-03)
Editorial and National Research Grant Reviewing: 
NIH/ Natl Institute Child Health & Development Special Emphasis Panels (7/2002)

EXEMPLARY TEACHING / INSTRUCTION ACCOMPLISHMENTS (Technology utilization and uncompensated course overload)  The NIHM-COR/MARC Program has become a major jewel among programs in the University because of its outstanding effectiveness in inspiring, mentoring, nurturing and supporting strong students to strive for great careers in research and scholarship through two years of unparalleled and intensive research experiences. A few facts illustrate this well: Including 2001-2002, the COR Program has produced 141 graduates; 124 entered or are in graduate school; 41 have PhDs; 3 are MDs; 26 now are in post-masters status. The COR Program could justly claim a better African American Ph.D. graduation record than most large universities.

So, Dominicus W. –

Publications


Grants & Awards
9/2002 - 9/2003 US DHHS Health Resources and Services Administration
Graduate Psychology Education Program, $106,032. Grant # 1 D40 HP 00002-01 Co-Investigator
Project Title: Interdisciplinary transitional health care for minorities
7/2001 - 6/2002  Faculty Research Support Grant, $10,000.
Principal Investigator, Howard University
Project Title: The spiritual child project

7/2001 - 6/2002  Fund for Academic Excellence, $6,000.
Principal Investigator, Howard University
Project Title: Interdisciplinary Online Research Initiative

Principal Investigator, Howard University
Project Title: Teaching of Psychology - Diversity, distance learning, & pedagogy

Meetings

§ Professional Development, Seminars & Conferences outside of HU
§ The Infancy and Early Childhood Training Course - at Tysons Corner, VA - April 25, 2003
§ API SHARE - First national conference addressing HIV/AIDS research in Asian and Pacific Islander (A&PI) communities - Oakland Marriott City Center, Oakland CA - November 15 - 17, 2002.

§ Professional Seminars & Workshop at HU
§ AIDS Conference: HIV/AIDS and the DC Immigrant - at Towers Auditorium 2/4/2003, 9am - 4pm
§ Leadership Academy Class Seven Habits of Highly Effective People: Personal Vision, Mission, and Mastery - at Howard Center 3/19-3/21/2002, 9am - 5pm
• Howard University Distance Learning Conference for Faculty and Staff - at HU Silver Spring campus - April 16, 2002 -11am-6pm

Presentations


**Starr, B. James**

**Publications & Presentations**


---- & Sloan, L.R. (2003, February). *Laying the blame and taking the credit: Are there differences in attribution of culture-relevant behavior?* Paper presented at the meeting of the Society for Cross-Cultural Research, Charleston, SC.
Organizational and Community Service

Evaluator, Intel Science Talent Search, Evaluated science projects of top high schoolers from around the country who were competing for college scholarships (formerly White Westinghouse Science Talent Search)

Certified in adult and child CPR, AED and Basic First Aid

Bike Patrol/Volunteer, Maryland National Capital Park & Planning Commission (MNCPPC) Park Police, 2002-

Coordinator, Sports Psychology Workshop (developed and conducted it), Montgomery County Road Runners, 2002

Steering Committee Member, Pike’s Peek 10K Road Race (Helped to plan and implement one of the largest, best-known 10K road races in the DC-metro area that hosts thousands of runners), 2001-03

Volunteer Team Captain, Pike’s Peek 10K Road Race (Directed volunteers), 1999-2003

Race Director/Course Designer, Make-A-Wish Children’s Triathlon, 2002

Certified Coach, American Sport Education Program (Running, Triathlon), 2002-

Department and University Service

Chair, Departmental Appointments, Promotion, & Tenure Committee, 1990-Present

Web master-Project developer, Global Questions project, 2003 –

Member, Departmental Executive Committee, 2002-2003

Developer/Lecturer, MRISP series in Practical Advanced Statistics, 2003

Van Horn, Yolanda –

Grants: Principal Investigator NIMH grant entitled “Predictors of academic achievement and mental health outcomes in children: A longitudinal follow-up” $230,000.

Principal Investigator: Howard University Fund for Academic Excellence Award: “Strengthening study-reading skills among college students: An application of the SQ3R techniques in introductory psychology courses” $1,000

Meetings Attended: American Association for Higher Education (AAHE) June 2002

Winston-Kittles, Cynthia –

GRANTS
NATIONAL SCIENCE FOUNDATION CAREER AWARD #0238485 $800,000, (Feb 2003-08)
Using multimedia digital technology to advance understanding of achievement motivation and the life stories of successful African American scientists. Principal Investigator: Cynthia Winston

HOWARD UNIVERSITY NEW FACULTY AWARD $50,000 (July 2003-05) Academic identity of successful African American science and engineering graduate students. Principal Investigator: Cynthia Winston


THE CENTER FOR PRE-PROFESSIONAL EDUCATION
SUMMARY REPORT 2002-2003
Dr. Georgiana F. Aboko-Cole, Director

INTRODUCTION

The mission of The Center for Preprofessional Education is to supply the necessary tools for students to successfully complete the transition to professional and graduate school. The programs of the Center for
Preprofessional Education encompass mainly two aspects of the President's Strategic Framework for Action--strengthening academic programs and services for students and faculty and promoting excellence in teaching, learning and research. To achieve these goals, the Center organizes programs that will promote the admission of preprofessional students to graduate school, law school, and health professions careers. Our intervention begins with students and teachers in elementary schools. Preprofessional and academic counseling begins actively in the summer preceding matriculation. For those who do not attend the summer program, intervention begins in the freshman year. The majority of the students we serve are from the College of Arts & Sciences, but we also serve pre-medical, pre-dental, and pre-laws students from the School of Business, Engineering, and the School of Pharmacy, Allied Health and Nursing.

**Overview of Programs Contributing to the Fulfillment of the Strategic Framework for Action**

<table>
<thead>
<tr>
<th>Program Design/Assessment and Recruitment/Retention Activities</th>
<th>January –December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Med-Dent Start</td>
<td>March, July</td>
</tr>
<tr>
<td>High School/College Internship Program</td>
<td>August-June</td>
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<td>Advanced Health Careers Enrichment Program</td>
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<td>Prefreshman Health Careers Enrichment Program</td>
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<tr>
<td>Health Professions Society and Pre-Dental Society Network</td>
<td>September-July</td>
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<tr>
<td>B.S./M.D., B.S./D.D.S Programs</td>
<td>August-June</td>
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<tr>
<td>Preparation for MCAT,DAT, GRE, GMAT, PCAT, LAST</td>
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<tr>
<td>Professional School and Financial Aid Workshops</td>
<td>March, July</td>
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<tr>
<td>Visit to and by Representatives from Health Professions Schools and Law Schools</td>
<td>September-July</td>
</tr>
<tr>
<td>Training for Office Staff</td>
<td>January-December</td>
</tr>
<tr>
<td>Howard Hughes Medical Institute, Project for the Enhancement of Science Education</td>
<td>September- July</td>
</tr>
<tr>
<td>Judging for Elementary and High School Science Fairs</td>
<td>February-June</td>
</tr>
</tbody>
</table>

**PROGRAMS FOR STUDENTS**

The following programs, workshop and site visits and other field trips were conducted for our students:

National Association of Minority Medical Educators Student Development Conference, Visit to Pennsylvania College of Optometry, Temple University School of Podiatry, University of Pittsburgh College of Medicine, University of Richmond School of Law, Howard University College of Dentistry, College of Medicine and School of Law, Georgetown University, Drexel University College of Medicine, Law School Forum, Pre-Dental Conference-Howard University College of Dentistry, Health Careers Admissions Workshop, “Learning to Learn” Retreat, Student Career Development Conference, Med-Dent Start Program, The National Conference of the Student National Medical Association and The Research Revolution - Science and The Shaping Model Life.
PROGRAMS FOR FACULTY

Strategic Planning Committee-Infusing Critical Thinking into Science Education

Review of Plans to Initiate Two Areas on Career Development for Students of the College of Arts & Sciences:

- Career Development-Pre-Dent/Med, other Health Professions and Pre-Law
- Ann overview of the logistics of the Dental Admission Test (DAT), Medical College Admission Test (MCAT) and Optometry Admission Test (OAT)
- Discussion of the Implications for Teaching and Testing

OUTREACH PROGRAMS

Science Discovery Day
Elementary School Science Fair
NAMME K-12 Competition
Summer Science Enrichment Program for 7th-11th Grades
Prefreshman Summer Health Careers Enrichment Program
Advanced Health Careers Enrichment Program
Howard Hughes Medical Institute for the Enhancement of Science Education


The Center for Preprofessional Education dedicated and looking forward to another year of providing top quality programs that will buttress the academic and professional development of our students

DEPARTMENTAL ANNUAL REPORT
2002 - 2003
Department of Sociology and Anthropology
College of Arts and Sciences
Chairperson: Dr. Florence B. Bonner

1. Unit Overview

Chairperson’s Summary

The Department of Sociology and Anthropology at Howard University offers an interdisciplinary program focused on understanding the complex relationships between and among people in various groups and social institutions. This interdisciplinary focus addresses ongoing and emerging issues that relate to forces affecting human diversity and sociocultural changes. The Department, through its educational, research, and service-oriented programs in sociology, administration of justice, and anthropology, strives to understand human behavior and the forces that govern and change it in the wider society.
To ensure quality and adherence to academic standards we continue to redesign courses and provide a link between educational input and output measured by among other things the comprehensive examination. Majors in the department are provided five tools to help connect them to the Department and faculty: a guide to undergraduate study that explains the academic programs of the department; assigned an advisor; given e-mail addresses of faculty and theirs are listed to ensure efficient and speedy communication and/or introduced to the undergraduate coordinators.

In the academic year 2002/2003, twenty-six students received B.A.s, three M.A.s, and two Ph.D.s, and nine graduated with honors. One student graduated summa cum laude, two-magna cum laude, five-cum laude and one Phi Beta Kappa. The number of graduates was down from previous years. We have not had an opportunity to evaluate this dip, but this will be done to help us adjust program needs. On the surface, what it suggests is that many among the 42 persons listed as prospective candidates for graduation at midyear found themselves in trouble in spring. This may be an advising problem.

Service courses, Introduction to Sociology, Elementary Statistics, Cultural Anthropology, and Social Psychology, were provided for more than 1,500 undergraduate students. This service provides pluses and minuses. It permits us to recruit new students but at the same time, it taxes our small faculty team and limited resources.

The Department did its share of recruitment of prospective students during the spring. The undergraduate coordinator and the chair contacted lists of prospective students provided by the Office of the Dean. Faculty also participated in local and regional meetings using these for professional development as well as opportunities to recruit majors.

The recently approved graduate certificate program in Women’s Studies and the Howard University African American Women’s Institute are also products of the Department. Both programs contribute to the undergraduate programs. Courses in the certificate program are all cross-listed for graduate and undergraduate offerings except one. All courses for the core of the Certificate in Women Studies currently exist in the College of Arts and Sciences and are already being taught. This program is attracting a lot of attention and we anticipate in the next two years it will be an important attraction for recruitment. Most important is the contribution that it makes to our efforts to create well-rounded leaders for the global community.

The Women’s Institute already has a track record of serving both graduate and undergraduate students in research, publishing opportunities, and internships. Preliminary discussions with the Ford Foundation in March, 2003 has led to the preparation of a proposal for $240K. The grant will provide infrastructure resources for the Institute and employment opportunities for four students for two years. These opportunities should help to energize and support the overall collection of programs.

The Department is making a collective effort to revamp courses and add new ones to the list of offering. The Chair and the Curriculum Committee are reviewing the changes. The Committee met weekly during the spring semester. Recommendations will be made to the entire faculty in the fall, and new offerings will be put forth for approval.
The work toward garnering extramural funding for research support continues. Two faculty members received external grants, two received internal grants, and there are three continuation grants. One member has edited a book, and three members have chapters in books. Four have submitted chapters in books to publishers; three have articles in Refereed Journals, and five technical reports. The department has been able to establish an on-going relationship (5 yrs.) with the National Institute of Justice (NIJ) where over $58K is allocated to support both graduate and undergraduate research in criminal justice. In 2002, the contract was revised to support tuition and fees.

Additionally, faculty is publishing more and are engaged in professional activities. Most of the faculty was engaged in presentation of scholarly papers at professional conferences. Faculty professional development is also enhanced by participation in the Howard University Professional Development and Leadership Academy, and many of our faculty was involved in community and professional services.

2. **Mission, Goals, and Objectives of the Department**

The Department’s mission seeks to foster an intellectual environment through its curriculum to prepare African Americans and other historically disenfranchised groups for graduate training. Students are equipped with innovative interdisciplinary paradigms designed to analyze, interpret, comprehend, and assist in problem solving within the local, national, and global communities. Further, the Department of Sociology and Anthropology strives to provide students with a strong social science background for careers in other fields, and to prepare students for leadership roles in both domestic and global communities.

**Goals**

- To strengthen the technological capacity of students and faculty
- To strengthen majors ability to apply theory to every day situations
- To be prepared for graduate study in Sociology and related disciplines
- Prepare students for leadership positions in both domestic and global communities. Ground all students in these disciplines by requiring them to progress through a series of introductory, middle-level and practical courses as well as courses in statistical and qualitative methods.
- Offer practical experience in field schools, out-of-classroom projects and internships.
- Recruit and maintain a faculty that remain at the cutting edge in research in their respective fields and transmits that knowledge to students.

**Objectives**

- To encourage and support scholarly pursuit and research for both faculty and students
- To keep courses up-dated in the latest information and utilize appropriate new electronic technologies and other pedagogical techniques
- To increase resources in the Social Science Laboratory and Howard University libraries to use social science data more effectively in research and teaching

3. **Progress in Fulfillment of the University’s Mission**
Include significant information related to the implementation of SFA II

3.1.1 The mission of Howard University as a comprehensive, research oriented, predominantly African American university, is to produce an educational experience of exceptional quality at reasonable cost to students of high academic potential. Particular emphasis is placed upon providing educational opportunities for African American men and women and for other historically disenfranchised groups. Furthermore, Howard University is dedicated to attracting, sustaining and developing a cadre of faculty who through their teaching and research, are committed to producing distinguished and compassionate graduates who seek solutions to human and social problems in the United States and throughout the world.

The Department addresses the mission of the University through the Strategic Framework for Action. Our focus is: promoting excellence in teaching and research, enhancing national and community service, strengthen academic programs and service, and increasing private support. Listed below are examples of how we have attempted to address SFA. All faculty members in the department (with the exception of one anthropologist and one criminologist) have the Ph.D. degree and substantial experience in university level teaching. Research in the department is very broad and at the cutting edge.

- The undergraduate program in Sociology and Anthropology and Administration of Justice are very vigorous. Our programs articulate clear goals for students’ learning which are made explicit and understandable to them. The goals include clear expectations of each required course and the rationale for program requirements.

- Community Service is done in the Department through our internship program in sociology and field school in anthropology. Thirty students participated in Community Service in diversified institutions in the metropolitan area. A large percentage of these students worked for the Department of Justice. They have gained an invaluable experience in the workforce. Eight (8) anthropology majors through an archaeological field school and research expedition at the ancient Maya site of Maax Na in the rainforests of northwestern Belize worked and gained valuable hands on experience during the summer of 2002.

- Expansion of key areas of specialization is critical. Our catalog listings already have courses in the areas, Biological Anthropology, Sociology, Urban Sociology and Criminology, but quite often, many of the courses cannot be offered or taught on a regular basis. The undergraduate programs have been greatly affected by the loss of faculty positions. During the spring semester of 2003, the Department was granted permission to fill four faculty positions: two in anthropology and two in sociology. Currently, the Department is in the search process and hopes to fill in the position.
4. **Key Performance Indicators**

Grade Point average  
Senior comprehensive examinations  
Internships  
Dissertation and MA Thesis  
Fellowship Training

5. **Accreditation – related news or issues**

The Department had its undergraduate Sociology Program Review during the spring semester 2003. This information will be used to help us further refine our response to the Middle States examination of academic programs.

