

OFFICE OF THE PROVOST NEWSLETTER Fall/Winter 2016



Message from Provost Wutoh



To Faculty, Students and Staff,

This issue of our newsletter provides highlights of many impressive initiatives and achievements by a broad range of talented members of the University community. Our potential to both develop and sustain excellence throughout the University continues to be affirmed. Featured in this issue are activities of the Office of Faculty Development, selected new research projects, student winners of international fellowships, our expanding global footprint, the new Office of Accreditation and Assessment, the academic and administrative prioritization, and an update on the status of the Faculty Handbook.

Best wishes for a joyous holiday season.

Anthony K. Wutoh
Provost & Chief Academic Officer

In This Issue

- Office of Faculty Development Activities 2-3
- Monthly Scholarly Productions Workshop 3
- New Faculty Orientation 3
- Office of Institutional Accreditation and Assessment 4
- Academic & Administrative Prioritization Task Force 4
- Faculty Handbook Update 4
- Research Highlights 5-6
- Student Honors 7
- Bison Stem Scholars Program 8
- Updates from the Bunche Center 9
- HU Office in Mozambique 10
- YALI Continuation 10
- The Howard & the World Series 11
- HU Sesquicentennial News 11

OFFICE OF FACULTY DEVELOPMENT

Summer Writing & Creative Works Academy

Fifteen Faculty Scholars (i.e., junior faculty members) and seven Scholar Coaches (i.e., senior faculty mentors) had their careers and sense of professional satisfaction enhanced by participating in the inaugural Junior Faculty Writing and Creative Works Summer Academy (“Summer Academy”). The Summer Academy enabled junior faculty members to receive coaching and advocacy from senior scholars and peers. Between the initial ice-breaker during the Opening Retreat at Wintergreen Resort in the Blue Ridge Mountains on May 31 and the submission of a polished manuscript for publication or exhibition by September 15, Faculty Scholars had a productive and pleasurable professional experience that will likely help shape their entire academic careers. The broader objective of the Summer Academy was not only to help junior faculty members on their course to earning tenure, but to help influence their academic field of study over their careers, and to change the world.



Participants in Inaugural Junior Faculty Writing and Summer Academy

Participating Faculty Scholars were from the following diverse colleges and schools: the College of Arts and Sciences, the College of Engineering and Architecture, the College of Medicine, the School of Communications, the School of Education, and the School of Social Work. Similar diversity was exhibited among Scholar Coaches as they were from the College of Arts and Sciences, the School of Law, the School of Communications, and the School of Social Work. The Academy provided participants with an opportunity to work collaboratively across disciplines and to explore different approaches to advancing and evaluating scholarship. One of the most meaningful and indelible takeaways from the Summer Academy was encouragement and facility of developing and adhering to SMART goals to increase scholarly productivity. A SMART approach requires setting goals that are Specific, Measurable, Attainable, Relevant, and Time-bound.

Scholar Coaches & Faculty Coaches

Whereas Scholar Coaches have been in Higher Education and in most cases at Howard for many years, Faculty Scholars are relatively new in their careers as full-time academics and as Howard University faculty members. The academy afforded our new colleagues to the profession and to Howard an opportunity to meet and interact with their peers and supportive senior colleagues continually for a number of months. One Faculty Scholar noted that the Summer Academy, “allows one to connect outside my department silo and to expand my research into a more collaborative and multidisciplinary approach.”

OFFICE OF FACULTY DEVELOPMENT

ONGOING ACTIVITIES

- **Monthly Junior Faculty Forum** to address topics of particular concern to junior faculty. 1st Thursday of each month 4-5pm in Blackburn.
- **WRITING CIRCLES.** Space reserved in Carnegie and West Campus Library for faculty to write, an accountability group that encourages and supports and faculty members scholarship and plans.
- **Interest Tables.** A way to encourage interdisciplinary collaborations

NEW FACULTY ORIENTATION

Wednesday,
January 4, 2017

Contact:

Associate Provost for
Faculty Development
Okianer Christian Dark
okianer.c.dark@howard.edu



Professor Jacqueline Carmichael, Art Department, (center) at closing ceremony for the first Writing and Creative Works Academy, with President Frederick, Provost Wutoh, and Academy co-chair, Dr. Rubin Patterson.

