

HOWARD UNIVERSITY
OFFICE OF THE PROVOST & CHIEF ACADEMIC OFFICER

Newsletter

Howard at Our Best in the Face of Challenges

By Provost Anthony K. Wutoh

As I worked with my staff to review the content of this newsletter, I could not help but appreciate the breadth and number of positive milestones that our university community is achieving steadily. We continue to enroll outstanding students who have remarkable aspirations. Our indicators of excellence are robust. These include the quality of faculty research and scholarship, the commitment by faculty and staff to strengthen Howard through our self-study and assessment processes; exceptional students who are emerging via our Honors and Scholar Development programs; and the dedication of our healthcare faculty, students, and researchers to provide viable solutions for health disparities in our local and international communities.

I want to express my profound gratitude to the faculty, staff and students who were impacted by the weather emergency that we faced as we began 2018 for their dedication. I believe that those experiences have helped us better understand the magnitude of the challenges that we face as we continue our quest for excellence in all of our pursuits.

As we bring 2018 to a close, I hope that you will have an enjoyable winter break. I wish you a blessed and a very productive 2019.



Dr. Anthony Wutoh
Provost

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Middle States Self Study

Preparation of the University's self study for the Middle States Commission on Higher Education (MSCHE) is underway. Dr. Rubin Patterson, chair of the Department of Sociology, has been appointed to serve as chair of the self study. Dr. Patterson coordinates the activities of eight working groups that are compiling information about the University in the following areas:

- Mission and Goals
- Ethics and Integrity
- Design and Delivery of the Student Learning Experience
- Support of the Student Experience
- Educational Effectiveness Assessment
- Planning, Resources, and Institutional Improvement
- Governance, Leadership, and Administration
- Compliance with US Department of Education Regulations

The Office for the Self Study is located in Howard Hall. A series of listening sessions and town hall meetings are being held to provide the University community with information about the accreditation process. Progress on the development of the self-study is posted regularly on <http://www.provost.howard.edu/Self-Study.asp>.



Dr. Rubin Patterson
Chair of the 2019-2020
HU Self Study

Self Study Steering Committee

The SelfStudy Steering Committee includes broad and diverse membership from across the University. Members hold key expertise around specific Standards, educational programs, student support services, finance and operations, institutional research, and institutional policy and compliance. Membership on the Steering Committee was also developed with attention to a diversity of faculty rank as well as roles and experiences at the University. Several members of the Steering Committee were part of the team that created the Self-Study Design.

Self Study Outcomes

Howard University's MSCHE Institutional Steering Committee identified seven Self-Study outcomes:

1. Reaffirmation of accreditation
2. Identify innovations and efficiencies that will position Howard as a top 100 up-and-coming university based on established criteria
3. Further demonstrate the University's commitment to student success by developing academic support initiatives that target specific populations (i.e., Pell-eligible students); aligning University policies and procedures with best-practice research on retention and degree completion strategies; and utilizing technology to efficiently monitor key academic performance indicators
4. Re-energize our research intensiveness and achieve R1 status
5. Demonstrate with ongoing survey data improved actual and perceived stakeholder engagement of major constituent groups in shared responsibility for the success of the University
6. Provide development, teaching, and research support to faculty to enhance their impact on student success
7. Identify the five critical areas where innovation and transformation—and plans for achieving them—can have the greatest impact on our campus to help achieve our mission.

Self Study Steering Committee Members

Ariana Arnold, Senior Associate General Counsel, *Office of the General Counsel*
David Bennett, Vice President of Development and Alumni Relations, *Office of Development and Alumni Affairs*
Crystal Brown, Vice President and Chief Communications Officer
LaTrice Byam, Executive Director, *Office of Admissions and Registrar*
Melanie Carter, Associate Provost for Undergraduate Studies, *Office Undergraduate Studies*
D. Jason DeSousa, Associate Professor, Department of Educational Leadership and Policy Studies, *School of Education*
Anthony Dixon, Senior Manager, FP&A, *University Budget Office*
Tashni-Ann Dubroy, Executive Vice President & Chief Operations Officer
Constance Ellison, Professor & Senior Associate Dean, *Graduate School*
Terrence Fullum, Professor of Surgery and Vice Chair of the Department of Surgery, *College of Medicine*
Moses Garuba, Professor & Associate Dean for Academic Affairs, *College of Engineering and Architecture*
Ping Harman, Director of Institutional Research, *Institutional Research and Assessment*
Dana Hector, Director of Sponsored Programs, *Office of Research Administrative Services*
Mustafa Hersi, Chief Compliance Officer, *Office of Compliance*
Kenneth Holmes, Vice President, *Office of Student Affairs*
Gracie Lawson-Borders, Dean, *Cathy Hughes School of Communications*
Michael Masch, Vice President and Chief Finance Officer, *Office of Finance*
Kyndra Middleton, Associate Professor & Program Coordinator, Dept. of Human Development and Psychoeducational Studies, *School of Education*
Thomas Obisesan, Associate Vice President for Research Compliance, *Office of Regulatory Research Compliance*
Rubin Patterson, (Self-Study Chair) Professor & Chairperson, Department of Sociology and Criminology, *College of Arts and Sciences*
Glenn Phillips, Director Institutional Assessment, *Institutional Research and Assessment*
Nikki Taylor, Professor & Chairperson, Department of History, *College of Arts and Sciences*
Dana Williams, Professor and Chairperson, Department of English, *College of Arts and Sciences*
Anthony K. Wutoh, Provost and Chief Academic Officer, *Office of the Provost*