The Department’s Women’s Institute and the Graduate School of Arts and Sciences launched the Women’s Certificate Program in Spring 2003. This program enhances our efforts to redesign programs that meet the needs and demands of students enrolled at Howard University or those interested in coming.

6. **Significant Events**

- The Department sponsored The District of Columbia’s Sociological Society’s Annual Mid-year Meeting in October 2002.

- Students and faculty had several Brown Bag Lecture Series in the academic year.

- The Department hosted its annual social gathering “WANNABE” a major event in the fall semester to introduce new majors and continuing ones to the department and the faculty.


- A follow-up forum to the Consortium Breakfast, Consortium Service Learning Forum was held at Howard University, Washington, DC April 11, 2003.

7. **Significant Achievements**

- Nine graduates with honors.
• Dr. Arvilla Payne-Jackson received a summer 2002 Sasakawa Fellowship, Tokyo Foundation- University of Essex, England

• An Anthropology major received the Black Graduate Fellowship, which will pay tuition and fees, a stipend of $20,000.00.

• Dr. Florence B. Bonner, Dr. Rebecca Reviere, Dr. Arvilla Payne-Jackson and Dr. Vernetta Young were awarded the “Faculty Authors Appreciation Day Award,” April 21, 2003.


8. Challenges and Projected Solutions

The fundamental challenge of the Department of Sociology and Anthropology remains to hire new full-time faculty members. While our service responsibilities have increased, the number of full-time faculty members have decreased. This academic year we suffered the loss of two additional faculty. The situation is exacerbated by the fact that 90% of the faculty in the department is tenured. This problem has had an adverse effect on hiring opportunities. Our temporary solution, in consultation with the Dean of the College of Arts and Sciences, is to actively recruit lecturers over the next few years. However, this strategy is not working because well-qualified faculty is seeking tenure track positions. One solution to the problem is to restore the six tenure track positions lost through retirements and resignation and craft creative adjunct and joint appointments. A third strategy is to add junior level faculty as we hire. Recently, the Dean of the College of Arts and Sciences gave the Department approval to hire four faculty on tenure track.

The second problem is related to the first. The comprehensive exam given as a measure and indicator of how well our students have been trained continues to present a challenge. It also serves as a measure of the quality of teaching and mentoring. Students routinely have not done well on these exams. The solution has been to revise the content using information from professional associations, assessments of instruments from other institutions and input from a faculty committee. In addition, we have increased study sessions and one-on-one support conferencing with students. We have also provided them with copies of old examinations. The review sessions have also been broaden to include not only required courses but also substantive areas.

The department’s curriculum committee is reviewing our academic programs to see which courses need to be revised or new courses added to the curriculum. An effort is currently underway to develop web-based lectures for courses as deemed necessary. However, a remedy must be immediate and concrete to the issue of insufficient numbers of faculty members across the programs in order to maintain the academic standards we espouse.
9. Synopsis of Department or Unit data

Over 1,500 students enrolled in our service courses during the academic year 2002/03. During the academic year, the number of students enrolled in the various programs in the department are as follows: Sociology majors 63, Administration of Justice major-76 and Anthropology majors-15. These students came from the various fifty (50) states, and international students came from Africa, Caribbean, and South America.

10. Students

10.1.1 Enrollment data

Undergraduate Majors in Sociology and Anthropology by Gender, Academic Year 2002-2003

<table>
<thead>
<tr>
<th>Major</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice</td>
<td>18</td>
<td>58</td>
<td>76</td>
</tr>
<tr>
<td>Sociology</td>
<td>15</td>
<td>48</td>
<td>63</td>
</tr>
<tr>
<td>Anthropology</td>
<td>6</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Grand Total</td>
<td>39</td>
<td>115</td>
<td>154</td>
</tr>
</tbody>
</table>

10.1.2 Graduation data

This academic year, 26 students received their BA degrees in the department.

10.1.3 Student achievement

- One student graduated summa cum laude
- Two magna cum laude
- Five cum laude
- One student graduated Phi Beta Kappa.
- Seven Howard students were funded ($7,000.00 from an internal faculty grant) to participate in an Archaeological Field School in Belize.
- One student received a Lucy Moten Fellowship to participate in the above-mentioned field school.
- Faculty members and students attended workshops and did scholarly presentations in the Washington D.C. area.

10.1.4 Students in good standing

There were one hundred forty-two (142) students in good standing within the Department.

10.1.5 Students on probation
• There were twelve students on probation within our Department during the academic year.

10.1.6  Students dismissed

Not applicable.

10.1.7.  Student organizations and associations

1. Sociology Club
2. Anthropology Club
3. The College of Arts and Sciences gave a support of $500.00 to both Clubs

10.1.8.  Overall GPA of students

The overall GPA of our students is 3.0

10.1.9.  Licensure exam passage data (number of students who sat for and passed exams)

Not applicable

10.1.10.  Employer satisfaction surveys

Not applicable

11.  Faculty

11.1.1.  Faculty Distribution

11.1.2.  Full-time Faculty during the academic year 2002/03:

<table>
<thead>
<tr>
<th>Full Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
<th>Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

11.1.3.  Part-time Faculty members during the academic year 2002/03:

Lecturer – 6

11.1.4.  Quantification of faculty activity

11.1.5.  Publications

The faculty in the Sociology Department has maintained a very respectable collective level of productivity in research and publications. Collectively, faculty has published the following during
the academic year: Three (3) chapters in books (Fishman and Dahlin); one (1) book edited (Reviere); four (4) chapters in books submitted to publishers (Jackson, Quimby and Dahlin); three (3) articles in refereed journals (Fishman and Dahlin); and five (5) technical reports (Jackson and Quimby); and three (3) creative products, including videos and an exhibit (Jackson and Mack).

11.1.6. Research Activity

Submitted applications

Dr. Rebecca Reviere: “Partnership to Improve the Status and Opportunities for Women in Bangladesh, in Cooperation with Dhaka University’s Women Studies Department. Sponsor, USAID, $112,896.

Dr. Bruce Dahlin: The National Science Foundation, Archaeological Program: “The Pakbeh Regional Economy “$255,000.

External Grants

Dr. Bruce Dahlin: The National Science Foundation, Archaeological Program: The Pakbeh Regional Economy Program: Phase II $307,000 2001-2003 (continuing grant).

Drs. Florence B. Bonner and Vernetta Young: The National Institute of Justice “Criminal Justice Research Training Program” $58,000 (continuing grant).


11.1.7 Professional Affiliations

Members of the faculty have provided their services in various capacities to a variety of professional and community organizations.

- American Sociological Association: (Bonner, Gomes, Fishman, Gomes)
- Association of Black Sociologist: (Bonner, Fishman, Gomes)
- District of Columbia Sociological Society: (Bonner, Daniel, Fishman, Momeni)
- Southern Sociological Society: (Bonner, Fishman)
- The Social Problems Sociological Society: (Bonner, Fishman)
- Eastern Sociological Society: (Bonner, Fishman)
- Sociologists for Women in Society: (Bonner, Fishman)
- Association of Humanist Sociology: (Fishman)
• American Society of Criminology:  (Young)
• American Anthropological Association:  (Jackson, Taylor, King
  and Dahlin)
• Society for American Archaeology:  (Dahlin)

11.1.8.  Retirements

There were no retirees during the academic year 2002/03.

11.1.9.  Faculty success in meeting the workload policy

The workload policy helps to more equitably distribute the work, however, it impacts negatively the number and variety of courses we can offer. The insufficient number of faculty, three undergraduate programs and one robust graduate program that have very different requirements needs more faculty to carry on the minimum everyday activities. In addition, the needs of the undergraduate programs are clearly different from the graduate program. For example, faculty teaching upper level courses and supervising MA and PhD students should teach a course load of 2:2. In Sociology and Administration of Justice because of the number of faculty (2) and the number of required courses at the undergraduate and the graduate level, this is not possible. Although the workload is rotated and/or reduced as much as possible most faculty are teaching in both programs and find a strict policy adherence to be impossible.

The rotation for those not engaged in research is determined by who is serving on MA and PhD committees and/or supervising them. Since this task is unevenly distributed (some faculty are supervising as many as 7 students) we have managed to do a fair job of course reduction for those who do the work. However, some faculty members still teach more than the 2:2 course load. Anthropology, the third undergraduate program is the exception. The number of majors in the program year to year has ranged from 11-25 (the latter is the most recent official university count). It is a small program with 5-fulltime faculty and one adjunct (until this academic year when one person resigned and another moved). The workload has been 3:3 for all faculty except two who had research grants. Clearly, it is easier to implement the workload policy in this program since the faculty members teaching in it do not provide teaching service in the other programs. Replacement of the anthropology faculty members need to occur because of the service courses they provide campus-wide and we need to replace at least three of the positions lost from sociology and administration of justice for reasons described above.
In sum, the problem is more complex than faculty student ratios. It has to do with needed expertise in specialty areas of the graduate program, diversity of course offerings in both the graduate and undergraduate programs. Other important issues include being able to offer the quality of advising and mentoring that leads to higher levels of recruitment and retention. Finally, and most importantly, it means filling the positions. The Department could then implement correctly the Howard University Faculty Workload Policy. Currently, the faculty work as a team to address the problems with few complaints.

11.1.10 On-time textbook orders

During the academic year 2002/03, the Department submitted 95% of its textbook orders to the University Bookstore on time. However, the books were not ordered in time. It did cause problems for students and professors.

11.1.11 On-time grade submissions

Ninety-seven percent of the faculty submitted their grades on Banner in a timely fashion.

11.1.12 Professional development activities of faculty

The faculty continues to engage in activities designed to promote their professional development. Twelve of the sixteen full-time faculty have attended at least one professional meeting and participated in one professional seminar. Similar numbers have received training in the use of technology to improve teaching and learning and have incorporated technology into their classroom.

Twenty-one papers were presented at scientific meetings. Twelve (12) faculty members presented or attended workshops. Five (5) were invited lecturers at other institutions; four (4) faculty members served on advisory boards; editorial boards for various professional organizations; and held elected positions in professional associations. Three (3) faculties served as consultants in the region. Two (2) faculty members received honors/awards of distinction from a professional association. One (1) faculty participated in on-line Supported Employment Course for Mental Health and Employment Specialist conducted by Virginia Commonwealth University, sponsored by the D.C. Department of Mental Health; February-June 2003.

11.1.13 Active searches

The department was granted permission to search for four tenure track faculty positions (two in sociology and two in Anthropology) for the academic year 2003/04. The Department is in the process of
interviewing for the positions, and expects to fill them by the fall of 2003.

12. Staff

12.1.1. Staff Distribution

The Department has an administrative secretary and a departmental secretary.

12.1.2. Professional Development and Leadership Academy Classes Attended

During the academic year 2003/04, departmental staff members attended Leadership Academy classes.

13. Grants and Contracts

13.1.1. Applications submitted

Three applications were submitted totaling $735,792.00.

13.1.2. Applications Funded

Nine applications were funded totaling $425,849.

14. Current changes

Due to outcomes, information from assessment activities or program reviews.

- Based on assessment of the department resources and program, it was determined that the most important item to promote needed and effective change is a minimum of four new faculty. Permission has been granted by the Dean and approved by the Provost to open a search to find four new faculty. A Search Committee was established and the department began its work in the winter 2002. One hundred two (102) applications were received in response to the Search Committee’s advertisement and work. The department is currently interviewing a short list of candidates.

- Secondly, the Comprehensive Exam as a performance indicator of teaching effectiveness and student’s acquisition of knowledge is under review based on continued low scores on this exam.

- Courses in the three undergraduate programs are currently being examined, redesigned and new courses added in response to student needs and faculty’s desire to deliver courses that are connected to 21st Century change.
15. Impact and effectiveness of recent policy changes

- The new changes regarding advisement of students have been both positive and effective. The department does the following in response to those changes: assign each student an advisor, an exchange of e-mails and addresses occurs, and a list of advisors and advisees reside in the main office for easy referral and support of students and faculty.

- The workload policy, while we believe it to be a good change, and its impact and effectiveness will be important; it is ineffective given that we do not have sufficient faculty to implement it correctly.

16. Respond to targets of opportunity and other elements cited in Provost’s “Moving to Tier One” open letter to the University Community

One of the targets proposed by the Provost focused on centers and institute.

- Centers and institutes should be used to forge links between partners in the broader academic community. These links will produce greater visibility and help to stimulate research and research collaborations. The African America Women’s Institute (AAWI) already stimulates high visibility for the department and the University. Its activities have been chronicled elsewhere in the document.

- There is also ongoing collaboration with the Century 21 Education Project with UCLA. The development of research methodologies to explore the infusion of diversity in higher education globally is the focus. Thirty countries are currently linked in a collaborative effort.

- In collaboration with Dr. Patricia White of the National Science Foundation (NSF) and Dr. Nathaniel Pitts (NSF), efforts are on the way to develop a proposal to capture one of the first Social and Behavioral Science Center grants to be funded by NSF.
I. A. UNIT OVERVIEW: SUMMARY

Each year we begin with an orientation for students and parents which has proven to be quite successful. It allows us the opportunity to explain and clarify various aspects of our program pertinent to a successful matriculation in our department. In addition, the parents get a chance to interact with the teachers and other students in the department, tour the facilities and get the necessary information regarding auditions for placement in classes and registration. Shortly after registration, the freshmen attend a half-day workshop which details the information in our handbook. All procedures are thoroughly explained by each area of concentration coordinator. The necessity for discipline and time management is stressed. Students are apprised of future meetings with their particular coordinator/advisor.
ACADEMIC HIGHLIGHTS

The faculty worked very hard in the previous year to clear up curricular matters. As a result, we unanimously approved of a B.A. program which was subsequently set forward for review. We also revised our mission statement and goals in order to reflect more accurately, current theatre teaching and practice. Our course schemes were revised and included in the 2002-03 handbook.

One of the key concerns was tightening the eligibility requirements for participation in plays. We voted to retain the 2.5 GPA with one major change. *A student must have a 2.5 at the time of the audition.* In the past, if a student did not have the average, but was depending on grade changes in order to qualify, the GPA might still not be satisfactory. This often meant a student was cast and later had to be removed from the play. This created a good deal of confusion. Now the rule is quite clear and we have had no further problems in this regard.
PRODUCTION SEASON HIGHLIGHTS

We began our fall, 2002 production season with *The Old Settler* by John Henry Redwood and directed by Dr. Carole W. Singleton. The show was well received by the audience. Our second production, titled *Our Infinite Variety*, consisted of a variety of venues, including a magic show by one of our graduates, and a second presentation of *Mumia*, written by one of the faculty, Prof. Sybil J. Roberts. Professor Sherrill Berryman-Johnson presented highlights of the spring dance concert. Student productions included an original play, *Chocolate Covered Ants*, by Steven Butler and a showcase, *Beats and Pieces*.

Our spring, 2003 production season began with *Wit*, written by Margaret Edson and directed by Prof. Mark Jolin. The show unveiled a detailed look at the suffering of a cancer patient who learns what life is about through her eventual death. This production was made possible through a grant from the Fund For Academic Excellence. This show was a tour de force for Ms. Sulie Myrie, who was quite excellent in the role of Dr. Bearing. Our musical, *God’s Trombones*, was presented under the auspices of a Rankin Chapel/ Lila Wallace Grant to further the relationship between religion and the arts. This production, directed by Mike Malone, was highly successful, playing to sold out houses for each performance. Technical Director, Mike Stepowany, produced a *Beckett Showcase*. We closed our season with a dance concert, under the direction of Dr. Sherrill Berryman-Johnson.

Student productions covered a wide variety of genres. Ebenee Johnson presented a religious production entitled *The Eruptions*. Brandon Young directed *Medea* by Euripides, and the juniors presented the annual roasting of the seniors. The Musical Theatre students presented *Playing Our Song* and *Marie Christine*. Both productions were well received.