MONTHLY SCHOLARLY PRODUCTIONS WORKSHOP

In an effort to support and facilitate faculty publications and scholarly production, the Office of the Faculty Development (OFD) has established a Howard University Faculty Writing and Creative Works Initiative. Under this initiative the goals of the "Scholarly Productions Workshop" entail identifying strategies that promote a sustained writing and creative works agenda, articulate writing goals, and augmenting understanding of the publication process for academic journals, books, and other forms of scholarly production.

The workshops will be designed to include cross disciplinary approaches to writing and with topics that are suitable for junior, mid-level and senior faculty colleagues. The presenters will be successful Howard University faculty-writing colleagues and identified outside presenters that support the university writing initiative.

The "Scholarly Productions Workshop" will entail monthly panel discussions held on the last Wednesday of each month in Founder's Library. The workshops will seek to facilitate an atmosphere that expresses Howard University's commitment to contributing to the black intelligentsia. The topics for the panel discussions will vary and the panel participants will hail from a variety of schools and departments across the University.

The topic of the second session will be "How to Develop Publications from the Classes that You Teach." The session will include 3-4 panelists who will share some of their best practices that promote scholarly production from their courses. The panel discussion takes place on the last Wednesday, of each month 3p.m.-4:30 p.m., in Founder's Library Browsing Room. Dr. Gregory Hampton, Department of English, College of Arts and Sciences is the Director of the Scholarly Productions Workshop Program. This program is sponsored by The Andrew W. Mellon Foundation and the Office of the Provost.

OFFICE OF INSTITUTIONAL ACCREDITATION AND ASSESSMENT

The Office of Institutional Accreditation and Assessment has been established in the Office of the Provost. Under the leadership of Associate Provost Daphne Bernard this office provides:

- oversight for all aspects of institutional accreditation
- oversight of implementation of recommendations from accrediting bodies
- development and implementation of assessment of activities throughout the University
- support for facilitation of University-wide academic and administrative program prioritization.



Dr. Daphne Bernard
Associate Provost for Institutional
Accreditation & Assessment

ACADEMIC AND ADMINISTRATIVE PRIORITIZATION PLANNING

A task force comprised of faculty, staff, and students will be formed during the month of December to lay the groundwork for the academic and program prioritization planning process. Information and ongoing updates about this process will be provided to the University community.

Academic & Administrative Prioritization: Purpose

Envision the Howard University of 2025

- ◆ Take into account past legacy and future needs of prospective students and of the nation and the world
- ◆ Acknowledge that the University's degree programs must operate at a high level of demonstrable quality
- ◆ Create an overall atmosphere of learning and scholarship that will distinguish Howard University from our peers
- ◆ Conduct research that improves the world
- ◆ Prepare graduates for the challenges of the next 50 years



FACULTY HANDBOOK UPDATE

The proposed revised faculty handbook can be accessed at (<http://www.provost.howard.edu/ProposedFacHandBook.asp>). The link provides the following documents:

- 1) the Provost's memorandum highlighting some noteworthy changes
- 2) a redline version that tracks the changes back to the Faculty Handbook Revision Committee's submission to President Frederick in January 2014
- 3) a clean version of the revised document

Faculty members can submit comments until January 15, 2017 to huprovost@howard.edu.