Office of Institutional Research and Assessment

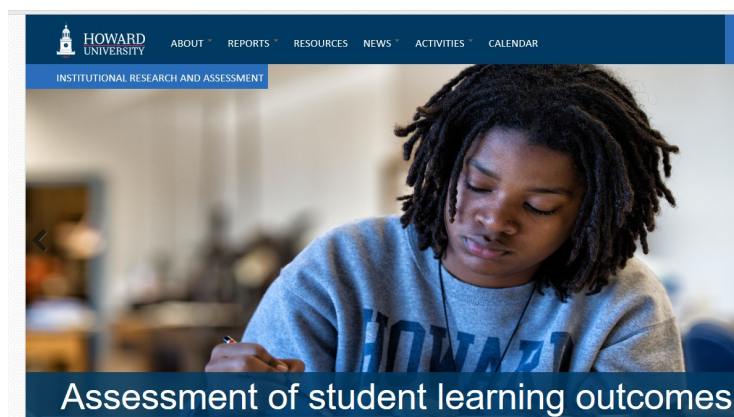
The Office of Institutional Research and Assessment (IRA) has been organized within the Office of the Provost and Chief Academic Officer. The key functions of the IRA are to: 1) report accurate data for internal decision makers and external reporting requirements; and 2) support assessment activities across campus. The major goal of this office is to continuously support the improvement of academic and non-academic programs through thoughtful planning that results in data-driven decisions. The unit's responsibilities fall into three categories:

- supporting assessment activities
- preparing required reports and surveys
- supporting accreditation efforts

Associate Provost Daphne Bernard leads the work of the Office of Institutional Research and Assessment. The institutional research component is staffed by: Dr. Ping Harman, Director of Research; Ms. Yesenia Espinal, Data Management Specialist; and Dr. Lu Qin, Senior Research Analyst. Dr. Glenn Phillips, Director of Assessment, with the support of graduate student, Ms. Faun Radcliffe, manages the IRA assessment unit. Ms. Ruth Franks serves as the administrative officer for the unit. More information about the activities and staff of the Office of Research and Assessment is available on the unit's webpage at <https://assessment.howard.edu/>

Notable activities since the launch of the Office of Institutional Research and Assessment include:

- Training on the use of Taskstream for program-level assessment plan reports and the Program Prioritization Self-Study Reports
- Supported new faculty credentialing module through trainings and tutorials
- Development of a platform for General Education assessment
- Created training materials on Taskstream
- Creation of an assessment resource library for faculty and staff
- Submission of IPEDS Fall Collection Data
- Submission of student data for Moody's Survey
- Submission of Kiplinger Survey
- Submission of USNWR surveys
- Creation of Data Governance Guide
- Submission of 2018 Middle States Annual Institutional Update
- Coordination of 2018 Department of Education Federal Appropriations Proposal Data
- Submission of grant proposal to Association of Institutional Research



<https://assessment.howard.edu/>



Dr. Daphne Bernard
Associate Provost for
Institutional Assessment &
Accreditation



Dr. Glenn Phillips
Director of Assessment

Selected FY 2019 Sponsored Awards

College of Arts & Sciences

Principal Investigator	Project Title	Funding Source	Total Project Budget
Marcus Alfred	Investigation Into Alternative Human-Machine Interface Strategies in Delay-Tolerant Networks	NSF	\$53,520
Roberto De Leo	Excellence in Research: Numerical Analysis of Quasiperiodic Topology	NSF	\$249,908
Atanu Duttaroy	Advancing Aging Research through the Development of Minority Gerontologists	NIH National Institute on Aging	\$1,812,495
Atanu Duttaroy	Excellence in Research: Involvement of MEF-2 transcription factor in mitochondrial stress response through SOD2	NSF	\$411,125
Katherine Gurski	Collaborative Research: Linking Pharmacokinetics to Epidemiological Models of Vector-Borne Diseases and Drug Resistance Prevention	NSF	\$199,999
Woojae Kim	EAGER: Toward a General Framework for Optimal Experimentation in Computational Cognition	NSF	\$299,794
Carthey Robinson	Excellence in Research: Contribution of Terrestrial Bacteria to Iodine Biogeochemical Cycling	NSF	\$682,091
Omari Swinton	Excellence in Research: The Value of and HBCU Education	NSF	\$499,482