B. MISSION, GOALS AND OBJECTIVES

MISSION STATEMENT

Howard University’s Department of Theatre Arts is dedicated to the continued growth and development of African-American Theatre by training competent professionals in the fields of Acting, Directing, Musical Theatre, Dance, Theatre Technology, Administration and Education.

The Department is committed to fostering an environment that encourages research and experimentation in performance, thereby pioneering innovative forms of drama and performance that best enable African-American Artists to speak in their own distinctive cultural voice. The B.F.A. programs are professional programs designed for the student interested in seriously pursuing a career in the performing arts. These programs focus on a series of application and research intensive courses leading to the development of a body of techniques that will serve as a foundation for their entry into the field. The program seeks to “ground” the student’s “voice” within the tradition of the Diaspora and continue the legacy of our departmental founders.
GOALS & OBJECTIVES

The academic goals for the major programs of the Department of Theatre Arts include areas of concentration in: **Acting, Musical Theatre, Theatre Arts Administration, Theatre Technology, Dance, Theatre Education** and pre-Directing. The goals for these programs are based on the standards described in the National Association of Schools of Theatre (NAST) guidelines. As we are accredited by this body, our goals must be consistent with the Association. **NAST** goals are stated as follows:

“Dance, music, theatre, and the visual arts are professions requiring talent, knowledge, skills, and dedication. Professional artists have created some of man’s highest achievements. Yet, artists need no license to practice: employment and success depend almost entirely on competence demonstrated through audition or portfolio review. Respect, even initially, is based primarily on work as an artist rather than on academic credentials. Capabilities as artists are also central to work in interdisciplinary professions requiring formal credentials such as the creative arts therapies and teaching the arts disciplines in the public schools.

Professionals know from personal experience that art, though dependent on talent, inspiration, and creativity, requires much more to function as a significant spiritual and educational force. Talent without skills, inspiration with knowledge, and creativity without technique, count for little but lost potential.

In fulfilling their responsibilities to the futures of their respective arts, professionals seek to ensure that each individual’s artistic potential is realized to the maximum extent possible. Therefore, the establishment and operation of education and training programs for artists have been concomitant with the development of the arts disciplines.”

GOALS FOR MAJOR PROGRAM

The foundation for the academic and professional goals of the department consists of a judicious balance of performance, repertory, theoretical studies and general academic studies commensurate with national standards. The departmental goals are achieved via the goals and objectives of each of the department’s major and minor programs. In offering programs which lead to the Bachelor of Fine Arts degree, the Department of Theatre Arts seeks to:

a. Facilitate the development of skills, concepts, techniques, sensitivities, and ethical attitudes essential to the theatre and dance professional.

b. Train and educate theatre artists/scholars by providing students with a broad-
based foundation of theatre process and practice.

c. Provide students with a knowledge of and appreciation for related Fine and Performing Arts disciplines and their composite role in the practice of theatre.

d. Provide students with the basic techniques necessary for performance in film and television.

e. Facilitate an understanding of the business aspects of theatre and dance.

GOALS FOR MINOR PROGRAM

“The primary purpose of the Theatre Arts minor is to satisfy the general interest of undergraduate students in theatre arts and to supplement the academic and professional requirements of several majors throughout the University. A minimum of nineteen (19) hours, drawn from both the academic and practical courses offered by the department, is required for completion of the minor. Theatre Arts minors are held to all Departmental regulations concerning prerequisites and auditions for classes. Therefore, students should be advised regularly by the minor coordinator before registering for Theatre Arts courses.

GOALS FOR GENERAL EDUCATION COMPONENTS

The goal of the general education components is to reinforce and augment the courses offered in the major towards the view of expanding the subject matter taught in the major courses. Freshman English, for example, helps the students in all courses that require written tests, papers, etc. The Humanities and Literature courses approach theatre and dance history from a literary viewpoint, requiring the student to analyze the identical materials from another approach. History courses provide the framework and context by which the works, principles, ethics, etc., were formulated. These examples represent the rationale for including these courses in the major areas of concentration.

C. PROGRESS IN FULFILLMENT OF UNIVERSITY’S MISSION

We continue to do research in performance and academics as should be done in a research university. However, our program does not have a graduate component even though we have submitted a graduate program for review and approval. Until we can establish ourselves in this manner, we will continue to be limited in our research efforts. Our undergraduate program is very effective and curricula are reviewed every year in order to ensure that we are in keeping with current philosophy and practice. The area where we have succeeded most in regard to SFA II is in interdisciplinary projects with other departments on campus in cooperation with our outreach program of presenting plays that deal with problems in the Black community. This alliance is seen in symposia presented before each production which articulates the history, social and political background of the play as well as in conferences held in conjunction with the thematic thrust of the production.
D. KEY PERFORMANCE INDICATORS

1. ACTING PROGRAM ASSESSMENT PLAN
Henriette Edmonds/Martin Jolin, Coordinators

GOALS:

The goal of the Acting Program is to train and educate theatre artists-scholars by providing students with a broad based foundation of theatre process and practice. Upon the completion of this program students should be able to enter the professional world of acting in a variety of arenas using combined methods of acting.

OBJECTIVES:

(a) To provide students with the basic techniques necessary for Performance in theatre, film and television.

(b) To provide the experiences which will allow the student to demonstrate his/her knowledge of technique.

(c) To provide students with a knowledge of and appreciation for related Fine and Performing Arts disciplines and how they are integrated into the practice of Theatre.

(d) To give the student knowledge of the business and legal aspects of theatre, film and television.

(e) To provide knowledge of internships, externships and other broadening opportunities for students.

(f) To provide opportunities for intra personal development by encouraging self expression in acting as well as other theatrical arts.

(g) To insist on discipline, integrity and a sense of healthy competition necessary to the development of talent.

(h) To provide an awareness and application of persistence and determination.

PERFORMANCE CRITERIA/INDICATORS FOR SUCCESS

Performance Indicator:

The student should be able to enter into the competitive market demonstrating skills and techniques which enhance his/her chances of being cast in a variety of productions. Students seeking graduate studies should be able to fulfill the stipulated criteria for entrance into acting programs at any university.
Performance Activities:

The students embark on an intensive eight semester course of study including acting, voice, music, dance and theory which allows them to take advantage of departmental programs college-wide and community performance. Special opportunities are available for students who need extra encouragement to perform i.e., the Rokie Roker Touring Company, etc.

METHODS OF ASSESSMENT:

Students are constantly evaluated in the classroom through their participation in theatre games, warm-up exercises, monologues and scene work. At the end of each semester, each student must successfully complete a jury adjudicated by the entire acting faculty. The jury usually consists of monologues and/or scenes according to the criteria delineated by the instructor of the class. The jury is a requirement for each acting level. Each class has a specific set of competencies that are taught during the semester. The student is apprised beforehand of the specific points on which he/she will be graded. The student must make a minimum grade of “C.” If a student fails to pass the jury, the course must be repeated.

The purpose of the jury is to nurture and monitor a student’s growth and development. As a result of the jury, the student may be advised to 1 (continue through the program, 2) given specific instructions verbally and in writing what must be done to improve performance by the next jury, 3) to change their area of concentration and/or major and 4) seek help with medical (i.e. examination for nodules), speech pathology and other types of problems through our advisory system.

USE OF FINDINGS:

The results of the juries are given to each instructor who then conducts individual conferences with the student in order to apprise them of the comments, recommendations and ratings of the acting faculty. The jury score sheets are then filed for future reference or in some cases, passed to the teacher of the subsequent course. At times, the comments are used to improve the curriculum, change the course criteria, etc.

FEEDBACK CHANNEL AND ASSESSMENT TIME LINE

Findings will be incorporated into the acting curriculum and reported to The National Association of Schools of Theatre in keeping with the guidelines of this organization. Findings and outcomes will be reported in the annual report.

2. DANCE PROGRAM ASSESSMENT PLAN
Dr. Sherrill Berryman-Johnson, Coordinator
GOALS

The goal of the Dance Major Program is to provide students in the dance major with a foundation of dance process/product content that will educate, develop, and prepare dance major students to be able to transfer skills as a student into becoming scholarly artists. Upon completion of this major program students should be able to enter the professional world with a solid foundation of affective and cognitive skills in the discipline and art of dance.

OBJECTIVES

a. To provide students with a foundation in techniques and theoretical background information in the Art of Dance.

b. To provide students technique work vocabulary and application that can develop a foundational base for presentation of specific technique forms.

c. To provide written, oral, and viewing information and opportunities that can develop the student’s application and understanding of the study of and Art of Dance as a serious discipline.

d. To provide assessments for students to demonstrate in written and practical application the Art of Dance as a performance tool of information for evaluation of exposure to and preparation for the field as a performing/professional artist.

e. To provide extensive exposure/experiences that allow the student to demonstrate his/her knowledge of development in the foundational content of the Art of Dance.

f. To provide students with a knowledge of and appreciation for related Fine and Performing Arts disciplines and how they are integral to the application of Theatre Arts.

g. To give the student knowledge of the administrative management and business aspects of the arts.

h. To provide exposure/experience knowledge through internships, externships and additional opportunities that can expand the student’s information base in the discipline Art of Dance.

i. To engage in a program that focuses on disseminating information/assignments that can enhance intra personal development and encourage oral, physical, and cognitive expression in the arts.

j. To insist on discipline, integrity and sense of healthy competition and initiative crucial to the development of the whole self for preparation into the profession and its requirements.
The student should be able to enter into the professional arena of dance and demonstrate skills in a range of techniques and theoretical knowledge which enhance her/his opportunity of being identified with a substantive foundational base for area of choice. Students seeking graduate students will be able to fulfill the stipulated criteria for entrance into any university.

Performance Activities:

The student engages in four year summer intensive course of study with placement in national and international venues and with dance companies that offer the opportunity for students to challenge their developmental skills being provided as a student in the dance major.

The student engages in the Howard University 5-Day Intensive required for all dance major students throughout their developmental time in the Dance Major Area of Concentration for evaluation/development of their skills classes and experience opportunities with the Dance Faculty, Guest Artists, and Choreographers.

METHODS OF ASSESSMENT

Student evaluation and critical feedback in the Dance Major Area of Concentration is an on-going process. During the orientation into the Dance Major Area of Concentration, the student is informed of the evaluation procedures, as well as the level of artistry, scholarship and discipline expected of Howard University Dance students.

A list of competencies are compiled and delineated as an integral part of the course syllabi for all dance classes. This portion of the document lists the skills expected to be acquired during the semester’s course work. These criteria will also be the basis for evaluation for adjudication. Competencies are required to be included in all dance course syllabi.

Students must successfully demonstrate their mastery of such skills/competencies before an appropriate adjudication/jury panel of internal/external dance faculty, artists, educators, researchers prior to progressing to the next designated level of study.
An adjudication examination is administered at the end of each semester in all
dance courses for majors. All students enrolled in these classes must take the
adjudication examination. The Dance student must pass the adjudication in
order to pass the Dance course in which she/he is enrolled. Students who do
not pass the adjudication cannot enroll in the next level of dance under any
circumstance. If the student passes the adjudication, the course grade will be
adjusted accordingly as indicated in the course syllabus.

The purpose of the adjudication is to nurture and monitor student’s growth
and development in the science of dance technique, theory, and application.
The adjudication’s are given each semester (including the 5-Day Summer
Intensive) for studio technique classes and a minimum of three times during
the semester for performance classes. The adjudication gives technical
feedback on: the body, application of the vocabulary, and demonstration of
clarity for the distinguishing characteristics of the form. The adjudication is
to provide the student with evaluation of their competencies as it applies to
development of the body as a tool to communicate a language— the execution
and application of technique.

The adjudication given is to provide the student with advisory feedback. If
the student fails the adjudication at the end of the second semester of the
sophomore year, the following procedures will occur:

1. The student will be graded according to the total course evaluation.

2. The student must re-enroll in the course when it is offered with the
understanding that they are re-taking the entire course work.

3. The student must successfully complete the pre-requisite work of all
sequential courses before permission to continue in the curriculum
content particularly theory courses is permitted.

4. If the student fails one or both studio classes, she/he must sign up for,
repeat, and pass the failed course(s) before being allowed to take the
next sequential studio class.

5. The student can be advised to change their area of concentration
and/or major prefaced with oral and written progress evaluation.

**The Adjudication Method of Assessment is based on:**

a. The evaluation of technique terminology, studio content application
given during the semester.

b. The technique is evaluated based on the distinctive characteristics of
the form and the instructors focus for the individual’s level and body
requirements.
c. The evaluation is based on the studio work as it applies to technical
development and/or performance preparation and application.

USE OF FINDINGS:

1. Recognizing that the level of artistry, discipline, attitude toward work
and overall professional demeanor is evaluated throughout the 4 years
based on not only student academic work but also independent journal
responsibilities, internship, 5-Day Intensive assignments;

2. Successfully completing and passing all adjudication requirements is
used to evaluate each year internship placement, 5-Day Summer
Intensive and course work associated with having participated in
extended external studio work assignments (i.e., Artist and Dance
Experience, Dance Internship, Technical Production) is required prior
to the next assignment internship being made;

3. Since Adjudications, Internships and 5-Day Intensives are provided for
continued development, non-completion of these assignments does
affect participation in upcoming events during the respective academic
year within the dance major program including the degree of
performance involvement.

4. Follow-through of support with any type of recommendation [for
scholarship, short term job placement, internship placement,
professional placement] is affected by the progress within the
internship, 5-Day Intensive requirements and adjudication/academic
studies standing;

5. The Adjudications, Internship and 5-Day Intensive assignments must
be completed prior to the student entering into the sequential theory
and/or studio course work offered beginning the third year of study.
The Internship and 5-Day Intensive are part of the curriculum, which
is sequentially built on the application and completion of different
stages within the affective/cognitive course work of study and
development in the Dance Major Area of Concentration.

FEEDBACK CHANNEL AND ASSESSMENT TIME LINE

Findings are incorporated into the dance major curriculum course work,
reported for national assessment and in the Howard University Annual Report.

3. pre-DIRECTING PROGRAM ASSESSMENT PLAN
Kelsey Collie, Coordinator
Goals

The pre-Directing program is a four-year course of study designed to prepare students for entry level directing positions in community, secondary educational, children’s, and professional theaters, as well as for advanced study at the graduate academic level. The program familiarizes the student with the basic procedure for visualizing, analyzing and interpreting the text of a play and translating this information into a vision that communicates a story to the audience, thereby providing a creative theatrical experience. Students are trained as complete professionals in such subjects as acting, movement, play analysis, theatre history and technical theatre.

Objectives

To demonstrate a knowledge of the historical emergence of the modern director.

To demonstrate a knowledge of the functions and responsibilities of the director.

To be able to create a vision for producing a specific play.

To demonstrate an ability to analyze and interpret a play script and to provide a respect for the playwright.

To become the eyes and ears of an audience, thereby clearly communicating the playwright’s work through thoughtful deliberation and presentation.

To demonstrate organizational skills, thoughtful decision-making and leadership qualities.

To develop an ability to oversee production budgets.

To guide actors and designers in the development of a directorial vision and the unification of a production.

Performance Criteria/Indicators for Success

The student is expected to direct several plays (scenes, one acts, or full length) before an audience at various venues (Environmental Theatre Space, Ira Aldridge Theater, or other approved spaces).

Performance Activities

The student will be required to assist faculty in producing a play staged at the University; assist at professional, community, or secondary school theaters, or direct a play in an approved venue.

Method of Assessment
The student will be observed in all approved theatrical ventures by faculty. In the case of internships, the student is evaluated by the company with whom the student works. An evaluation form is provided and periodic reports are submitted to the faculty advisor. Course assignments, examinations and theatrical presentations are evaluated by course instructors.