Timetable for Faculty Handbook Review and Approval

November 30, 2016 – Draft emailed to <http://www.provost.howard.edu/ProposedFacHandBook.asp>

[ProposedFacHandBook.asp](http://www.provost.howard.edu/ProposedFacHandBook.asp)

January 15, 2017 – Deadline for Faculty comments to Provost

January 30, 2017 – Handbook sent to President Frederick

February 20, 2017 – Handbook considered by Audit and Legal Committee (required by Board bylaws)

March 2, 2017 – Handbook considered by Academic Excellence Committee (required by Board bylaws)

March 3, 2017 – Board consideration and vote

SELECTED NEW PROJECTS

GIRLS ROCK TECH: Integrating Computer Science Education into National Girls Empowerment Program National Science Foundation

PI: Dr. Legand Burge, College of Engineering and Architecture

In an era of declining women's participation in computer science and acutely low participation of women of color, there is increasing awareness of stereotype threats and the barriers to gender and racial equity in computer science. Mitigating those threats and lowering those barriers are two of the primary challenges faced by the research, education and advocacy communities. Encouraging, building, and nurturing positive identities, growth mindset, and solid knowledge and skills are key aspects of combating stereotype threat and supporting a lasting interest in STEM. Studies have shown that providing girls with a unique educational environment that does not align with the stereotype fit, or feelings of exclusion, allows them to shift from a "fixed mindset" to a "growth mindset". GIRLS ROCK TECH program is an innovative experiential approach to learning computer science principles of programming and creativity in the context of music education and strong culturally resonant structures.

Through the proposed GIRLS ROCK TECH program, we will investigate how computer science principles through the lens of music production is an effective means of providing black girls with the computing and soft skills needed for success in STEM. We will also investigate the social and behavioral factors that support black girls' empowerment and learning in computer science (CS). Specifically we seek answers to the following research questions:

- How effective is music instruction as a means of teaching the computer science principles of abstraction, algorithmic thinking, and programming?
- How effective is an intervention designed for black girls in improving self-efficacy and fostering a growth mindset in computer science?

New Projects of The Ronald Walters Leadership and Public Policy Center

Southern University Foundation

Department of Justice

PI: Dr. Elsie Scott

The Ronald W. Walters Leadership and Public Policy Center received two grants in 2015 that helped to frame much of the work of the Center since the Fall Semester of 2015. One grant, awarded by the Southern University System Foundation, focused on Stopping the School-to-Prison Pipeline. Under the grant, the Walters Center prepared a literature review of existing studies on black male achievement, black males and the criminal justice system and related topics; conducted a survey of state legislation and public policies that support the continuation of the prison pipeline or that help to destroy the prison pipeline; and convened educators, policy analysts, and practitioners to shape a national research and policy agenda around black male achievement and reducing the school-to-prison pipeline. The grant concluded in August 2016 with the publication of the proceedings of a one-day conference on black male achievement and the school-to-prison pipeline that was held on May 12, 2016. The review of state legislation designed to address issues related to the school-to-prison pipeline is available through the Walters Center webpage.

The second grant that the Walters Center received in 2015 is a grant from the U.S. Department of Justice, Community Oriented Policing Services office (COPS) for "Engaging College Students in 21st Century Law Enforcement. Grant funds allowed the Center to conduct focus groups on four college campuses. The focus groups were designed to garner opinions from African American college students regarding recruiting and selecting police officers who will effectively serve diverse communities in the present social climate. The four colleges were Howard University, Dillard University (New Orleans), Chicago State University and Merritt College (Oakland, CA). The project is designed to support the implementation of recommendations of President Obama's Task Force on 21st Century Policing.

On October 5, 2016, the Walters Center, in partnership with the COPS Office, hosted an important one-day forum on Youth and Police: Finding Common Ground at Howard University. Students from Howard University and the University of the District of Columbia spent most of the day engaged in dialogue with law enforcement officials on diversity in law enforcement and engaging black college students in improving law enforcement agencies. During the afternoon, Attorney General Loretta Lynch convened a mini-town hall session with the attendees and other Howard University students.