College of Engineering and Architecture

Principal Investigator	Project Title	Funding Source	Total Project Budget
Gedare Bloom	CICI: SSC: Real-Time Operating System and Network Security for Scientific Middleware	National Science Foundation	\$999,915
Gedare Bloom	Security Engineering for Resilient Networked Critical Infrastructure	U.S. Department of Homeland Security	\$2,397,254
Charles Kim	Jet Propulsion Laboratory Pass Through	NASA	\$25,000

College of Medicine

Principal Investigator	Project Title	Funding Source	Total Project Budget
Thomas Obisesan	A Randomized Double blind, Placebo-controlled, Two cohort, Parallel Group Study to Evaluate the Efficacy of CAD106 and CNP520 in Participants at Risk for the Onset of Clinical Symptoms	Novartis	\$1,258,821
Sohail Rana	9 th International Conference on Stigma	GILEAD Sciences	\$25,000
Sudha Sharma	Investigation of RECq1 Helicase DNA Transactions Upon Oxidative Stress	NSF	\$611,796
Tsang-Wei Tu	Quantification of Regional Brain Energy Metabolism in Developmental Brain Injury	D.C. Intellectual and Developmental Disabilities Research Center	\$25,000

College of Pharmacy

Principal Investigator	Project Title	Funding Source	Total Project Budget
Monika Daftary	MAAETC HRSA HIV/AIDS Bureau Cooperative Agreement	Univ. of Pittsburg pass thru from HRSA	\$220,745
Earl Etienne	GlaxoSmithKline/Howard University Regulatory Affairs/Policy Fellowship	GlaxoSmithKline, LLC	\$332,576
Tamara McCaants	Trusted Health Plan/Howard University PGY1 Managed Care Residency Program	Trusted Health Plan	\$140,000

School of Social Work

Principal Investigator	Project Title	Funding Source	Total Project Budget
Janice Berry-Edwards	Behavioral Health Workforce Education and Training (BWHET) Program	Health Resources and Service Administration	\$1,299,831

Academic and Administrative Prioritization Update

<http://www.provost.howard.edu/ProgramPrioritization.asp>

Last fall, the University embarked upon a comprehensive program prioritization initiative, the *Academic and Administrative Program Prioritization Initiative*, to review the entire span of programs and services that we deliver in relation to how each aligns with our mission and how they position Howard for growth. Throughout the year, the University has engaged students, faculty, and staff in the prioritization process to help us plan for the future. We thank those of you who have served on the Program Prioritization Task Force, attended a focus group meeting, participated in a campus engagement activity, or provided comments to prioritization@howard.edu.

October 1st marked the first day of data collection for the academic portion of the *Academic and Administrative Program Prioritization Initiative*, and November 1st marked the first day for the administrative portion. All academic and administrative units must complete a self-study that addresses important key performance indicators related to mission, productivity, quality, demand, net revenue and/or efficiency. Data collection activities are well underway.

During the first few weeks of the fall semester, staff from the Provost's office, along with Task Force leadership, visited all 13 schools and colleges for training on our data collection platform, Taskstream by Watermark. Dozens of hands-on program self-study trainings and information sessions have been held in departmental faculty meetings, school-wide faculty meetings, and staff meetings across campus and at the Center for Excellence in Teaching, Learning and Assessment (CETLA). Additionally, resources have been posted on the Provost's website (www.provost.howard.edu) to support those entering information into Taskstream. In a continued effort to support faculty and staff, a dedicated email (taskstream@howard.edu) has been created.

Department chairs and directors of administrative units should be engaging their faculty and/or staff members in providing benchmarks and contextual information for the self-studies. The deadline for department chairs to draft and submit Academic Self-Study Reports to faculty for review was December 1, 2018; the deadline for initial drafts of Administrative Self-Study Reports is December 15th; and all of these reports must be submitted in final form in the Taskstream system on or before January 31, 2019. Please email taskstream@howard.edu if you are having problems with completing your self-studies or credentials in Taskstream.

taskstream

Taskstream by Watermark is the data management and evaluation platform adopted by Howard University that is being used for accreditation and assessment purposes. Currently, Taskstream is being used by the Provost's Office for: faculty credentialing activities, prioritization efforts, and institution-wide assessment. In the future, Taskstream can be used for: discipline-specific accreditation efforts, management of appointment, promotion, and tenure data, and annual reports. Tutorials related to Taskstream utilization are available at <http://www.provost.howard.edu/Taskstream.asp>. Questions related to Taskstream utilization can be directed to Dr. Glenn Phillips at glenn.phillips@howard.edu.

Research Week 2018

Research Week 2018, held April 9-13, garnered enthusiastic support from the university's thirteen schools and colleges and showcased a diversity of research exploration in most major disciplines. More than 450 faculty, students, staff, and post-docs gave oral and poster presentations conducted and attended symposia, faculty/faculty and faculty/student mentoring sessions, and special award presentations.

The week began with a symposium sponsored by the W. Montague Cobb Research Laboratory. The laboratory, headed by Dr. Fatimah Jackson, provides research opportunities for faculty and students in diverse aspects of biological anthropology and human biology. This year, the on-going research activities of 28 award-winning graduate students and undergraduates in the beginnings of their research careers were featured during four sessions. Topics included: General African American Health and Well-Being; the African Burial Ground Populations in New York City and St. Helena (South Atlantic); Cardiovascular Disease in the Cobb Collection, Ancestry, Health Disparities and Chronic Disease (Historically and Contemporary).