Use of Findings

Gathered data from instructional programs, performances and projects are provided to the department and the University through the Annual Reports, Middle States and National Association of Schools of Drama Self-Studies. Curricula and other changes are presented to the faculty for review, discussion and amendments. Such change are ultimately reviewed by the appropriate accrediting agencies and become policy following approval.

Feedback Channel and Assessment Time Line

The program coordinator schedules regular conferences with students during the academic year. The student’s overall performance and an evaluation of his competency levels is assessed and discussed. Both the student and coordinator receive copies of a Level Evaluation which indicates the student’s strengths and weaknesses. Feedback from pre-Directing alumni is encouraged for development of new courses or new instructional methods, as well as to determine what methods and activities were useful to the alumni in obtaining a directing position.

4. MUSICAL THEATRE PROGRAM ASSESSMENT
Alvan Malone, Coordinator

5. THEATRE ARTS ADMINISTRATION PROGRAM ASSESSMENT
PLAN – Charles Coward, Coordinator

Goal

The premise of the Theatre Arts Administration program is to impart to the student the three characteristics that embody a successful arts organization: artistic quality, public service, and fiscal responsibility.

Objectives

- The student will demonstrate the ability to converse in the vocabulary of the discipline.
- The student will demonstrate an understanding of the principles of business management as they relate to theater.
- The student will participate in the management scheme of a theatre organization.
- Through practical experience, the student will demonstrate an understanding of play production procedures and policies.
Through practical experience, the student will demonstrate an understanding of the fundamental procedures for production management and operations.

The student will be provided with practical experience in theatrical management and operations.

Performance Criteria/Indicators for Success

Performance Indicator
Upon graduating from the Department of Theatre Arts, each student majoring in Theatre Arts Administration is expected to serve as stage manager or assistant stage manager for a departmental production. In addition, during the Seminar in Theatre Arts Administration course, each student will work as production manager on a student production with guidance from the area coordinator.

Performance Activities
It is expected that the students will take advantage of the many opportunities for theatre administration/management experience in the Department of Theatre Arts, Howard University, and the community.

Methods of Assessment

Observed competencies include those usually associated with the mounting and running of theatrical productions. All Theater Arts Administration students are required to work on main stage productions throughout their tenure to gain a variety administration/management experiences. By insuring that the Theatre Arts Administration students have varied production experience, the Theatre Arts Administration faculty can also observe the student's business acumen, customer service skills, computer skills, patience, cooperation, and problem-solving capabilities through the course of each production, and make commendations, and/or recommendations for improvement in specific areas.

Measured competencies include: exams, projects, and presentations primarily associated with required theatre administration classes (including labs), and the student's ability to manage and complete additional assigned production tasks on schedule. At the completion of the academic program, students are required to present a professional resume and conduct a professional presentation to be evaluated by the faculty. In addition, all Theatre Technology students must make a minimum "C" in every Theatre Arts Administration class or repeat the class.

Use of Findings
All information assembled from the assessment methods is channeled by the Theatre Arts Administration area coordinator to the faculty, staff, and students. The information is used to determine if current curricula/performance actions are achieving the desired results. If changes are necessary, then recommendations from the area coordinator and the Theatre Arts Administration faculty are directed to the appropriate administrator and/or faculty committee for review and discussion. Ultimately, all substantial changes in the program must be approved by the faculty and the appropriate accrediting agencies.

**Feedback Channel and Assessment Timeline**

Conferences with the student and the faculty concerning the student’s performance in individual classes or production responsibilities are scheduled as needed. The student’s overall performance and demonstration of competencies in this area of concentration are monitored on a yearly basis by the area coordinator, along with the help of the various instructors. The results of this evaluation are the basis for a conference between the student and the area coordinator to discuss the student’s strengths and weaknesses and progress in the program. Feedback from alumni and internship supervisors will become an integral part of the total outcome assessment process.

6. **THEATRE EDUCATION** – Dr. Carole Singleton, Coordinator

7. **THEATRE TECHNOLOGY PROGRAM ASSESSMENT PLAN**
   George Epting, Coordinator

**GOALS:** The Theatre Technology program is designed to educate, train and inspire students in the technology of theatre. It is expected that students who successfully complete this course of study will eventually become accomplished technical directors and theatre technicians in community, educational, regional, and/or professional theatres as well as accomplished planners or consultants in other semi-related occupational fields. The program attempts to provide a balanced perspective of historical, traditional and current technological techniques employed in the study and application of theatre arts, and intends to prepare the student for graduate studies in Technical Theatre.

**OBJECTIVES:** (As required by the National Association of the Schools of Theatre)

a. To demonstrate a knowledge of the history of costumes and textiles including techniques for producing theatrical costumes.

b. To be able to produce technical drawings including a knowledge of
mechanical drafting, production drawings, and the adaptation of these techniques to scenic and technical drawing for theatre (floor plans, technical elevations, painters’ elevations, perspective drawing for scene plates).

c. To demonstrate a knowledge of basic computer-aided design (CAD).

d. To be engaged in an intense study of color and light, and control of these elements for aesthetic use.

e. To be exposed to studio audio technology and sound design.

f. To obtain a knowledge of federal and local health and safety codes and practices.

g. To be able to demonstrate the principles and application of two-dimensional and three-dimensional design aesthetics.

h. To obtain the ability to produce freehand drawings and demonstrate functional skills in rendering in various media such as watercolor, inks, pastels, acrylics, opaque paints, charcoal, etc.

i. To be able to prepare and present a professional resume and a portfolio of design work

j. In addition to the basic competencies listed above, each student will develop selected competencies required for any specific Design/Technology emphasis or program being pursued, i.e. costume design, scenic design, lighting design, sound design, or technical direction.

PERFORMANCE CRITERIA/INDICATORS FOR SUCCESS:

PERFORMANCE INDICATOR:
It is expected that the student will design at least one fully realized production presented before an audience in the area of the student’s specialty prior to graduation.

PERFORMANCE ACTIVITIES:
It is expected that the student will be immersed in the many opportunities for experience in the design/technology aspects of theatre in a variety of formal and informal settings throughout the entire degree program, including participating in a variety of activities in the community.
METHODS OF ASSESSMENT:

Observed competencies include those usually associated with the mounting and running of theatrical productions. All theatre technology students are required to work on at least one main stage production each semester to gain production experience. By insuring that the Theatre Technology student has ample production experience, the Theatre Technology faculty and staff can also observe the student's capabilities, patience, cooperation, stamina, creativity and problem-solving capabilities through the course of each production, and make commendations, and/or recommendations for improvement in specific areas.

Measured competencies include: exams and projects primarily associated with required technical theatre classes (including independent study), and the student's ability to manage and complete additional assigned production tasks on schedule. At the completion of each academic year, the student is required to present a professional resume and a portfolio of design work to be evaluated by the faculty and staff. A written evaluation is generated for each student as part of this portfolio showing. In addition, all Theatre Technology students must make a minimum "C" in every Technical Theatre class, or repeat the class. Except for unusual circumstances, no student is allowed to enroll in a course with less than a “C” in all prerequisite courses.

USE OF FINDINGS:

All information assembled from the assessment methods is channeled by the Theatre Technology area coordinator to the faculty, staff, and students. The information is used to determine if current curricula/performance actions are achieving the desired results. If changes are necessary, then recommendations from the area coordinator and the design faculty are directed to the appropriate administrator and/or faculty committee for review and discussion. Ultimately, all substantial changes in the program must be approved by the faculty and the appropriate accrediting agencies.

FEEDBACK CHANNEL AND ASSESSMENT TIME LINE:

Conferences with the student and the faculty concerning the student’s performance in individual classes or production responsibilities are scheduled as needed. The student’s overall performance and demonstration of competencies in this area of concentration are monitored on a yearly basis by the area coordinator, along with the help of the various instructors, designers and members of the technical theatre staff. The results of this evaluation are the basis for a conference between the student and the area coordinator to discuss the student’s strengths and weaknesses and progress in the program. As more students complete the program, feedback from alumni will become an integral part of the total outcome assessment process.
E. ACCREDITATION

In compliance with NAST’s annual deadline for a progress report, Howard University’s Department of Theatre Arts submitted the following information for academic year 2002-2003:

Previously reported improvements (15 seat Van for Touring Company and hiring of two new full-time and one part-time faculty – see report date January 13, 2002) remain intact. However, the rehearsal space at Living Stage no longer exists because of changes in Arena Stage personnel. Although little progress has been made toward a joint graduate program of study with Arena, several of our students completed internships with the theatre, as well as a new internship with the Helen Hayes Foundation here in Washington, DC.

Other positive news includes a one-time thirty-three thousand ($33,000) budget increase for equipment (2002-03). On the other hand, all university departments have recently been directed to submit plans for either a three or five percent budget cut. Implementation of either one of these proposals will result in devastating effects on departmental production and instruction. The Department is investigating the most feasible means of successful operation should these budget cuts materialize. We remain thoroughly cognizant of the conditions of the “3-year deferral” ruling and are very hopeful that we will continue to maintain organizational endorsement.

F. SIGNIFICANT EVENTS

This year, we experimented with the presentation of various venues during the run of INFINITE VARIETY. The goal was to display the many capabilities of the students and faculty through performance in a wide variety of theatrical presentations. We began this series with a magic show performed by Khary Matthews, an alumnus. Following that, an original play reading was given by Steven Butler, a junior. The students presented a showcase that contained comedic skits. MUMIA, written by Prof. Sybil Roberts, was presented in a workshop format. This show was later performed at New York University and in Philadelphia, PA. DC. Highlights, written by Professor Denise Hart premiered in the Roxie Roker Touring Company production. We closed with a dance concert under the direction of Dr. Sherrill Berryman-Johnson.

One of the highlights this season was attending the production of MAN OF LA MANCHA, starring Brian Stokes Mitchell. We received 50 tickets, thanks to Chris McGriff who was working in this production as an assistant to the Stage Manager. Mr. Mitchell and his wife, who was also in the production, gave a symposium which was attended by the majority of the students.

Mr. Kevin Kinnison, casting associate for Disney Productions gave a workshop on auditioning, headshots and resumes. He comes to the campus in order to audition possible cast replacements for LION KING and AIDA.
G. **SIGNIFICANT ACHIEVEMENTS**

The academic achievement of our students has shown improvement. In the fall, 2002, sixty-three (63) students made the Dean’s list. Student grades generally were better than last year [Only forty-one (41) students made the Dean’s list fall, 2001]. This was reflected in the number of students who qualified to participate in productions where a minimum GPA of 2.5 is required. Four of our students, **Janna Thompson, Keon White, Erica Harper** and **Tryphena Wade**, received the **Lucy Moten Scholarship** to attend the **British Academy of Dramatic Arts in Oxford, England** this summer. **Pilin Broden** won the **Allen Scholarship** and **Tori Matthews** and **Chris McGriff** won the **Vera J. Katz Scholarship** for pre-Directing students.

We are extremely proud that two of our students, **Arida Newsum** and **Ashley Honoree** have 4.0 GPA’s. Thanks to our insistence on discipline, student grades are getting better. We will continue this thrust.

**TVI Studios** made their annual visit to the department and presented a workshop on Acting as a Business. Alan Nussbaum, the president of TVI, gave a detailed talk on professional acting and the knowledge necessary to be successful in a variety of arenas.

Our graduates always come back when possible to share their “real world” experiences. Somehow, the faculty has imbued our alumni with a sense of mission and duty which makes them feel responsible for helping those who are coming up the ranks. Perhaps it is because we view ourselves as family. This year, **Lalanya Masters**, 1991 (Platinum UPN) and **Napiera Groves**, 1996 (One Life to Live) gave workshops and Morris Beasley served as our emcee for the departmental Owen Dodson “Weenie” Awards. Gavin Lawrence starred in **MA RAINY’S BLACK Bottom** at Arena Stage and gave a workshop to our seniors on acting techniques, and discussed his experience in **MA RAINY** with directing students.

We were very honored to have the cast of **RENT** visit and share their professional knowledge. The students really enjoyed this activity. One of our students, **Frenchie Davis**, was a contestant on the **American Idol** television show. She also appeared on The View with Barbara Walters, **Entertainment Tonight, Hollywood Access** and other shows. Currently she is performing on **Broadway** in **RENT** and has signed a recording contract.

The presentation of **WIT** provided us the opportunity to inform the audience about information dealing with cancer. The play chronicles the life of Dr. Vivian Bearing, and English teacher who is an expert on the poetry of John Donne. As she comes to grip with her own mortality, facing terminal cancer, she comes to see that her life could have been much richer. Through the metaphor, we see her suffering, resolution and acceptance of the final call of death. The performance of this play was followed by a conference on **Women and Cancer** under the auspices of **LESSONS ON LIVING** which has presented other theme conferences in connection with other productions.
Technically, we were finally able to get a Ticket Master that now allows us to print our own tickets for shows. This has significantly improved our Box Office operations. Students are now being trained on the equipment and this will give them greater skills. We are now able to keep an accurate accounting of Box Office receipts.

We cooperated with Rankin Chapel to produce *Gods Trombones* by James Weldon Johnson, directed by Prof. Mike Malone. This production was funded, in part, by a Lila Wallace Grant to explore the relationship of religion and the arts. This show was highly successful, playing to sold out houses each performance. Following the show, students completed questionnaires regarding religious studies.

Harriet D. Foy, class of 1984, received a nomination for the Helen Hayes awards for her role in *Polk County* by Zora Neale Hurston produced at Arena Stage. Desiree DuBois, 1996, was featured in a solo from her role in *Sisters* during the awards ceremony. Rosalyn Coleman had the leading role in *Runaway Home* at Studio Theatre. Kamillah Forbes also received a Helen Hayes nomination for her outstanding lead performance in the African Continuum Theatre’s *Chain*.

Our students continue to distinguish themselves in many areas. Students have participated in many local professional shows as performers and box office or technical capacities. Our students are trained well and therefore are in great demand.

We participated in the new formed observership series at Arena Stage. Three students in the area of Directing, Tori Matthews, Brandon White and Kibibi Dillon, observed the rehearsal of *Ma Rainey* and received high praises for their work. This was an invaluable experience to be able to work with a professional director. Chris McGriff was also able to work professionally with the touring companies of *Aida*, at the Kennedy Center, and *Man of La Mancha* and *Les Miserables* at the National Theatre.

**H. Challenges and Projected Solutions**

The largest hurdle is one of space. We have written in past reports of the effect of space on our program, faculty and student morale. We cannot grow as a department because the lack of space affects every aspect of functioning. We cannot reduce class sizes, schedule meetings, rehearse, etc., because of our limited facilities. Until the University can identify and solve our space needs, we can barely maintain our current programs, much less expand.

The budget cuts have severely affected our production and symposium series. Unfortunately, there is nothing that can be done to increase our finances.

**II. STUDENTS**

461
a. Total student enrollment in your unit.

(1) Number of full-time and part-time students.
(Compare enrollment with that of the last two years.)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>173</td>
<td>175</td>
</tr>
</tbody>
</table>

(2) Discuss the general geographic distribution

<table>
<thead>
<tr>
<th>State/Country</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>2</td>
</tr>
<tr>
<td>Alaska</td>
<td>2</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1</td>
</tr>
<tr>
<td>Arizona</td>
<td>1</td>
</tr>
<tr>
<td>California</td>
<td>17</td>
</tr>
<tr>
<td>Connecticut</td>
<td>1</td>
</tr>
<tr>
<td>Delaware</td>
<td>1</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>14</td>
</tr>
<tr>
<td>Florida</td>
<td>3</td>
</tr>
<tr>
<td>Georgia</td>
<td>10</td>
</tr>
<tr>
<td>Illinois</td>
<td>7</td>
</tr>
<tr>
<td>Indiana</td>
<td>1</td>
</tr>
<tr>
<td>Jamaica</td>
<td>1</td>
</tr>
<tr>
<td>Kansas</td>
<td>1</td>
</tr>
<tr>
<td>Louisiana</td>
<td>1</td>
</tr>
<tr>
<td>Maryland</td>
<td>27</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>1</td>
</tr>
<tr>
<td>Michigan</td>
<td>15</td>
</tr>
<tr>
<td>New Jersey</td>
<td>4</td>
</tr>
<tr>
<td>New York</td>
<td>15</td>
</tr>
<tr>
<td>North Carolina</td>
<td>4</td>
</tr>
<tr>
<td>Ohio</td>
<td>3</td>
</tr>
<tr>
<td>Oregon</td>
<td>3</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>8</td>
</tr>
<tr>
<td>South Carolina</td>
<td>1</td>
</tr>
<tr>
<td>Tennessee</td>
<td>8</td>
</tr>
<tr>
<td>Texas</td>
<td>4</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>1</td>
</tr>
<tr>
<td>Virginia</td>
<td>10</td>
</tr>
<tr>
<td>Virgin Island</td>
<td>2</td>
</tr>
<tr>
<td>Washington</td>
<td>3</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>1</td>
</tr>
</tbody>
</table>
Describe the general program distribution.