SELECTED NEW PROJECTS

Passive Seismic Protective Systems for Nonstructural Systems and Components in Multistory Buildings National Science Foundation

PI: Dr. Claudia Marin, College of Engineering and Architecture

The goal of this project is to validate seismic protection options for sets and pieces of equipment and components in essential multistory facilities. The research aims at evaluating and validating the efficacy of strategic settings containing isolation devices and energy dissipation mechanisms. The project involves theoretical analysis and real-environment, full-scale laboratory tests. The envisioned seismic protective options are flexible mechanisms tailored to control or avoid earthquake damage or malfunctioning of equipment and components by reducing accelerations and by controlling deformations and displacements. This project addresses critical needs of the earthquake engineering community. It validates high-performance and cost-effective options to protect equipment and components of essential facilities.

A Model Plant Group to Study the Evolution of Diverse Reproductive Systems National Science Foundation

PI: Dr. Janelle Burke , College of Arts and Sciences

Plants exhibit a wide range of sexual systems. The evolution of these systems has been a persistent line of inquiry in plant biology. Rumex is a species-rich genus (200 species) of annual and perennial plants. One of the more intriguing traits of Rumex is the presence of sex chromosomes. Associated to this, species exhibit a wide range of breeding systems, which are rarely found all within one genus. To date, Rumex has not been re-searched extensively with modern molecular phylogenetic techniques.

The proposed project will investigate the evolution and origin of sexual systems in plants, using Rumex as a model, with a combination of both molecular techniques and traditional taxonomic tools. The aims of this project are 1) Determine the occurrence of different breeding systems within the genus, 2) Form a phylogenetic hypothesis of the evolution of these breeding systems, 3) Identify molecular markers that could be used as indicators of different sexual systems. The research collaboration will build PI Burke's skill set in systematics of large groups, and train graduate and undergraduate students in field work, taxonomy and molecular data collection.

Howard-Meharry Adolescent Caries Study National Dental Association Foundation

PI: Dr. Brian Laurence, College of Dentistry

Howard University College of Dentistry and Meharry Medical College School of Dentistry have been awarded a grant by the National Dental Association Foundation. The joint project, to be conducted in the Washington, DC and the Nashville, TN regions, will investigate the association between the consumption of sugar sweetened beverages (SSBs) and dental caries in African-American adolescents and as a secondary aim, will also investigate the prevalence of infection of the gums and surrounding dental tissues in African American adolescents. Preliminary studies have demonstrated an association between SSB consumption and dental caries in very young children. This will be the first study that will focus on both older adolescent children and children of African American descent. The study is also one of the largest studies on SSB consumption and dental outcomes to date and the large sample size will permit the investigators to also investigate other outcomes related to oral health in an African American adolescent population.

SELECTED STUDENT HONORS

HU RHODES SCHOLAR

Congratulations to Cameron Clarke on his selection as a 2017 Rhodes Scholar. He is a senior in the College of Arts and Sciences majoring in biology and community health. Cameron Clarke is one of 32 students nationwide to receive the prestigious 2017 Rhodes Scholarship. After graduating from Howard, Clarke will undertake a two-year program at the University of Oxford in England. Upon completion of his studies at Oxford, Clarke plans to go to medical school to pursue studies in public health policy and conduct clinical research. As a researcher at the W. Montague Cobb Research Laboratory that maintains a national repository for African-American skeletal remains, Clarke has assisted in developing a database to combine information for the Cobb collection and the New York City African Burial Ground. He has participated in research projects at Bahir Dar University in Ethiopia through a Howard-National Science Foundation grant, in addition to studying at Columbia University's School of Public Health. This summer, Clarke conducted research at the National Institutes of Health's Center for Cancer Research, as an Amgen Scholar. Currently he works as an intern in the U.S. House Committee on Science, Space, and Technology, conducting science policy research for members and staff.



After graduating from Howard, Clarke will undertake a two-year program at the University of Oxford in England. Upon completion of his studies at Oxford, Clarke plans to go to medical school to pursue studies in public health policy and conduct clinical research. As a researcher at the W. Montague Cobb Research Laboratory that maintains a national repository for African-American skeletal remains, Clarke has assisted in developing a database to combine information for the Cobb collection and the New York City African Burial Ground. He has participated in research projects at Bahir Dar University in Ethiopia through a Howard-National Science Foundation grant, in addition to studying at Columbia University's School of Public Health. This summer, Clarke conducted research at the National Institutes of Health's Center for Cancer Research, as an Amgen Scholar. Currently he works as an intern in the U.S. House Committee on Science, Space, and Technology, conducting science policy research for members and staff.