Other activities included a Fulbright Research Panel and Merit Awards Reception and a National Merit Award Recognition Reception. During the Fulbright reception, Howard University seniors and graduate students were selected as winners and semi-finalists for the U.S. Fulbright Student Program. Students presented their proposed research and planned academic studies abroad for the 2018-2019 academic year. Following the research presentations, all 2018 Howard University national prestigious scholarship award winners and finalists received award recognition for their upcoming research and studies abroad, including recipients and finalists of the Fulbright, Marshall, Rangel, Rhodes, Schwarzman and Truman Scholarships.

Dr. Hakeem Oluseyi, gave the keynote address, titled, "Engaging Faculty in Research". Dr. Oluseyi serves as an Astrophysicist and the Space Sciences Education Lead for the Science Mission Directorate at NASA Headquarters. He is also Distinguished Research Professor of Physics & Space Sciences at the Florida Institute of Technology.

The Ryoichi Sasakawa Young Leaders Fellowship Fund (SYLFF) symposium featured the research of doctoral students who receive funding. The Fund is designed to provide full financial support to outstanding Ph.D. students admitted to candidacy with a research concentration in international affairs and/or world peace. The program aims to identify and nurture leaders who will overcome differences such as nationality, language, ethnicity, religion, and political systems to tackle global issues, and whose high integrity and drive in addressing the issues unique to their respective countries can make a real difference. This merit-based prestigious fellowship is offered upon recommendation by the SYLFF Advisory Committee. In this session, current SYLFF fellows presented their research and discussed their experience as SYLFF fellows.

A Faculty Mentoring Faculty symposium, sponsored by the Office of Faculty Development, featured a discussion on the benefits of mentoring programs in the institution. Emphasis was placed on the mentoring relationship between junior faculty and senior faculty and examined various mentoring models or programs. Some focus was also given to the mentoring relationship between faculty and student. The discussion identified some of the current mentoring initiatives and best practices being undertaken at the University and provided research on the benefits of mentoring.

The final day of Research Week featured the Annual Research Symposium with students, faculty, and research staff discussing their research findings. In addition, ADVANCE-IT, an NSF ADVANCE- funded initiative, celebrated the impact of the careers of women in STEM by holding a screening of "BLACK SUNS: An Astrophysics Adventure," followed by a Q&A with the filmmaker/ astronomer Dr. Jarita Holbrook.

Adapted from, "Research Week Showcases University Exploration" by Nicole Retland-Moreland, originally published in Issue 021 of *HUGS Research Magazine*.

Research Matters

Vice President for Research, Dr. Bruce Jones

Dr. Bruce Jones serves as Howard University's new Vice President for Research. Dr. Jones is the chief research officer and is responsible for developing and implementing the vision, plan, and policies to guide the University's research portfolio, and for leading all aspects of the University's research infrastructure and operations. Dr. Jones joined Howard University on April 1, 2018,

Dr. Jones comes to Howard University from the University of Houston where he had served in various roles including the Vice Provost for Academic Programs, Interim Vice Provost and Dean of the Graduate School, and as a Professor of Educational Leadership in the College of Education. Dr. Jones' research specialties focus on leadership and policy analysis in K-12 and higher education, cross-sector collaboration, school and community engagement and cultural competence, organizational development, and program evaluation and assessment.



Dr. Jones earned his M.A. in Politics and Education, MPhil in Political Science, and Ph.D. in Political Science, from Columbia University. Dr. Jones has more than 25 years of academic and administrative experience in higher education and the nonprofit sector. Over the course of his career, he has held two Endowed Chair Professorships. As the Ewing Marion Kauffman Endowed Chair for Teaching and Leadership at the University of Missouri, he engaged in statewide research on best leadership practices in education reform in partnership with the Missouri State Department of Education, Ewing Marion Kauffman Foundation, and the Danforth Foundation. At the University of Missouri System level, Dr. Jones founded and led the Consortium for Educational Policy Analysis (CEPA), which was housed on three campuses of the University of Missouri System. Through his research at CEPA and with the support of the Peter Herschend Foundation, Ewing Marion Kauffman Foundation, the Hall Family Foundation and the Danforth Foundation, he launched Missouri's first statewide comprehensive assessment of student achievement. At the University of South Florida, Dr. Jones served as the David C. Anchin Endowed Professor of Education and Director of the David C. Anchin Center. Under his leadership, the external grant portfolio of the David C. Anchin Center grew from an estimated \$625,000 when he arrived at USF with a record high of more than \$30 million.