<table>
<thead>
<tr>
<th>Area of Concentration</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>90</td>
</tr>
<tr>
<td>Dance Arts</td>
<td>16</td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>36</td>
</tr>
<tr>
<td>pre-Directing</td>
<td>6</td>
</tr>
<tr>
<td>Theatre Arts Administration</td>
<td>19</td>
</tr>
<tr>
<td>Theatre Education</td>
<td>5</td>
</tr>
<tr>
<td>Theatre Technology</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>173</strong></td>
</tr>
</tbody>
</table>

b. Discuss student morale and student relationships.

We have regularly scheduled Student/Faculty meetings so that the office can ascertain complaints, dissatisfactions, suggestions, etc. Students are informed of all events, etc., through regular postings on the Call-Board and class announcements. Student participation in faculty meetings and other committees keeps them current with departmental activities. We believe that keeping the students informed and active in departmental decisions ameliorates potential problems.

Though the students are informed of many departmental events, procedures and announcements, there is growing dissatisfaction with the professional demeanor of a few faculty. These persons have been admonished verbally and in writing and reports have been sent forward. Many complaints emerged during the self-study visit. Unfortunately, this situation has affected our program. Steps to repair the problem have been taken, however, the administration must do its part to ameliorate future incidences.

The problems in large part, with both students and faculty are due to the cramped conditions under which we work – we need space. Our program can grow no further without it.

Faculty morale is very low due to lack of merit raises. Many faculty has been bypassed and are under financial pressure. More so, this is indicative of a lack of respect for the contributions to the department and the long working hours that must be done in order to produce quality productions. Lack of funds for outreach programs, travel, etc. are not available. Some faculty members use their own resources to recruit and conduct workshops, etc. and do so because of their dedication to the department.

c. Recent student alumni of your unit.

(1) Number and distribution
There were eighteen (18) graduates from the Department of Theatre Arts. They were distributed as follows:

<table>
<thead>
<tr>
<th>Area of Concentration</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>11</td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>2</td>
</tr>
<tr>
<td>pre-directing</td>
<td>1</td>
</tr>
<tr>
<td>Theatre Arts Administration</td>
<td>3</td>
</tr>
<tr>
<td>Theatre Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

d. Compare the number of students graduating compared with that of those who graduated four years ago. Five years ago.

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>1999</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18</td>
<td>20</td>
<td>16</td>
</tr>
</tbody>
</table>

e. What are the cumulative grade point averages of this year’s graduates compared with those of graduates four years ago? Five years ago?

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>1999</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.34-3.60</td>
<td>2.03-3.47</td>
<td>2.21-3.48</td>
</tr>
</tbody>
</table>

f. What is the percentage of students who graduated with honors compared with previous graduating classes?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28%</td>
<td>43%</td>
<td>28%</td>
<td>14%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>19</td>
<td>25</td>
<td>22</td>
<td>21</td>
</tr>
</tbody>
</table>

g. New entrants admitted during the past academic year.

(I) New entrants admitted during the past academic year.

1. Geographic distribution

<table>
<thead>
<tr>
<th>State/Country</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>1</td>
</tr>
<tr>
<td>Arizona</td>
<td>1</td>
</tr>
<tr>
<td>California</td>
<td>1</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>2</td>
</tr>
<tr>
<td>Georgia</td>
<td>4</td>
</tr>
<tr>
<td>Illinois</td>
<td>2</td>
</tr>
</tbody>
</table>
Indiana 1
Louisiana 1
Maryland 6
Michigan 3
New York 4
North Carolina 1
Ohio 1
Oregon 2
Tennessee 2
Texas 1
Virginia 1
Washington 2
Wisconsin 1

TOTAL 37

2. Program distribution

<table>
<thead>
<tr>
<th>State/Country</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>24</td>
</tr>
<tr>
<td>Dance Arts</td>
<td>1</td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>10</td>
</tr>
<tr>
<td>pre-directing</td>
<td>1</td>
</tr>
<tr>
<td>Theatre Arts Administration</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL 37

3. Students in good standing

118 students are in good standing as of spring, 2003

4. Students on probation

13 students on probation as of spring, 2003

h. Departmental Awards

32nd Annual Owen Dodson “Weenie” Awards

Outstanding Development as a/in .....  

Technician          LaReina Roberts
Director            Brandon White
Stage Manager       Stephanie Larsosa
Vocalist            Tryphena Wade
Actor               Brandon Young
Actress             Sulieka Myrie
Lighting            LaReina Roberts
Costume Design      Samantha Jones
III. FACULTY

1. **Summary of academic background.** [Degree status of faculty (terminal and non-terminal degrees), the number in each rank]

<table>
<thead>
<tr>
<th>Rank &amp; Number of Persons in each</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25 PhD</td>
</tr>
<tr>
<td>Professor</td>
<td>6</td>
</tr>
<tr>
<td>Assoc. Professors</td>
<td>2</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>1</td>
</tr>
<tr>
<td>Instructors</td>
<td>1</td>
</tr>
<tr>
<td>Lecturers</td>
<td>9</td>
</tr>
<tr>
<td>Lecturers</td>
<td>5</td>
</tr>
<tr>
<td>Artist-In-Residence</td>
<td>1</td>
</tr>
</tbody>
</table>

**Professional Credentials (6)**
2. Full-time and part-time status according to rank and full-time equivalence. Include your definition of full-time faculty.

The distribution of full-time and part-time faculty is listed below:  (Full-time: *minimum of 12 sem. hrs.)

<table>
<thead>
<tr>
<th>Full-time (15)</th>
<th>Part-time (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>Professors</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>Associate Professors</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>Assistant Professors</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Instructors</td>
<td>Instructors</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Lecturers</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Artists-In-Residence</td>
<td>Artist-In-Residence</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*In some cases, when directing plays, faculty teaching loads may be reduced by one course.*

3. Describe academic counseling efforts

Academic counseling is well organized and consistent. Initially, students are identified by their instructors and referred to the Student Advisory Committee. Students may seek further advice from the Chair or be referred to University Counseling Services. Parents, doctors, etc., may be contacted in some cases. Advisement is assigned as follows:

<table>
<thead>
<tr>
<th>Area of Concentration</th>
<th>Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>Prof. Henriette Edmonds</td>
</tr>
<tr>
<td></td>
<td>Prof. Martin J. Jolin</td>
</tr>
<tr>
<td>Dance Arts</td>
<td>Dr. Sherrill Berryman-Johnson</td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>Prof. Alvan D. Malone</td>
</tr>
<tr>
<td>Pre-Directing</td>
<td>Mr. Kelsey Collie</td>
</tr>
<tr>
<td>Theatre Arts Administration</td>
<td>Mr. Charles Coward</td>
</tr>
<tr>
<td>Theatre Education</td>
<td>Dr. Carole W. Singleton</td>
</tr>
<tr>
<td>Theatre Technology</td>
<td>Prof. George H. Epting</td>
</tr>
</tbody>
</table>

*Terminal Degree*
4. **Faculty Activity Quantification, Publications, Research Activity, Professional Affiliations**

See Appendix.

5. **Faculty Retirements**

There were no faculty retirements spring, 2003.

6. **Faculty Success in Meeting the Workload Policy**

Faculty are meeting and, in some cases, exceeding the work load requirements

7. **On Time Textbook Orders**

Text book orders have been submitted on time.

8. **On Time Grade Submissions.**

For the most part, grades for the 2002-2003 academic year have been submitted on time.

9. **Professional Development Activities of Faculty**

Faculty attended workshops, national meetings, lectures and miscellaneous activities pursuant to their discipline. (See Appendix for details.)

10. **Active Searches**

The faculty is currently engaged in searches for a Directing Coordinator.

11. **Coordinators’ Reports**

**Acting: Martin Jolin & Henriette Edmonds, Coordinators**

The Acting program is proceeding smoothly, especially since we were able to refine the parameters regarding jury competencies and evaluations. The juried this year showed signs of improvement in that only two students were recommended to drop out of the program. However, we need to recruit more as the general talent of the freshmen was not on par with students in the past. One very big problem we have is the fact that we cannot recruit top level students because we do not have a competitive edge in the arena of scholarships. Many top students would like to come to Howard, but do not because they are offered scholarships which cover much more than we are allotted. Even if we are able to give freshmen scholarships (and we do not have any slots for freshmen) we aren’t able to offer room and board, book allotments and stipends which other schools offer. Whereas we have seen improvement with the writing ability of the students, the students are still behind in
areas of critical thinking and problem solving. This means that we are not able to progress as far as we would like.

The Acting faculty is going to revise our admission policies in order to require a more stringent audition policy. Ours is an intense program and students must be able to handle the academics as well as participate in rehearsals and performance.

During the 2002-03 academic year, the Acting students were exposed to a workshop given by Brian Stokes Mitchell and his wife, Allison who were stars in *Man of La Mancha* which is now on Broadway. As we espouse acting from a business viewpoint, students participated in workshops dealing specifically with this aspect of the “business.” TVI studios presented a workshop in the Business of Acting. This is the third year that they have come to the department with their program.

Tony Branch comes yearly to Howard to recruit for the British Academy of Dramatic Arts at Oxford, England for the sum workshop series. This year, we are sending four students to that program.

The entire senior class auditioned for the Shakespeare Theatre and according to reports, our students presented better than those students in graduate programs. This is quite an achievement since we deal solely with undergraduates.

Our Frenchie is now one of the stars of *Rent* and is succeeding quite well on Broadway. She has a recording contract and should be recording an album soon. She has appeared on Entertainment Tonight, The View and many other talk shows. Napiera Groves is still on One Life To Live; Taraji Henson is starring in The Division on HBO; Wendy Robinson is on Cedric The Entertainer and Lalanya Masters in on the new series Platinum on UPN. These alums are carrying on the tradition.

Locally, Anthony Manough is starring in Pippin at the Round House along with Kietra Colombel. Roz Coleman appeared in at Studio Theatre and Gavin Lawrence gave a tour de force performance of Levee in August Wilson’s *Ma Rainey’s Black Bottom*. Wendell Jordan appeared in Christmas Carol Rag and is currently working in the Corner series.

Our graduates are constantly achieving and this is the best proof that our program is on target. We can compete with anyone! Increasingly, our graduates are being sought by Hollywood and the major studios. We are unique among HBCU’s and can boast of having the most comprehensive and successful training programs in the country.

**DANCE: DR. SHERRILL BERRYMAN-JOHNSON, COORDINATOR**

**July 26-July 30, 2002** – Dance Intensive had a total of thirty-five (35) full registrants for the five (5) days.
5-Day Dance Intensive has twenty-three prospective New Entrants in attendance. Based on technical evaluation, writing assignments, and demonstrated endurance during the five days, five (5) of the twenty-five students were selected to enter the Dance major program.

As part of the 5-Day Dance Intensive purpose, it offers students the opportunity to determine if they actually want dance as a major. Two (2) have remained in the program for the 2002-2003 school-year with one (1) on academic probation in the Dance major.

Sherrill Berryman-Johnson, Artistic Director of Images of Cultural Artistry, Inc., awarded four of the New Entrants full scholarship for attendance in the 5-Day Dance Intensive, a total of one thousand one hundred dollars ($1,100.00).

August 2002 - Twenty (20) full-time Dance Majors; one (1) freshman with a double major – Dance and English


October 2002 – Selected Dance major students in attendance to Art Trends and Policy Workshop “Connecting the Languages of Dance and Education”

November 2002 – Evening of Performance in Process as part of the Department of Theatre Arts OUR INFINITE VARIETY Showcase

Annual fall semester dance marathon classes with artists:
  - Virginia Johnson – ballet, former principal dancer with Dance Theatre of Harlem
  - Eleo Pomare – legendary national-international dance artist/choreographer with works on social/political issues
  - Fred Benjamin – contemporary jazz, choreographer for Alvin Ailey Dance Theatre

January 2003 – Selected Dance major students performed Sherrill Berryman-Johnson choreography in honor of Katherine Dunham event sponsored by Haitian Embassy

January 24-27, 2003 – Fifteen (15) Dance majors in attendance and apprentice works with International Association of Blacks in Dance Conference Washington, DC.

February 2003 – Dance major students in apprenticeship with Debbie Allen at the Kennedy Center for auditions with BROTHERS OF THE KNIGHT production
March 2003 – Performance in Cramton Auditorium to sold out audiences of Pre-School, Independent and DC Public school children

April 2003 – Dance Symposium/Concert/Marathon Master Classes with artists and works by: Sherrill Berryman-Johnson, Zane Booker, Deidre Dawkins, Reggie Glass, Christopher Huggins, Kevin Iega Jeff, Assane Konte

Fifteen (15) Dance major students received the Division of Fine Arts Dean’s Academic Honors

General Public Annual Dance Symposium with guest artists/choreographers in the Division of Fine Arts’ Gallery of Art.

April 2003 – July 2003 – Students assigned summer internships with full and/or partial scholarships

<table>
<thead>
<tr>
<th>Annique Roberts</th>
<th>Ronald K. Brown Company, New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiffany Jackson</td>
<td>Ronald K. Brown Company, New York</td>
</tr>
<tr>
<td>Jessica Ellis</td>
<td>Ronald K. Brown Company, New York</td>
</tr>
<tr>
<td>Jasmine Wade</td>
<td>Debbie Allen Dance Academy, Los Angeles, California</td>
</tr>
<tr>
<td>Rohiatou Siby</td>
<td>American Festival, Duke University, Durham, North Carolina</td>
</tr>
<tr>
<td>Jevettra Devlin</td>
<td>Ronald K. Brown, Brooklyn, New York</td>
</tr>
<tr>
<td>Thea Jones</td>
<td>Dayton Contemporary Dance Company, Dayton, Ohio</td>
</tr>
<tr>
<td>Nikia Jackson</td>
<td>American Dance Festival, Duke University, Durham, North Carolina</td>
</tr>
<tr>
<td>Jennelye Todman</td>
<td>Umfundalia Dance, Temple University, Philadelphia, Pennsylvania Ronald K. Brown, Brooklyn, New York Dallas Black Dance Theatre, Dallas, Texas</td>
</tr>
</tbody>
</table>

Strengths
The higher education standards and quality of the program has generated continued increase in the number of strong academically sound freshmen entering the program and holding steadfast to being a Dance major. The representation of academic backgrounds maintains as students are choosing to engage in double major coursework-physical therapy, radio/television/film, African American studies, as well as the artistic development with students being selected for lead roles even in musical productions. In addition, the number of artists desiring to work with selected students in this specific program of “training” towards professional development is constant. The program’s academic standards has allowed its curriculum content to be inclusive of the Howard University general requirements and the College of Arts and Sciences core requirements.

**Weaknesses**

Need for a dependable/available to program and teaching structure **full-time/skilled lecturer** of the Dance Arts.