The Rhodes Scholarship program is designed to provide special educational opportunities for future world leaders over a two-year period at Oxford University in England. Only 32 scholars (two from each of the 16 U.S. districts) are selected annually, based on scholastic achievement, leadership ability, strength of character and physical vigor among other qualifications.

The Rhodes Scholarship program is designed to provide special educational opportunities for future world leaders over a two-year period at Oxford University in England. Only 32 scholars (two from each of the 16 U.S. districts) are selected annually, based on scholastic achievement, leadership ability, strength of character and physical vigor among other qualifications.

HU SCHWARTZMAN SCHOLAR

Greer Roberts, a senior International Business major, has been named a 2018 Schwarzman Scholar. She is the first Howard University student chosen for the Schwarzman Scholarship, which is a master's degree program founded by Blackstone Chairman, CEO and co-founder Stephen A. Schwarzman. Roberts is one of 129 scholars selected from 2,747 candidates as part of the Class of 2018, which represents 30 countries and 75 universities. The program fully funds expenses for each selected student to attend Schwarzman College located at Tsinghua University in Beijing, China. While at Tsinghua University, Roberts will pursue a master's degree in Global Affairs with a concentration in Public Policy. Greer studied abroad in Beijing where she began teaching English to Chinese students, participating in International Business Negotiation Competition, and volunteering at an orphanage for children with incarcerated parents.



The Schwarzman Scholars program was inspired by the Rhodes Scholarship, which was founded in 1902 to promote international understanding and peace. Blackstone Co-Founder Stephen A. Schwarzman personally contributed \$100 million to the program and is leading a fundraising campaign to raise an additional \$350 million from private sources to endow the program in perpetuity. The \$450 million endowment will support up to 200 scholars annually from the U.S., China, and around the world for a one-year master's degree program at Tsinghua University in Beijing, one of China's most prestigious universities and an indispensable base for the country's scientific and technological research. Scholars chosen for this highly selective program will live in Beijing for a year of study and cultural immersion, attending lectures, traveling, and developing a better understanding of China.

BISON STEM SCHOLARS PROGRAM

With the goal of significantly broadening access by students of color to science, technology, engineering, and mathematics (STEM) education, Howard has launched the Bison STEM Scholars Program. The Bison STEM Scholars Program (BSSP) is designed to attract and prepare high achieving high school students interested in studying in a STEM-related discipline in pursuit of a PhD or a MD/PhD. The purpose of the BSSP is to challenge students through rigorous preparation and to create an environment/community of interdependence which should lead to successful outcomes. The model will focus on encouraging students to build personal responsibility, personal accountability, and make wise choices regarding their education. The program will also focus on building a global perspective to prepare students to live, prosper and contribute to a world that is increasingly diverse and global in nature.

The Bison STEM Scholars Program presents another opportunity for academically-talented students interested in STEM fields to become thinkers, researchers, educators and leading practitioners. Howard University is a leader in producing Black STEM PhDs. There is a critical need to increase the number of underrepresented persons with PhD's to do research, teach and to provide leadership in STEM areas. This program expands the reach of Howard University's leadership role in producing students that are prepared to lead and ready to change the landscape in higher education and research. Applications for the first class of Bison Stem Scholars are being accepted for enrollment in Fall 2017. The Bison STEM Scholars Office is located in Room 212 of the Carnegie Building.



Ronald Smith has been appointed as the inaugural director of Bison Stem Scholars Program. He comes to Howard from Baltimore City Community College where he served as vice president for student affairs and coordinator of the Granville T. Woods Scholars Program. Mr. Smith earned the B.A. and M.A. degrees from the University of Maryland Baltimore County.