The Interdisciplinary Faculty Consortium (IFC)

The Office of the Vice President for Research has formed the Interdisciplinary Faculty Consortium (IFC) to build a compendium of faculty research expertise. To date, 38 HU faculty, who represent STEM, humanities and the social sciences comprise the membership IFC. Key goals and activities of the IFC include:

- aggressive and systematic pursuit of major interdisciplinary grant opportunities
- systematic establishment of research-related partnerships with federal, local, and private philanthropic grant funding agencies
- systematic establishment and maintenance of research-related partnerships with business, other institutions of higher education and key non-profit organizations
- creation of venues for faculty to join together across multiple colleges and disciplines to engage in cooperative research-related endeavors.

OFFICE OF FACULTY DEVELOPMENT PROGRAMS & THEIR IMPACT ON FACULTY

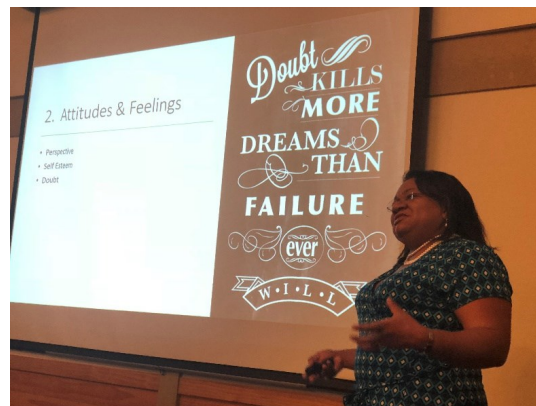
The Office of Faculty Development (OFD) initiates and supports programs and activities to develop faculty teaching (through the Center for Excellence in Teaching, Learning and Assessment (CETLA), scholarship and research and academic leadership. OFD collaborations with CETLA include: participation in guest lectures on teaching – 150 faculty; Blackboard certification – 50 faculty; distance learning – 75 faculty; HU Teach – 52 applications and 25 faculty selected; and HU Reviewers – 20 applications and 12 faculty selected as reviewers for HU Teach.

Junior Faculty Writing and Creative Works Summer Academy (Summer Academy)

Howard University Junior Faculty (tenure-track, instructors, lecturers, and master instructors) participate in a 5-month program (largely over the summer) to work with mid-career and senior faculty mentors to produce and publish scholarly papers and creative works. In addition to producing a scholarly work, the junior faculty focus on how to build a scholarly agenda, develop time management and other tools to keep them productive scholars and researchers, as well as build a community network of scholars that they can rely on throughout their career at Howard and in the Academy in general.

Impact:

- ⇒ *Since 2016, the Summer Academy has served more than 90 members of the University.*
- ⇒ *More than 60 scholarly papers and/or creative works have been completed and published in reputable journals in the higher education academy.*



Dr. Elka Stevens

Co-Chair of the Writing & Creative Works Academy

Junior Faculty Forums

A monthly meeting for all Junior Faculty at the University on topics that will help them to develop as faculty. For example, sessions are held on academic resources; the Appointment, Promotion and Tenure (APT) process; how to prepare the APT application; developing a grant proposal; bullying and microaggressions; handling conflicts; using technology in the classroom; promoting yourself; why accreditation matters to you as a faculty member; and “How to say ‘no’ and preserve your professional relationships and career.”

Impact

- ⇒ *Junior Faculty Forums are held monthly.*
- ⇒ *Since 2015, the OFD has held 26 Junior Faculty Forums, with an average attendance of 15-30 junior faculty.*

OFFICE OF FACULTY DEVELOPMENT

All Faculty Monthly Reception and Interest Tables

All faculty of the University are invited to attend a reception (always scheduled immediately following the junior faculty forum) to collaborate and discuss projects in a collegial environment. Interest Tables with topics that will facilitate interdisciplinary dialogue among faculty are hosted by faculty across the University. For example, topics include Health Disparities; Environmental Affairs; Nutrition; Health and the Built Environment; Implicit Bias; Caribbean Studies; and South America Studies.

Impact

- ⇒ *Greater respect and collegiality for colleagues across the University.*
- ⇒ *Faculty have identified other faculty with shared interests working in other disciplines at the University.*
- ⇒ *This promotes potential interdisciplinary projects in the future.*

Scholarly Productions Workshops

Faculty and graduate students hear from scholars and researchers at Howard University on ways to become a more productive scholar/researcher. This workshop defines scholarship to include all forms of creative works.

Impact

- ⇒ *Faculty get excellent information on a variety of topics aimed at encouraging scholarly productivity such as producing books and articles, time management, research tools, maximizing networking opportunities in the Academy, marketing your scholarship, and the importance of mentors in producing impactful scholarship.*

Chair Leadership Academy

A mandatory program for new Department Chairs and Associate Deans at Howard University to help with the development of their academic leadership skills. Some topics that are covered include managing and evaluating faculty, developing a course schedule, strategic planning, understanding and managing a budget, conflict management, and using technology resources available for administration, research and teaching. This Academy stresses the importance of maintaining a professional academic life in these administrative positions and promoting personal wellness in general.