Need for sufficient **Studio(s)/Office/Storage Space**

Need for **Classroom Space** for Dance Theory courses

**PRE-DIRECTING: PROF. KELSEY COLLIE, COORDINATOR**

The coordinator of the pre-Directing area of concentration, Clinton Carbon, resigned at close of the 2002 academic year, and I was asked to accept a one-year appointment while a search could be conducted to find a permanent coordinator. While I had previously been a member of the Theatre Arts faculty, and one of the instructors in the pre-Directing program, I came to the position with only a vague knowledge of what was expected.

There were six students who were advisees in the program. I called each of them in for conferences and advisement in order that we could become familiar with each other. I submitted an academic assessment for the area of concentration. I taught two sections of **Beginning Directing I**, and one each in **Intermediate Directing: Styles/Periods, Directing Apprenticeship/ Directing Seminar** throughout the year.

I made arrangements with Arena Stage to place a senior student as an intern and created an evaluation instrument for his evaluation. **Brandon White** received an excellent evaluation for his work with the regional theatre, and had an opportunity to work with Taswell Thompson, Arena’s director for the production, **MA RAINY’S BLACK BOTTOM**. During the second semester, he directed a production of Euripides’ **MEDEA**.

Christopher McGriff, a junior directing student, volunteered to work with several touring theatre productions, including **MAN OF LA MANCHA**, at the National Theatre. He impressed them sufficiently to be asked to tour with them. He refused, opting to complete his education at Howard. He also directed **CINDERELLA** with the Cheverly Young Actors Company, a troupe of approximately one hundred children.
Victoria Murray, Gregory Jackson and Carla Pearson all directed pieces included in various student productions during the year.

MUSICAL THEATRE: ALVAN (MIKE) D. MALONE, COORDINATOR

The academic year began with twenty-three (23) students in Musical Theatre. Early in the school-year one of the Musical Theatre students – Frenchie Davis – distinguished herself when she became an American Idol finalist. However, just before the production shooting dates began, Ms. Davis was disqualified and was no longer able to continue with American Idol. Since then, her career has taken off because of the publicity surrounding her dismissal. She has recently joined the Broadway cast of RENT.

Members of the Musical Theatre major performed for the fall meeting of the University Board of Trustees. They performed a scene from DREAMGIRLS to great success.

This year we will lose Mr. William Jones, the Voice teacher for the Musical Theatre students and the accompanist for the Musical Theatre Tech I, II, III, IV classes. A replacement has not yet been found.

The musical for the year was GOD’S TROMBONES. There was a fair representation of all the Musical Theatre students, especially freshmen. They held their own quite well in a large cast of more experienced performers. The guest artist was Ms. Kathy Walker, who recently returned from a several month tour of Europe as music director for a gospel production. She was very warmly received by the Ira Aldridge theatre audiences.

The department is still challenged by lack of space and lack of funds, especially funds for production. As a result, the number of productions for the next academic year will be reduced. This would be tragic because then, the number of performance opportunities would be greatly reduced. Of course, we know that performance is a necessary part of any theatre student’s learning experience.

THEATRE ARTS ADMINISTRATION: MR. CHARLES COWARD, COORD.

The Theatre Arts Administration program is a four-year program intended for students who expressed an interest in and an inclination toward the production and managerial aspects of theatre. With nineteen (19) students, it is the third largest discipline in the Department of Theatre Arts. The program is based on the philosophy that a successful career in Theatre Arts Administration requires knowledge of modern business practices, coupled with comprehensive background in theatre. The focus of this area of concentration is directed toward the study of both theatre arts core courses, as well as courses in business, which relate to the discipline of Management, Legal Environments, Marketing and Finance.
Many students are repeatedly attracted to this lucrative area of concentration due to the availability of entry-level positions in the Arts. Even so, there are still not enough qualified students to meet the increasing demand for administrative and production internships from institutions such as professional theatres, non-profit and profit organizations. Although several organizations are interested in student interns from the Theatre Arts Administration program, there continues to not be enough of our students to satisfy the requests from these outside organizations. Moreover, at times, we face a shortage of students necessary to meet the administrative and management needs of departmental productions.

Goals and Objectives: The premise of the Theatre Arts administration program is to impart to the student the three characteristics that embody a successful arts organization: artistic quality, public service, and fiscal responsibility. The premise is supported through targeting the following goals:

1. The student will demonstrate the ability to converse in the vocabulary of the discipline.
2. The student will demonstrate an understanding of the principles of business management as they relate to theatre.
3. The student will participate in the management scheme of a theatre organization.
4. Through practical experience, the student will demonstrate an understanding of play production procedures and policies.
5. Through practical experience, the student will demonstrate an understanding of the fundamental procedures for production management and operations.
6. The student will be provided with practical experience in theatrical management and operations.

To ensure that students are making progress toward the aforementioned goals, students are evaluated through examinations, quizzes, oral presentations, oral critiques on departmental production duties, as well as performance appraisals while participating in internship programs. In addition, all Theatre Arts Administration students, with senior status, must enroll in Seminar in Theatre Arts Administration. This course is designed to be an exit competency for students and prepare them for the first steps into graduate studies or the professional world while creating a forum to synthesize the student’s knowledge of four years of dramatic theory and practical application of the skills/competencies.

Upon successful completion of this course of study (academic coursework, internships, and extracurricular opportunities available on and off-campus), it is expected that students will be qualified to work in marketing, fundraising, operations, and general arts administration and managerial functions. A concentration in theatre Arts Administration prepares students for entry-level work with organizations such as theatre, dance, and opera companies as well as symphony orchestras, arts centers, and
museums. In addition, the program intends to prepare the student for graduate studies in Theatre Arts Administration. Three (3) students received BFA degrees in Theatre Arts Administration this year; one student plans to enroll in Law School in the fall with the goal to become a sports and entertainment attorney/agent. The other two students are seeking employment in the production aspects of theatre.

Strengths and Weaknesses: Currently, Howard University is among three HBCUs that are accredited by the National Association of Schools of Theatre (NAST). Of the three HBCUs, Howard and North Carolina Central University (NCCU) are the only two (2) that offer the BFA degree; Grambling University, the third accredited HBCU offers only the BA. Comparing our Theatre Arts Administration courses to the courses offered at NCCU, Howard offers a wider variety of courses that allow our students to be better prepared and more marketable than our counterpart.

The 2002-2003 Departmental theatrical season gave the Theatre Arts Administration students the opportunity to work hands-on in the various areas of production and theatre management. With normal guidance, the Theatre Arts Administration students adequately and with extreme professionalism performed the tasks to which they were assigned (e.g., stage manager, production manager, box office manager, publicity assistant, concessions, and house manager). In addition to departmental productions, the following students utilized their skills in the professional arena:

- **Mulvenia Hemmings** interned with Central Casting USA during the spring 2003 semester.
- **Cathy Jerome** interned with the 2003 World Figure Skating Championships during the fall 2002 semester.
- **Amoree Joe** assisted with Debbie Allen’s production of *Brothers of the Knight* at the John F. Kennedy Center for the Performing Arts in Washington, DC.
- **Amoree Joe** interned with the Washington Area of Lawyers for the Arts during the spring 2003 semester.
- **Stephanie Larsosa** served as stage manager for a production of *The Meeting* at the Publick Playhouse in Cheverly, Maryland.
- **Monique Montoya** interned in the Marketing Department with the Washington Wizards for the 2002-2003 school-year.
- **Ronald Newman** performed the duties of production assistant for *BLACK NATIVITY* produced by Cramton Auditorium and Johnathan Whellen.
- **Belvey Russ** interned in the Production Department with the Pennsylvania Shakespeare Company.
• **Belvey Russ** is a fellowship finalist for the **Allen Hughes Fellowship** at the Arena Stage in Washington, DC.

• **Brian Smith** interned with **Cramton Auditorium** for the 2002-2003 school-year.

A goal that was set for the current school-year was to secure a computerized ticketing system to further advance the practical training of our students. We opened the theatrical season with our computerized ticketing system enabling us to print tickets to our productions. Approximately 50% of the students majoring in Theatre Arts Administration have been trained to use this system.

Needs and Plans for Enhancing the Program: With such a diverse and strong Theatre Arts Administration program, the Department of Theatre Arts is able to applaud its efforts to graduate students that will be of great value to the field. Although we possess several strengths in programming, there are areas of need to ensure that our students are truly the leaders in the global community. There is a need to:

2. Secure credit card payment mechanism to further advance the practical training of our students.

3. Research and secure funding options to assist in defraying the costs associated with student partaking in internships over the summer month.

4. Continue establishing relationships with outside theatres and professionals to assist in preparing our students for the future.

5. Assist the University in recruiting students with a strong academic and talent base into the Department of Theatre Arts

6. Secure an additional staff member to assist with performing administrative duties associated with productions.

7. Construct a series of workshops conducted by area attorneys, including faculty members for the Howard University Law School that would prepare students to enter law school as well as understand components of contracts related to entertainment.

If the aforementioned areas of need are addressed, the Theatre Arts Administration program will be enhanced, and continue to produce graduates of high caliber.

**THEATRE TECHNOLOGY: PROF. GEORGE H. EPTING, COORDINATOR**

**Current Students:** At the beginning of the fall semester, the Theatre technology area of concentration welcomed back its continuing students in the program: **Ms. Tiffany Robinson**, and **Ms. Samantha Jones**. We also welcomed one new student, **Ms. Denise Rose**. During the past year, Ms. Robinson served as a set Crew Chief for **THE OLD SETTLER**, and Props Mistress for **WIT**. Ms. Samantha Jones served as the
Costume Designer for *The Old Settler*, and *Wit*. This is quite a remarkable achievement for this sophomore student! Ms. Rose served as a costume Dresser for *The Old Settler*, the Sound Engineer for *Wit* and *God’s Trombones*, *The Beckett Showcase*, and *Body of Messages: Five Men Speak*. Beginning the second semester, we welcomed Ms. Chennae Rodrigo-Butler and Ms. Kara Walker into the program. Ms. Rodrigo-Butler served as a member of the set crew for *Wit*, Set Crew Chief for *God’s Trombones*, Stage Manager for *The Beckett Showcase*, and Properties Mistress for *Medea*. Ms. Walker served as a Lighting Technician for *Wit*, Production Electrician for *God’s Trombones*, and Board Operator for *The Beckett Showcase* and *The Eruptions*. In the middle of the spring, 2003 semester, after serious consideration, Ms. Tiffany Robinson decided to switch to the area of Theatre Arts Administration. We appreciate her efforts and wish her well.

Assisting the needs of the Theatre Technology program were our two student Technical Assistants: Ms. Simone Baskerville (first semester), Ms. Denise Rose (second semester) and Mr. Gregory Jackson. They helped to keep our productions and shops in order.

On October 30, 2002, we had our initial Theatre Technology meeting. On December 4, 2002, we had another meeting to monitor the students’ progress in preparation for the annual Portfolio Showing scheduled for the following semester. On April 24, 2003, we conducted the annual Theatre Technology Portfolio presentations. Four students presented their work: Ms. Samantha Jones, Ms. Denise Rose, Ms. Kara Walker and Ms. Chennae Rodrigo-Butler. The event was open to the faculty and staff, including Mr. Gary Drew and Professor Charles Coward. Valuable criticism and comments were given to the participants.

**Faculty & Staff:** Mr. Reginald Ray continued as artist-in-Residence in the department and taught: Costume for the Stage, Stage Make-Up/Lab, and Technical Production. Mr. Ray also served as Costume/Make-Up Supervisor and Costume/Make-Up Designer for *God’s Trombones*. He also worked closely with Ms. Jones to help her prepare herself for the two mainstage projects. Professor Joe Selmon taught: Design I, Basic Stagecraft, Intermediate Stagecraft, and Technical Production. Professor George Epting taught: Introduction to Technical Theatre, Basic Stage Management, Design I, Theatre Practicum, and Technical Production. Professor Epting also served as the Lighting Designer and Supervisor of Sound for *The Old Settler*, *Wit*, and *God’s Trombones*. He also served as the Supervisor of Stage Lighting and Sound for *Infinite Variety, Body of Messages: Five Men Speak Dance* (dance concert) and the studio presentations in April, 2003: *The Beckett Showcase, Media, They’re Playing Our Song, The Eruptions* and *Marie Christine*. Professor Epting continued to serve as the Theatre Technology Area Coordinator. He also represented the Department at the United States Institute for Theatre Technology in Minneapolis, Minnesota during the spring break 2003. Mr. Mike Stepowany returned as the Designer/Technical Director for *The Old Settler*, *Wit*, and *God’s Trombones*. Mr. Stepowany also served as the Supervisor of the Sceneshop/Props Shops, assisted by Mr. Kane Gronback (Carpenter), and Supervisor of the stagecraft/props production crews. Mr. Stepowany also served as the Director of *The Beckett Showcase*. Mr. Tony Starnes returned
as House Electrician to manage the electrics and sound shops, the sound/lighting
crews, and to assist in the audio-visual needs of the faculty and students. Mr. Starnes
served as the Graphics Artist for the season and also served as the Co-Lighting
Designer, along with Ms. Simone Baskerville (an Acting student), for the dance
concert entitled, *Body of Messages: Five Men Speak Dance*. Mr. Luqman
Salim returned as Costume Shop Foreman to manage our costume shop and dressing
areas. Mr. Gary Drew served as our guest Sound Designer for *God’s Trombones*.
Ms. LaReina Roberts (an Acting student) designed the lights for the Department’s
second event entitled *Our Infinite Variety* which consisted of a series of
productions.

All of the Theatre Technology professors and staff provided technical support for the
staff and student endeavors this year. All studio productions were held in ETS the
second semester. Ms. Amoree Joe (a Theatre Arts Administration student) designed
the lights for *The Eruptions* and *The Becket Showcase*. Mr. Brandon White (a
pre-Directing student) supervised the lighting for the remainder of the pieces.

**New Equipment:** Professor Epting purchased one I-Cue remotely controlled mirror
unit, our first Forerunner color scroller and a good quality strobelight. Due to the
efforts of Professor Henriette Edmonds and Dean Donaldson, we were able to
purchase a considerable amount of new equipment this year including: a new
CD/Minidisc player, a new double cassette unit, four new Shure wireless
microphones and receivers, our first portable dance floor, 7 new dress forms, a
portable steamer, and finally, our first motorized lift. Professor Edmonds also
arranged for a new scrolling message announcement board for the lobby of Ira
Aldridge, a new fog machine, a new shimmer curtain and a new time clock for the
shop.

**Projects:** At the end of the year, the wiring backstage and in the house in the Ira
Aldridge Theatre was upgraded to accommodate the yet-unused hand-held remote for
those places. As soon as connectors arrive, the installation should be completed.

Mr. Ray and Mr. Stepowany continued moving things from storage in the building to
our off-site space. **We need better accessibility to our off-site storage areas.**

**Theatre Technology Needs:**

a. We need to establish **service contracts** for our sound and lighting equipment.
   To date: (excluding broken wireless microphones and transmitters) we have
   one stereo amplifier for ETS **broken** that is still not fixed from last year.
   **Perhaps some of the rental money from the use of the Ira Aldridge Theatre
   should be designated for equipment repair, considering the rentals are
   using the same equipment.**

b. We need an additional **100’ (16 inputs + sends) microphone snake** for Ira
   Aldridge along with a drum shield for ETS.

c. We need expanded CAD capabilities for both the students and the staff
   including: **Pentium-class multi-media computers with CAD and Theatre**
Technology-specific software, a 12” x 18” digitizer, a PC based scanner, 11” x 17” capable ink jet printers and a size D plotter for the type of technical theatre software skills expected of our student. We also need to start budgeting for the regular purchasing of software and peripherals. We desperately need to get a HU-LAN hookup for the Lighting Booth so that the HUNet and the Internet can be easily accessed there. We also need accessible workstations for the students.

d. We desperately need a new Act Curtain for the Ira Aldridge Theatre. The current one has a large rip in it on the stage left side. Additionally, we need a new filled Lino Cyclorama, and new seats or seat covers for the Ira Aldridge Theatre.

e. We need an additional conduit and wiring run on the ETS ceiling for thirty-six circuits to access the new dimmers.

f. We need office space for Professor Reginald Ray.

g. We need permanent part-time carpenter hired for the Stagecraft area.

h. In addition to the Sound Designer, we need a second person hired to manage the sound equipment for the musical, if we continue to use ETS for the musicians. Too much was expected from the existing Technical Production crews.

i. We need greater access to both of our stages! Not being able to get into the spaces until 3:30 pm. Is severely hampering our ability to facilitate the stagecraft and stage lighting needs of the productions. Space is our number one problem!