RESEARCH WEEK 2017

APRIL 10-14

www.researchweek.howard.edu



HOWARD UNIVERSITY RESEARCH WEEK 2017

ABOUT ABSTRACTS REGISTRATION INFORMATION CONTACT

129 07 52 21
Days Hours Minutes Seconds

Howard University has expanded its Research Day to Research Week

GLOBAL HOWARD

RANGEL FELLOW

Howard University alumnus DeAndre Smith (B.A. '15) has been awarded a 2017 Charles B. Rangel International Affairs Fellowship. The Rangel Fellowship, funded by the U.S. Department of State and managed by Howard University, supports extraordinary individuals who



want to pursue a career as a foreign service officer in the U.S. Department of State. The Rangel Fellowship will provide Smith with approximately \$95,000 in benefits over a two-year period. Smith, a political science major who gained fluency in Russian partly from his participation in the 2014 Rangel International Affairs Summer Enrichment Program, currently teaches English to career professionals at the American English Center in Kiev, Ukraine. He plans to use the Rangel Fellowship to pursue a master's degree in international security. As a Rangel Fellow, Smith will work for a member of Congress on international issues in the summer of 2017. In 2018, he will work overseas in a U.S. Embassy to get hands-on experience with U.S. foreign policy and foreign service. Upon graduation, Smith will become a U.S. diplomat, embarking on one of the most challenging and rewarding careers of service to his country.

Study Abroad News

This fall semester, we have 24 students studying abroad and expect to send 60 students abroad for Spring 2017! Of the 60 going abroad next semester four have received \$10,000 scholarships from CIEE to participate in their Global Scholars program which will have them studying for 6 weeks each in three of the four following cities, Paris, Rome, Berlin, or London.

Student Trey Hawkins, a member of the Bunche Brigade, was also selected to the inaugural cohort of the Frederick Douglas Global Fellowship program, sponsored by CIEE and the Penn Center for MSIs. He will participate on a summer study abroad program to London, England during the summer of 2017 with all travel and program costs covered.

New Study Abroad Program Manager

MaRaina Montgomery became the new Program Manager for Study Abroad at Howard University as of November 1, and is based in the Ralph J. Bunche International Affairs Center. She looks forward to applying her passion for facilitating intercultural competency development, critical thinking, and global citizenship to the work of increasing access and support for underrepresented students of color within the field of international education. As an alumna of Howard University (BA), she is deeply committed to increasing the accessibility of the international programs and opportunities offered at Howard, and to ensuring that each student's global experience is personally and professionally life-changing.



The Bunche Brigade

This semester the Bunche Brigade, a student group created in Spring 2016, is in full gear! We have approximately 25 students, most of whom have returned from a program abroad, who support the work of the Bunche Center and provide guidance to students considering study abroad. They will be a critical part of our upcoming pre-departure orientation as we prepare to send students abroad next semester.



GLOBAL HOWARD

NEW HU OFFICE IN MOZAMBIQUE

Howard University is opening the Howard University Global Initiative Mozambique (HUGIMOZ) Program during the week of December 12-16, 2016. The Clinical HIV/AIDS Systems Strengthening (CHASS) project's goal is to improve the quality, coverage, and effectiveness of high-impact, evidence-based HIV/AIDS interventions, which will improve the health status of target populations and meet country-specific goals and objectives within Mozambique.

The populations targeted by these high-quality, high-impact, evidence-based HIV services include: HIV infected adults and children, pregnant and lactating women, TB/HIV co-infected patients, and other at-risk groups (youth, sero-discordant couples, and orphans and vulnerable children). The projects focus is on increasing coverage of antiretroviral therapy (ART), reducing the rate of transmission of HIV from mother to child, and reducing the number of new infections, which is in line with the HIV/AIDS Acceleration Plan for Mozambique.