Impact

- ⇒ *Since 2016, more than 50 chairs and associate deans have received training through the program that includes the current 2018-19 cohort. This constitutes over half of the Department Chairs and Associate Deans in 11 Schools and Colleges.*



2019 Junior Faculty Writing & Creative Works Summer Academy

The Office of Faculty Development in the Office of the Provost is pleased to announce that applications for the **2019 Junior Faculty Writing & Creative Works Summer Academy (Summer Academy)** will be accepted beginning Tuesday, January 22, 2019. Now in its fourth year, the Summer Academy supports faculty development and faculty success with scholarly publications and/or creative works.

Junior faculty who are assistant or associate professors on tenure track are eligible to apply as Faculty Scholars. Junior faculty who are lecturers, instructors or master teachers are also eligible to apply. Junior faculty who participated in the 2016, 2017, or 2018 Summer Academies may apply as long as the junior faculty member is not tenured. A main highlight of the Summer Academy is the individualized coaching and mentoring each accepted applicant receives from a senior colleague, also known as a Scholar Coach.

The application and detailed schedule information for Faculty Scholars and Scholar Coaches will be posted on the Howard University Web site: <https://www2.howard.edu/provost/faculty-development/opportunities> by January 22, 2019. For additional information about the Summer Academy, please contact Jacqueline Young, Program Manager for Faculty Development, at (202) 806-2776, or via email at jyoung1@howard.edu. Also, follow the Office of Faculty Development on Twitter @HUFACDEV for regular updates on the 2019 Summer Academy. The application deadline is February 28, 2019.

Board of Trustees Approves Re-establishment of the College of Fine Arts

The Board of Trustees approved the re-establishment of the College of Fine Arts (CoFA) at its October 26, 2018 meeting. It was determined that a college offering programs leading to specialized degrees in disciplines in the fine arts, degree requirements and general education curriculum concerns will be more focused on students' needs for excellence in arts. The College will be comprised of the Departments of Art, Music, and Theatre Arts, which now constitute the Division of Fine Arts in the College of Arts and Sciences (COAS). The College of Fine Arts will commence operations effective August 15, 2019.

Graduate School Establishes Exemplar Awards

The Graduate School has created three new honors to recognize doctoral students and faculty for meritorious achievement for completion and support of doctoral research. The School held its Inaugural Doctoral Candidacy Recognition Ceremony on March 1, 2018.

The Doctoral Candidacy medallion is awarded annually to the new Ph.D. entrants into candidacy on the 1st Thursday in March at the Candidacy Recognition Ceremony. The awardees would have entered into candidacy in the preceding spring, summer and fall semester of each year of the award. The goals of the ceremony include:

- Acknowledgement of the challenging work and dedication of candidates in pursuing their Ph.D. degree
- Provision of a time for candidates to network with their peers from across all disciplines
- Inspiration and support for the remainder of the doctoral candidates' journey.

The Faculty Exemplar medallion is awarded to dissertation advisors whose students successfully defend their dissertation research. The Researcher Exemplar medallion recognizes the mentors for research fellowships such as the Just Julian and Sasakawa Assistantships. It also recognizes "notable" researchers appointed to the Graduate School.



**Graduate School
Exemplar Medallions**

MSW/MPH DUAL DEGREE PROGRAM

The University now offers a dual Master of Social Work/ Master of Public Health degree program. The program is a collaborative effort between the School of Social Work and the Master of Public Health Program, which is housed within the Graduate School. The MSW/MPH dual degree program provides students interdisciplinary preparation in the fields of public health and social work. The objectives of the dual degree are to:

- provide students with the knowledge and skills necessary to promote health, prevent disease and enhance the delivery of health and social services in the community.
- prepare students to build interdisciplinary skills and an interdisciplinary professional identity by developing an understanding of the breadth of each field and their interface, while permitting concentration in particular specialization areas.
- prepare graduates for work in a variety of interdisciplinary settings; and provide some students with the basis for doctoral study.

STUDENT HONORS AND SCHOLARS

OFFICE OF HONORS & SCHOLAR DEVELOPMENT

During the 2017-18 academic year, the Office of Honors and Scholar Development, a division of the Office of Undergraduate Studies, endorsed over 100 students and alumni for national prestigious scholarships. During the annual Research Week in April, national award recipients and finalists received award certificates for their outstanding achievements as national prestigious scholarship applicants.



National award winners and finalists received certificates for their outstanding achievements during Research Week.

NUMBER OF APPLICANTS FOR SENIOR FELLOWSHIPS 2017-2019

2017-2018

Rhodes-Oxford 8
Marshall-UK 9
Mitchell-Ireland 0
Schwarzman-China 3
Gates-Cambridge 3
Knight-Stanford (New) 12
Luce-Asia 2
Fulbright 23

2018-2019

Rhodes-Oxford 5
Marshall-UK 9
Mitchell-Ireland 1
Schwarzman-China 5
Gates-Cambridge 3
Knight-Stanford 17
Luce-Asia 3
Fulbright 21

GOOGLE PARTNERSHIP EXPANSION TECH EXCHANGE



In Fall of 2018, the University expanded its Howard West academic partnership with Google to cover the full academic year. The program, which has been renamed **Tech Exchange**, supports 65 rising juniors and seniors, and five faculty members from 11 institutions: Howard, Florida A&M University, California State University – Dominguez Hills, Morgan State University, New Mexico State University, Prairie View A&M University, North Carolina A&T State University, Dillard University, University of Texas – El Paso, University of Puerto Rico – Mayaguez, and Spelman College. The residency includes a dedicated workspace on Google's Mountain View campus, a generous stipend to cover housing and other expenses, and full access to Google resources.