IV. STAFF

Staff Distribution –

Administrative Secretary – Claudia Neal
Secretary – Janet Johnson
Master Electrician – Thelonious Starnes
Technical Director – Michael Stepowany

Janet Johnson – Organist /Rankin Chapel
Michael Stepowany – Carpenter, Kennedy Center, WHUT Ch 32, director, experimental plays
Tony Starnes – Videographer

V. GRANTS & CONTRACTS

Henri Edmonds – Fund For Academic Excellence Grant
Lessons on Living: Wit by Margaret Edson
VI. CURRENT CHANGES

As ours is a practical performance based art form, we have little difficulty in assessing the outcomes of instruction because they are readily seen in performance/projects. Assessment is conducted in daily evaluations of classroom activities which demand immediate application of what has been taught. Further, evaluation is given during juries (performance finals) in which the student must incorporate the semester’s work into the completion of competencies listed for each individual course. Final assessment is done by the audience who views the productions. We conduct surveys pertaining to the production which require feedback from the audience.

VII. IMPACT AND EFFECTIVENESS OF RECENT POLICY CHANGES

The impact of recent policy changes cannot be truly evaluated at this time.

VIII. RESPOND TO TARGETS OF OPPORTUNITY

The goals of the *Strategic Framework for Action II* resonate to the need of the University. Our ranking demands the necessity of research and responsible actions in dealing with financial and academic matters. The targets that have been identified are noble in nature and certainly are concomitant with current thought and philosophy. Research is the cornerstone of all great universities and Howard needs to improve in this area. We need assistance in writing grants, statistical support, etc. It’s not that we don’t think of subjects to research, it’s the nuts and bolts of the process that confound. If three grant writers could be hired in the College of Arts and Sciences to assist faculty, then I am sure that the number of grants will increase. Many faculty are afraid of this process.

As progress toward achieving these goals are concerned, the lack of funds to carry out these plans is obvious. I see the plan as two tiered -- **Plan A:** to deal with those goals that can be completed with little reliance on finances and **Plan B:** those goals that depend on finances be it in the budget or through grants. The target goal of interdisciplinary alliances, projects, etc., both University, national or international can be easily made through curricular development, innovative programming, etc. In the Department of The Arts, we have done this and are in the process of adding to existing outreach programs. Faculty are writing for grants and looking for ways to maintain the current level of excellence in spite of budget cuts.

The target goal of an endowed chair is one that will take a great deal of time. Many of our graduates, while visible in the movies, television, etc., live from job to job and are not in a position to give large sums of monies. Ours is not a discipline that is rewarded with the kind of finances as those in the sciences. As we have the pinning ceremony at the beginning of
the year, we need to make efforts to remind students during their matriculation at the University that as future alums, they are responsible for giving back to the institution that nurtured their first steps. This is done at all the major universities. Our record of alumni giving is quite weak. We have plans for fund raising, but the faculty is overburdened with work.

In our department, the response to the grants for undergraduate research has had a very positive response. Nine submissions were made of which four were funded. The students are pursuing this with vigor. This is a great idea and I hope it will be continued in the future. We have a course on grant writing (Fundraising for the Arts CRN 81167 093) which I hope you advertise in your write-ups about this project. This will help the students organize their proposals.
APPENDIX

2002-2003
FACULTY ACTIVITIES & TEACHING LOADS
BEY, Kim J.
Instructor

COMMUNITY AND PROFESSIONAL ACTIVITIES

WORKSHOP: Fitzmaurice Voicework, University of Maryland, Baltimore, Winter 2002/2003

FACULTY ADVISOR: The Eruption, Howard University, spring, 2003


PANELIST: Arlington County Arts, Arlington, Virginia, spring, 2003

SPEAKER: Arlington County Arts, Arlington, Virginia, spring, 2003

Writing Across the Curriculum – Pt. 2, University-wide Grading Systems, spring, 2003

VOICE/DIALECTS COACH: Runaway Home, Studio Theatre, winter, 2003

College Grammar, Northern Virginia Community College, summer, 2002

CO-FACULTY ADVISOR: 911: A Libation Prayer, Howard University, Fall, 2002

ACTING COACH: WIT, Howard University, fall, 2002

NATIONAL AND PROFESSIONAL ORGANIZATIONS

Actor’s Equity Association

Voice and Speech Trainers Association

HONORS

PANELIST: Northern Virginia Community College – Career Panel, winter, 2003

JUDGE: Miss Bethune-Cookman Pageant, Howard University, fall, 2002

UNIVERSITY AND COLLEGE-WIDE COMMITTEES

Departmental

CHAIRPERSON: Academic Advisory

RECORDING SECRETARY: Curriculum

Owen Dodson “Weenie” Award
BEY, Kim J.
Instructor

RESEARCH, COMPOSITIONS, WRITINGS, PUBLICATIONS

Fitzmaurice Voicework Certification, Spring/Summer, 2003

MODERATOR: “Quiet As It’s Kept…” Multi-media Documentary, Spring/Summer, 2003


Fund for Academic Excellence: “Mastering The Meisner Technique” New York, New York, Summer, 2002

TEACHING LOAD

FALL, 2002

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SPRING, 2003

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COHEN, Susan M.
Lecturer
COMMUNITY AND PROFESSIONAL ACTIVITIES

WORKSHOPS: Taught workshops on weekends at the Studio Theatre during the winter session. They were six hour workshops geared for the actor; which explored the habitual response patterns to stimuli that are not only useful, but get in the way in finding clear character choices as well as in our daily lives. These faulty habits can lead to injuries down the road. The idea is to have conscious choices over the way we move.

INSTRUCTOR: Catholic University of America, 1992-present

FACULTY MEMBER: Studio Theatre Acting Conservatory, 2003

INSTRUCTOR: Teach a fifteen week class in the fall and spring semester.

NATIONAL AND PROFESSIONAL ORGANIZATIONS

MEMBER: American Society of the Alexander Technique (AMSAT)

CO-CHAIR: Credential Review Committee

MEMBER: The Society of Teachers of the Alexander Technique (STAT)

MEMBER: International Movement Therapist Association

MEMBER: Associated Bodyworks

TEACHING LOAD

FALL SEMESTER, 2002

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COLLIE, Kelsey E.
Lecturer

COMMUNITY AND PROFESSIONAL ACTIVITIES

PRODUCED: “Our World, And Welcome To It” (Children’s Theatre Production)
**CONTRACTED:** by City of District Heights, Md. To conduct an 8-week Children’s Theatre Summer Camp (June-August, 2002)

**JUDGE:** For The Washington Theatre Awards (Helen Hayes Awards 2002-2003)

**MODERATOR:** The Helen Hayes Theatre Legacy Project

**WROTE:** Script for 32\textsuperscript{nd} Annual Owen Dodson “Weenie” Awards Ceremony, May 9, 2003

**NATIONAL AND PROFESSIONAL ORGANIZATIONS**

National African-American Children’s Theatre League, Executive Director

**UNIVERSITY AND COLLEGE-WIDE COMMITTEES**

**Department**

Alumni Relations
Anglican/Episcopalian Ministry – Absalom Jones Canterbury Association
Curriculum
Owen Dodson Awards

**RESEARCH, COMPOSITIONS, WRITINGS, PUBLICATIONS**

## TEACHING LOAD

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COWARD, Charles A.
Lecturer

COMMUNITY AND PROFESSIONAL ACTIVITIES

STAGE MANAGER: “The 22” (History of Delta Sigma Theta), Cramton Auditorium, January, 2003

COMMITTEE MEMBER: International Association of Blacks in Dance (IABD) Conference, January, 2003

CHAIRMAN: Alpha Phi Alpha Fraternity, Inc. Eastern Region Leadership Development Institute (LDI), 2002-2003

PRODUCTION CONSULTANT: Cass Technical High School Performing Arts Department, 2002-2003

TEAM COACH: Martin Luther King, Jr. Forensics Society: Individual Events, 2002-2003

NATIONAL AND PROFESSIONAL ORGANIZATIONS

American Speech Language Hearing Association (ASHA), certified member

Alpha Phi Alpha Fraternity, Inc. – Omicron Eta Lambda Chapter, Director of Educational Activities

UNIVERSITY AND COLLEGE-WIDE COMMITTEES

University

Howard University Event Task Force, 2003

Commencement, 2003

RESEARCH, COMPOSITIONS, WRITINGS, PUBLICATIONS

Grants submitted to Howard University Fund for Academic Excellence:

“Recruitment & Retention for the Department of Theatre Arts” – secondary author

“Supporting the National Black Theatre Festival (NBTF)” – primary author

Published departmental ad in Vol. 2, Issue 3 of “Audition Today” (p. 15)
COWARD, Charles A.
Lecturer

TEACHING LOAD

FALL, 2002

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SPRING, 2003

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COMMUNITY AND PROFESSIONAL ACTIVITIES

Produced Departmental Season:

OLD SETTLER
INFINITE VARIETY
WIT by Margaret Edson
GOD’S TROMBONES by James Weldon Johnson
DANCE CONCERT

Professional Activities

Wrote and directed “The 22” for Delta Sigma Theta 90th Anniversary

Conferences

Maryland Writer’s Association, April, 2003
Baltimore Writers Alliance, November, 2002

Acting

Municipal Employees Credit Union
Phico-Interactive Drama: Depression

CHOIR MEMBER – Unity of Washington, D.C.

GUEST INSTRUCTOR: TVI Studio, Hollywood, California, Summer, 2002

NATIONAL AND PROFESSIONAL ORGANIZATIONS

American Federation of Radio and Television Artists
Screen Actors Guild

HONORS

Faculty award, May 9, 2003

UNIVERSITY AND COLLEGE-WIDE COMMITTEES

University

Merit Pay
EDMONDS, Henriette H. G. [Chairman]
Professor

Post Tenure Review
RESEARCH, COMPOSITIONS, WRITINGS, PUBLICATIONS

‘The 22” – Delta Sigma Theta

“Who Killed Houdini?” – Dinner Theatre Show

Merry Christmas, Christmas (children’s book)
   Published, Summer, 2002

Grant: “Lessons on Living” Fund for Academic Excellence

TEACHING LOAD

FALL, 2002

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SPRING, 2003

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   24               18                4
COMMUNITY AND PROFESSIONAL ACTIVITIES

LIGHTING DESIGNER & TECHNICAL DIRECTOR: A Celebration of Memories (Dance), Centre Stage, Roswell, Georgia, May, 2003

LIGHTING DESIGNER & TECHNICAL DIRECTOR: Ballet Memories (Ballet), Centre Stage, Roswell, Georgia, May, 2003


LIGHTING DESIGNER: 2003 COMPANY SHOWCASE (Dance), Centre Stage, Roswell, Georgia, April, 2003

LIGHTING DESIGNER, SUPERVISOR OF STAGE LIGHTING & SOUND: GOD’S TROMBONES, (Musical), Department of Theatre Arts, Howard University, March, 2003

LIGHTING DESIGNER, SUPERVISOR OF STAGE LIGHTING & SOUND: WIT, (Play), Department of Theatre Arts, Howard University, January, 2003

SUPERVISOR OF STUDENT DESIGNED STAGE LIGHTING & SOUND: “INFINITE VARIETY,” (Two Week Series of Events), Department of Theatre Arts, Howard University, November, 2002

LIGHTING DESIGNER, SUPERVISOR OF STAGE LIGHTING AND SOUND: THE OLD SETTLER, (Play), Department of Theatre Arts, Howard University, October, 2002

In addition to the projects in “Infinite Variety,” served as Supervisor of Stage Lighting and Sound for one staff and four two student-produced projects during the academic year, Department of Theatre Arts, Howard University: “THE BECKETT SHOWCASE,” MEDEA, MARIE CHRISTINE, THE ERUPTIONS, and THEY’RE PLAYING OUR SONG.

WORKSHOPS ATTENDED:

ARTS & SCIENCES LEADERSHIP WORKSHOP, August 14, 2002

BUILDING COURSES, Blackboard Workshop for Faculty, December 18, 2002
EPTING, George H.
Full Professor

NATIONAL AND PROFESSIONAL ORGANIZATIONS

U.S. Institute for Theatre Technology, Inc.
Theatre Historical Society
American Association of University Professors

UNION AFFILIATION

International Alliance of Theatrical Stage Employees and Moving Picture Operators of the United States and Canada – Local 347.

HONORS

The George Epting Scholarship in Dance, given by Centre Stage School of Dance, Kennesaw, Georgia, April, 2003

COORDINATOR/ADVISOR POSITIONS

Coordinator of the Department of Theatre Arts’ area of concentration in Theatre Technology
Coordinator of Advanced Standing for the Department of Theatre Arts
Coordinator for Minors in Theatre Arts and Technical Theatre

UNIVERSITY AND COLLEGE-WIDE COMMITTEES

University

Executive
Judiciary

College-wide

Appointments, Promotions and Tenure
Curriculum
Student Advisory
# TEACHING LOAD

## FALL, 2002

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**Total:** 97 students, 69 clock hours, 17 credit hours

## SPRING, 2003

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**Total:** 76 students, 84 clock hours, 18 credit hours
COMMUNITY AND PROFESSIONAL ACTIVITIES

SUPPORTING ACTRESS ROLE: The Kennedy Center/Woolly Mammoth Theatre Company; six week run of “The Day Room” by Don Delilo

DIRECTOR: Roxie Roker Touring Company. Toured original production “History’s High Notes,” conceived by Professor Hart and directed and acted by the student group. Eight tours were completed in the DC/MD/VA area – Fall, 2002/Spring, 2003

NATIONAL AND PROFESSIONAL ORGANIZATIONS

Executive Director: All About Creativity Performing Arts, Inc.

HONORS

2002/2003 - Writers Digest Award for Honorable Mention in Screenwriting. One of the top 100 out of 13,000 entrants.

UNIVERSITY AND COLLEGE-WIDE COMMITTEES

Departmental

Admissions

RESEARCH, COMPOSITIONS, WRITINGS, PUBLICATIONS

Playwriting – Great Falls Development

Screenwriting – Mama’s Baby, Papa’s Maybe
# Teaching Load

## Fall, 2002

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COMMUNITY AND PROFESSIONAL ACTIVITIES

Goldrush Playwriting Competition – Valdez, Alaska, July 29-August 10, 2002


Sturdyvant in “Ma Rainey’s Black Bottom,” Arena Stage, Washington, D.C., October 1-December 29, 2002

UNDERSTUDY: Leon/Pete in “Speaking in Tongues,” at Round House Theatre, Bethesda, Maryland, March 3-April 27, 2003


Reading: “Melissa Arctic” – May 13-16, 2003

NATIONAL AND PROFESSIONAL ORGANIZATIONS

Actor’s Equity

TEACHING LOAD

FALL, 2002

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SPRING, 2003

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JOLIN, Martin J.
Associate Professor
COMMUNITY AND PROFESSIONAL ACTIVITIES


DIRECTOR: **WIT** by Margaret Edson, Department of Theatre Arts, Ira Aldridge Theatre Arts, Howard University, Washington, D.C., January 29-February 8, 2003


NATIONAL AND PROFESSIONAL ORGANIZATIONS

A.G.U.A. - American Guild of Variety Artist

NAST – National Association of Singing Teachers

UNIVERSITY AND COLLEGE-WIDE COMMITTEES

**College-wide**

Lucy Moten Fellowship Award
Sabbatical Leave

**Departmental**

APT
Curriculum
Owen Dodson
Recruitment
Student Advisory

RESEARCH, COMPOSITIONS, WRITINGS, PUBLICATIONS

Fine Arts Equivalent

Researched info as director for **WIT** and **AGAMEMNON**
**TEACHING LOAD**

**SUMMER, 2002**

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**SPRING, 2003**

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COMMUNITY AND PROFESSIONAL ACTIVITIES


PANELIST/CONTRIBUTOR: International Association of Blacks in Dance [5th Celebratory Conference], January 16-19, 2003

DRAMATURG: “OUR INFINITE VARIETY. "A LIBERATING PRAYER....", “WALKING LIKE A LION....