The CHASS project has a three-year extended implementation period through July 2018, and its geographical coverage will include the provinces of Sofala, Manica, Tete, and Niassa. All staff will be local nationals of Mozambique, who will be trained through the Howard University Global Initiative South Africa Office (HUGISA), which is the Regional office led by Dr. Henry Fomundam, the Co-PI on the project, along with Dr. Anthony K. Wutoh. Funding for the project is provided by the U.S. Agency for International Development

YALI CONTINUES

Howard University has again been selected as a partner with the "Mandela Washington Fellowship for Young African Leaders." Beginning in mid-June 2017, the University will host 25 of Africa's brightest emerging Public Management leaders for a six-week academic and leadership institute sponsored by the U.S. Department of State. As a long-standing partner of the program, this will be the University's 4th year to host President Obama's legacy program for young African leaders. The Mandela Washington Fellowship is the flagship program of President Obama's Young African Leaders Initiative (YALI), empowers young African leaders through academic coursework, leadership training, mentoring, networking, professional opportunities, and support for activities in their communities. Fellows are young leaders from Sub-Saharan Africa who have established records of accomplishment in promoting innovation and positive change in their organizations, institutions, communities, and countries. The cohort of Fellows hosted by Howard University will be part of a larger group of 1,000 Mandela Washington Fellows hosted at institutions across the United States this summer. These exceptional young leaders will meet at the end of their institutes in Washington, D.C. for a Presidential Summit; select Fellows will also spend six weeks in professional development training with U.S. non-governmental organizations, private companies, and government agencies. Working closely with the U.S. Department of State's Bureau of Educational Affairs and its implementing partner, IREX, host institutions have designed academic programs that will challenge, inspire, and empower these inspiring young leaders from Africa.

Faculty Professional Development or Teaching Abroad Opportunities offered by authorized study abroad program providers

IES Abroad- <https://www.iesabroad.org/faculty-development-seminars%20>

CIEE- [http://start.ciee.org/study-abroad-visiting-faculty.html?
utm_campaign=Study&utm_medium=email&utm_source=back_to_school_092216&utm_content=website](http://start.ciee.org/study-abroad-visiting-faculty.html?utm_campaign=Study&utm_medium=email&utm_source=back_to_school_092216&utm_content=website)

MESSAGE FROM THE SESQUICENTENNIAL CO-CHAIRS

Greetings Howard University Community,

We are excited about the upcoming planning that is currently underway to prepare for next year's monumental Sesquicentennial celebration! As the Sesquicentennial committee co-chairs, we are honored to be leading the University's journey to this milestone event.

Since our founding in 1867, our beloved University has paved the way for many groundbreaking firsts, led the charge to break down numerous barriers and continues to remain committed to our rich legacy of providing "Excellence in Truth and Service." We are always grateful and inspired to continue to carry this torch. In the words of James Baldwin, "The Time is Always Now," to make a difference today for tomorrow, which is the 2017 Sesquicentennial theme.

We look forward to your input, as we embark on this exciting journey to celebrating 150 years!

Dean Danielle Holley-Walker
Howard University School of Law
&
Calvin Hadley
Senior Advisor for Strategic Initiatives, Student Ombudsman

Call for Sesquicentennial Celebration Special Events Proposals

If you would like to host an official Howard Sesquicentennial event, please complete your request at

<https://www2.howard.edu/150-events-request>



SESQUICENTENNIAL GOALS

- Create a University-wide schedule of events and projects celebrating the 150th anniversary of the University's founding
- Highlight accolades of students, alumni, faculty and staff
- Reinforce the vision for the future of Howard University
- Increase current philanthropic support
- Cultivate support for the University, in advance of the launch of the capital campaign Create a University-wide schedule of events and projects celebrating the 150th anniversary of the University's founding

150 Years of Howard University in the World A Series sponsored by the Bunche Center

Jan. 25th - Howard University, the Anti-Apartheid Movement & the State of South Africa Today
Feb. 23rd - Howard University and Black Internationalism Around the World
March 22nd - The Women of Howard University Around the World
April (TBD)- Howard University and Global Leadership for the 21st Century



1867

HOWARD

UNIVERSITY