2019 BISON STEM SCHOLARS

The University welcomed the second cohort of 30 Bison STEM Scholars in July 2018. The group had a 3.8 average GPA, an average ACT score of 30, and an average SAT score of 1373. All of the new Bison STEM scholars have chosen to pursue a doctoral degree in a STEM discipline, and over half have expressed an interest in pursuing a combined MD/Ph.D.



2018-19 Cohort of Bison STEM Scholars

The Ralph Bunche International Affairs Center

Colombia Ahora

During the academic year of 2018-19, the Ralph Bunche International Affairs Center is sponsoring a series of lectures, presentations and activities in honor of Colombia. Throughout the course of the year the Center is hosting speakers and events that explore different aspects of Colombian society, with an emphasis on issues affecting people of African descent.

The **Colombia Ahora** series to date has hosted a film screening of a documentary produced by Dr. Kmt Shockley and PhD student Kofi LeNiles from the School of Education. The film, "For Humanity: Culture, Community, & Maroonage" features the first free Black city in the Americas, San Basilio de Palenque. In November the Bunche Center welcomed Ambassador Francisco Santos of Colombia to campus. He discussed his involvement in Afro-Colombian communities both as Vice President during the Uribe Administration and now as Ambassador to the US under President Ivan Duque. Next semester will feature several more presentations/events focused on Colombia. A calendar of events is forthcoming and will be posted on the Bunche Center's website at www.global.howard.edu.



Student Passport Initiative

The Bunche Center continues to raise funds to help students obtain their first passport. This initiative is ongoing. The Center is accepting donations for passport sponsorship for first-time passport applicants. If interested in donating, members of the University community can visit the HU Giving page and designate the Ralph Bunche Center and include passport in the notes. A brand new passport is \$145.



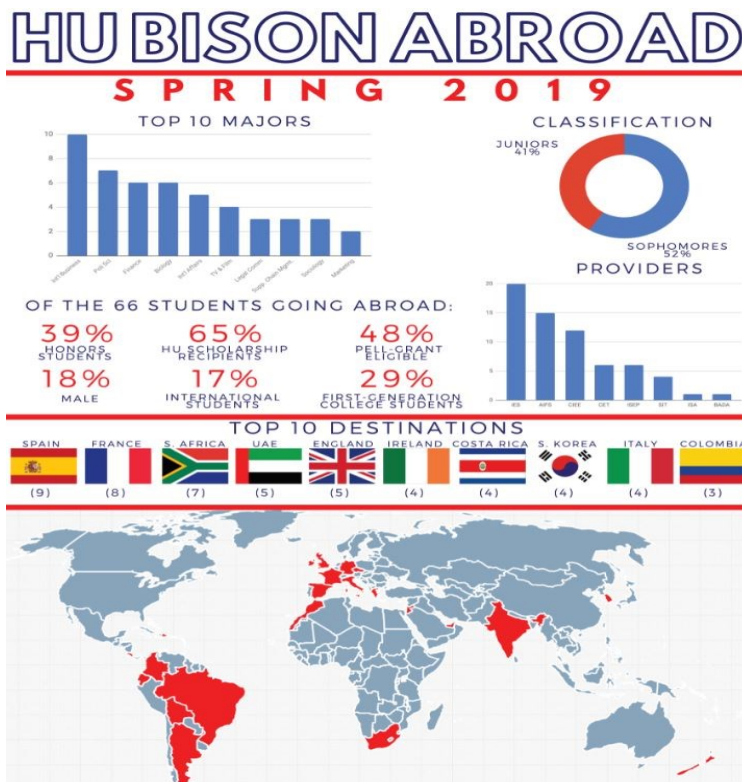
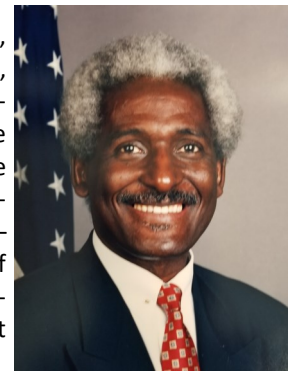
Ambassador in Residence

Dr. Larry Palmer is Howard University's new Ambassador in Residence. He serves as a key leader in the development of strategies to increase the University's engagement with the State Department, foreign embassies, institutions and various foreign and domestic organizations.