A LIBERATING PRAYER..., Kuntu Repertory Theatre, November 8-10, 2002

FACULTY ADVISOR: 911 A Performance Libation, September 11, 2002

UNIVERSITY AND COLLEGE-WIDE COMMITTEES

University

Havo Council

Departmental

Curriculum [Chair]

RESEARCH, COMPOSITIONS, WRITINGS, PUBLICATIONS

“The Mumia Project: Theatre Activism at Howard University” to be published by Palgrave, 2004

A Liberating Prayer: A Love Song For Mumia, 2003

ROBERTS, Sybil J.

Assistant Professor

TEACHING LOAD

500
### FALL, 2002

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Total: 50 students, 15.5 credit hours

### SPRING, 2003

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Total: 51 students, 18 credit hours
SELMON, Joe  
Associate Professor

UNIVERSITY AND COLLEGE-WIDE COMMITTEES

University

Admissions – Chairman  
Executive  
Review Panel Academic Excellence Awards

Division-wide

Faculty Senate – Fine Arts Council Representative  
Faculty Chairperson – Division of Fine Arts

Departmental

Recruitment/Admissions

TEACHING LOAD

FALL, 2002

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<th>CRN/CRS/SEC</th>
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SPRING, 2003

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During the current academic year, the Writing Across the Curriculum Program (WAC) has continued to flourish, on campus and online. Below, I will describe the program’s activities and achievements.

I. WAC COURSES IN COAS

A. Number and Variety
This academic year, COAS scheduled 38 writing-intensive courses in the disciplines—18 for Fall 2002 and 20 for Spring 2003 (see the attached list). While the departments of Physical Education and Chemistry have offered the most WAC courses this year, the year’s offerings represent 14 of the 19 COAS departments beyond the English Department. Therefore, this academic year most COAS students could take a writing-intensive course in their major.

Since Dr. Linda Heywood and Dr. Adeniran Adeboye launched the first two WAC courses in the Spring of 1993, COAS has scheduled 319 WAC courses. Consequently, all of the departments in the “old” College of Arts & Sciences have offered a WAC course at some point, with Biology, Classics, History, Modern Languages, and Physical Education scheduling the most over the years.

B. Teachers
So far 107 COAS teachers have participated in the WAC workshops. Of these, 3 attended the annual workshop in May 2002 and 12 this month:

1. Dana Hale (History)
2. Rebecca Reviere (Sociology)
3. Leon Dickson (Biology, to make up missed sessions)
4. Mervat Hatem (Political Science)
5. Oladapo Bakare (Chemistry)
6. Greg Carr (Afro-American Studies)
7. Priscilla Ramsey (Afro-American Studies, for the second time)
8. Wanda Alderman-Swain (Sociology)
9. Bonita Cooper (Comprehensive Sciences)
10. Norma Williams (Biology)
11. Mary McKenna (Biology)
12. Ayoni Akinyele (Chemistry)
13. Iesha Fields (Comprehensive Sciences)
14. Abdul Shafagati (Chemistry)
15. Walter Lowe (Physics)

Consequently, there are WAC-trained teachers in every department except Music.
C. Assessment

1. Student Evaluations
Over the years, the University’s Data Analysis Center has processed the answer sheets for WAC student evaluations. Unfortunately, because the Center was understaffed, I received the statistical analysis of the Fall 2001 data a year after submitting the answer sheets, and so I am reporting the results now: During Fall 2001, a total of 143 of 272 registered students filled out a Likert-type attitude scale, and most wrote comments. In general, they agreed that their WAC courses had helped them think critically, read carefully, organize their thoughts, understand the lessons, reinforce Freshman English writing skills, and master the techniques of professional writing in the discipline. On a scale of 1 to 4, students gave the highest ratings to WAC’s effects on their reading and thinking. This trend resembles previous results. Thus, the combined data for Spring 1993 – Fall 2001 indicate that most students feel that WAC courses are worthwhile, especially as a tool for learning the subject matter of the disciplines (see the attached statistics and http://www.english.howard.edu/wac/assess.htm).

Because of the delays in processing answer sheets, in Fall 2002 I redesigned the WAC student evaluation form so that the WAC faculty would not have to wait for the Center to analyze the data. A total of 124 of the 249 registered students completed the new evaluation form (see the attached form). Like their predecessors, the majority agreed that their WAC courses had helped them think critically, read carefully, organize their thoughts, understand the lessons, reinforce Freshman English writing skills, and master the techniques of professional writing in the discipline. However, the Fall 2002 students credited WAC with improving their thinking and organizational skills more than other skills. Thus, for the first time, students singled out a “learning-to-write” strategy (organizing) as well as a “writing-to-learn” strategy (critical thinking).

2. WAC-English Grading Workshops
As a result of the June 2001 portfolio assessment of the WAC program, I recommended several measures, including the following:

   a. Help WAC teachers provide more substantive feedback on grammatical problems and adjust grades accordingly.
   b. Have WAC and English teachers collaborate on maintaining high standards for writing proficiency.

To achieve these objectives, I used a Fund for Academic Excellence grant of $5,400 to organize WAC/English grading workshops on October 26, 2002 and March 1, 2003. During the workshops, the teachers refined the cross-disciplinary grading scale developed by WAC and English teachers during the June 2001 assessment (see the attached scale). They also discussed and scored sample essays. Finally, they helped one another respond appropriately to “problem papers” from their classes. The teachers’ scores as well as pre- and post-workshop survey data suggest that the workshops helped build a consensus about the grading of student writing.

Many participants recommended that faculty include the grading scale in their syllabi, fill it out and attach it to graded papers, or distribute it as a self-evaluation tool for students. Therefore, after the workshops, I shared the grading scale with the English faculty at writing program and departmental meetings. Before classes begin in August, I will also disseminate it among the WAC faculty in my
“WELCOME BACK” email message. Hopefully, the WAC/English grading criteria will empower us to improve grading practices throughout the College of Arts & Sciences so that we can help our students meet high and consistent standards.

II. OTHER COLLEGES AND PROGRAMS

A. Freshman English Program
The Freshman English Program has continued to forge links with the College of Engineering, Architecture, and Computer Science (CEACS). In the fall—for the eleventh time—I linked my Freshman English 002 class to Introduction to Engineering.

B. The Writing Center
The Writing Center (HEC 1024/Locke 100) continues to support the WAC Program. While tutors work with some students, other students can work independently on computers loaded with software that helps them improve their grammar, spelling, diction, proofreading skills, and critical reading strategies. However, in the spring only three of the nine computers were working. Consequently, I solicited help from Dr. Joshua Halpern, chair of the COAS Technology Committee, who obtained surplus computers from NIH to replace the Center’s malfunctioning equipment.

To make it easier for WAC faculty to use the Writing Center, I mailed the 2002-2003 teachers a referral sheet and a brief description of the services and software. I also e-mailed an optional WAC Diagnostic Essay Test to help them identify weak writers early in the term so that they could refer them to the Center as soon as possible. In light of the critical role the Writing Center plays in English and WAC programs, I hope the Dean will continue to fund the teaching assistantships that provide graduate tutors for the Writing Center.

C. College of Pharmacy, Nursing, and Allied Health Sciences
Thanks to the dedication of Ms. Patricia Allen and Dr. Margaret Neita, the Division of Allied Health has continued to offer writing-intensive courses for Allied Health students: Ethical Dilemmas and Clinical Immunology. These courses, which fulfill the technical writing requirement in Allied Health, (1) enable students to use writing to explore the health sciences, (2) prepare them for the special demands of writing in the health professions, (3) decrease overcrowding in the Technical Writing classes offered by the English Department, and (4) encourage Arts & Sciences and Allied Health to share the responsibility (and resources) for technical writing instruction. So far 11 Allied Health teachers have attended the WAC workshops.

D. Other Colleges and Units
As the Provost noted in her letter of 12 June 2002, “refined writing is a core academic competency that should not be discipline or college/school specific.” Therefore, I look forward to the opening of the Center for Excellence in Teaching, Learning, and Assessment (CETLA). With its influence and resources, CETLA could extend WAC to other schools and colleges. However, expanding WAC will require expanding the tutorial staff of the Writing Center.

III. NEW DEVELOPMENTS

A. WAC Blackboard Demo
During the May 2002 workshop, I demonstrated how the e-learning program Blackboard 5 could facilitate the teaching of writing-intensive courses across the disciplines. During the session, I showed teachers how to set up interactive journals, peer review of essays, and team research projects. Attendees included Dana Hale (History), Rebecca Reviere (Sociology), Leon Dickson
(Biology), Georgian Aboko-Cole (Pre-Professional), Robert Rosenberg (Chemistry), Sandra Shannon (English), Arthur Williams (Biology), Louise Rafael (Math), Wade Harrell (English), and about five other faculty members who did not sign the attendance sheet.

B. WAC Online
WAC went online in Spring 2003, when Dr. Elizabeth Clark-Lewis turned her online course African American Women in U.S. History into a WAC course (HIST 747-01). In the fall Dr. Clark-Lewis plans to offer two WAC courses online: African American Women in U.S. History-WRTG and US History to 1877-WRTG (HIST 703-01).

To conclude, I would like to acknowledge the dedication of the WAC teachers and the hard work of the WAC Committee (Dr. Adeniran Adeboye, Math; Dr. Lee Brown, Philosophy; Dr. Annette Davis, EAC; Dr. Ann Kelly, English; and Mr. Wade Harrell, English). In particular, I would like to thank Lee Brown, Wade Harrell, Ann Kelly, and Annette Davis for leading discussion groups at the May workshops. I am also grateful to Adeniran Adeboye and Wade Harrell for their assistance during the WAC-English grading sessions. Finally, I appreciate the time all of the committee members have devoted to commenting on the WAC syllabi that teachers continually submit for review. Many thanks to the teachers, the committee, and the Dean for their active support!
### Fall 2002

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<td>PREP FOR PRACTICUM-WRTG</td>
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<td>Ammons</td>
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<tr>
<td>AFST 701-01</td>
<td>AFRICAN WORLD-WRTG</td>
<td>MWF 12:10-1:00</td>
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<td>BLK WOMEN VISUAL CULTURE-WRTG</td>
<td>M 3:10-5:30</td>
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<td>HIST &amp; PHIL OF SCI-WRTG</td>
<td>TTh 11:10-12:30</td>
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### Item Analysis (Results in percentages)

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<th>N/A</th>
<th>Omit</th>
<th>M</th>
<th>StD</th>
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<td>1) The writing assignments in this course made me read carefully</td>
<td>58.2</td>
<td>39.0</td>
<td>2.1</td>
<td>0.7</td>
<td>1</td>
<td>1</td>
<td>3.55</td>
<td>0.58</td>
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<td>2) The writing assignments helped me make sense of the lessons</td>
<td>50.0</td>
<td>40.7</td>
<td>8.6</td>
<td>0.7</td>
<td>3</td>
<td>0</td>
<td>3.40</td>
<td>0.68</td>
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<tr>
<td>3) The writing assignments encouraged me to think critically about the subject matter</td>
<td>54.6</td>
<td>39.7</td>
<td>5.7</td>
<td>0.0</td>
<td>2</td>
<td>0</td>
<td>3.49</td>
<td>0.60</td>
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<td>4) Writing instruction helped me organize my thoughts and present them in a comprehensible format</td>
<td>44.0</td>
<td>47.5</td>
<td>7.1</td>
<td>1.4</td>
<td>2</td>
<td>0</td>
<td>3.34</td>
<td>0.67</td>
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<tr>
<td>5) Writing instruction helped me master the text conventions of the discipline (formats, document style)</td>
<td>33.6</td>
<td>44.5</td>
<td>20.4</td>
<td>1.5</td>
<td>6</td>
<td>0</td>
<td>3.10</td>
<td>0.77</td>
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<td>6) Writing instruction reinforced the skills taught in Fr. English 002 &amp; 003 (including editing skills)</td>
<td>31.9</td>
<td>51.1</td>
<td>13.3</td>
<td>3.7</td>
<td>8</td>
<td>0</td>
<td>3.11</td>
<td>0.77</td>
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<td>7) I have worked hard on the writing assignments</td>
<td>63.435.2</td>
<td>1.4</td>
<td>0.0</td>
<td>1</td>
<td>0</td>
<td>3.62</td>
<td>0.52</td>
<td></td>
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<tr>
<td>8) A writing-intensive course like this one is valuable</td>
<td>49.341.4</td>
<td>6.4</td>
<td>2.9</td>
<td>2</td>
<td>1</td>
<td>3.37</td>
<td>0.73</td>
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<tr>
<td>9) Writing is essential to success in the field of study or career that I plan to pursue</td>
<td>61.9</td>
<td>29.5</td>
<td>5.8</td>
<td>2.9</td>
<td>2</td>
<td>2</td>
<td>3.50</td>
<td>0.74</td>
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Student Evaluation Form  
for Writing Across the Curriculum Courses  
(Results)

INSTRUCTIONS: Please evaluate the writing component of this course. To ensure that your responses remain anonymous, do not write your name or ID number on this sheet.

1. Fill in the blanks below.

Teacher’s Name ___ 13 teachers __________________________
Course Title ___ WAC Courses _____________________________
Semester and Year (e.g., Spring 2002) ___ Fall 2002 __________
Your Major ___ N = 124 students ____________________________

2. Place a check mark beside each statement that applies to you.

The writing assignments in this course
85 made me read carefully.  (69%)
85 helped me make sense of the lessons.  (69%)
104 encouraged me to think critically about the subject matter.  (84%)  

The writing instruction helped me
104 organize my thoughts and present them in a comprehensible format.  (84%)
80 follow the text conventions of the discipline (e.g., a format for a particular type of document or rules for citing sources).  (65%)
82 practice the skills taught in Freshman English 002 and 003 (including editing skills).  (66%)
3. What are the strengths of the WRITING component of this course? (Refer to specific assignments or class activities.)

4. What aspects of the WRITING component need improvement? (Refer to specific assignments or class activities.)

(over)
Criteria for an “A”  
(derived from WAC-English scoring sessions on June 4, 2001, October 26, 2002, and March 1, 2003)

In courses across the curriculum, a student’s paper merits a grade of “A” if it satisfies the following criteria:

Content

- Fulfills the assigned task.
- Demonstrates understanding of the subject matter.
- Presents accurate and precise information.
- Relies upon sound reasoning.
- Analyzes or synthesizes ideas (if expected).
- Provides appropriate evidence (documented, if necessary).
- Offers a fresh perspective or creative thinking.
- Acknowledges other views (when appropriate).

Arrangement

- Presents ideas in a unified and orderly sequence.
- Follows an appropriate format.
- Enables readers to distinguish important and related information.
- Incorporates appropriate graphics (if required).
- Looks professional or inviting.

Style

- Conforms to the rules of Standard Written English (i.e., grammar, spelling, and mechanics).
- Expresses ideas succinctly.
- Facilitates reading.
- Manipulates language with art or skill.
- Maintains an appropriate tone.
- Displays a facility with the language of the discipline.
- Integrates sources smoothly, according to the conventions of the discipline.

Overall

- Accommodates or reveals an awareness of the target audience(s).