Dr. Palmer is a retired career member of the Senior Foreign Service, having served in the Bureau of Administration, as Deputy Assistant Secretary of State, for Global Information Services. He has served with distinction as Ambassador to Barbados and the Eastern Caribbean, Ambassador to the Republic of Honduras, and Charge D'Affaires in Quito, Ecuador. An accomplished diplomat, academic, and development professional, he served as President and CEO of the Inter-American Foundation (IAF), an independent U.S. government agency that provides grants to poor and marginalized communities in Latin America and the Caribbean. As President of the IAF, he supervised a team of SES development professionals that funded projects in education, health, alternative energy, agriculture, ecology, and economic development, ensuring that the Foundation's assistance funds reached the neediest recipients. He has also served as a Senior Advisor to the President of the University of Texas at El Paso; and Director of the Office of Minority Affairs at Wake Forest University in Winston-Salem, North Carolina.

Ambassador Palmer earned a Bachelor of Arts degree from Emory University, a Master of Education in African History from Texas Southern University, and a Doctorate in Higher Education Administration and African Studies from Indiana University in Bloomington. As Chief of Mission in Barbados and the Eastern Caribbean he managed the complex bilateral agendas of six additional countries: Grenada, Antigua, Dominica, St. Kitts and Nevis, St. Lucia, and St. Vincent and the Grenadines and successfully implemented the President's Caribbean Basin Security Initiative, combatting illegal trafficking of drugs, and persons, corruption, and transnational organized crime. Dr. Palmer has also served with distinction in Uruguay, Paraguay, South Korea, Sierra Leone, Northern Mexico, the Dominican Republic, and as a Peace Corps volunteer in Liberia. He refers to his Peace Corp experience as being life changing – engendering in him a love of travel, foreign cultures, diplomacy, and a fervent commitment to international development.

Dr. Larry Palmer
HU Ambassador-in-Residence



Title IX Office

<https://www2.howard.edu/title-ix/home>

Howard University is committed to providing students with educational opportunities free from sexual harassment and discrimination based upon gender, gender expression, gender identity, sexual orientation, or marital status. The University strives to maintain an environment in which all members of the University Community are: (a) judged and rewarded solely on the basis of ability, experience, effort, and performance; and (b) provided conditions for educational and employment pursuits that are free from sexual and gender-based harassment and violence, other forms of interpersonal violence, stalking, and retaliation.

The Title IX Office exists to ensure the University adheres to that commitment. This includes educating the University Community on the rights and protections that are provided by the law, and ensuring that those rights and protections are provided to all members of the University community who participate in the Title IX process. This also includes directing individuals who are impacted to the support and resources available.

UPDATES

The Title IX Office staff:

Leslie T. Annexstein, Title IX Director

Candi N. Smiley, Title IX Training and Intake Coordinator

Angie Logan Pope, Title IX Investigator

Caitlin G. Myron, Title IX Investigator

The U.S. Department of Education has published proposed new Title IX regulations in the federal register. They can be found at the following link: Comments regarding the proposal may be submitted by members of the public by January 28, 2019.

The Title IX Office is working to help educate our campus community about sex discrimination, including sexual misconduct. You can request a training by contacting us directly or submitting an online request through our website: <https://www2.howard.edu/title-ix/training-request>.

Please join the Title IX Office in helping to combat sexual misconduct by joining the #HU Stands movement and taking the pledge: <https://www2.howard.edu/hustands/pledge>.

New Leadership for Title IX Office



Leslie T. Annexstein, Esq.

Title IX Director

Leslie T. Annexstein, Esq. has been appointed Title IX Director. She provides oversight of the Title IX Office and the university's Title IX program.

In this position she works with departments across campus, including the Chief of Police for the Howard University Department of Public Safety and the Interpersonal Violence Prevention Program, to manage interim safety accommodations. Ms. Annexstein supervise all Title IX investigations and Title IX staff, and is responsible for developing an increasingly data-driven and information-based approach to the university's Title IX efforts.

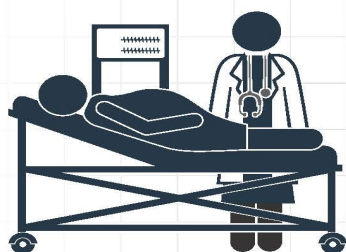
Ms. Annexstein is the former deputy director of the Office of Civil Rights and Sexual Misconduct at the University of Maryland (UMD). She earned a bachelor's degree in sociology and anthropology from Swarthmore College and a juris doctorate from the University of California, Berkeley.



Significant Facts About the Impact of Howard on the Health of the Washington, DC Community and the Nation

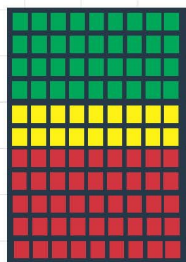
- Howard University College of Medicine has supplied minority physicians to the nation for 150 years.
- HUCOM graduated 10,000 physicians.
- There is a severe shortage of minority physicians serving minority communities.
- Howard places more than 50% of graduates back into minority communities.
- 80% of all physicians in Howard's class of 470 medical students had no other medical school acceptances. That equals 550 physicians in a 6-year period!!
- Howard College of Medicine graduates match into residency training programs at the national rate (96%).
- Howard trains the largest number of minority physicians in the entire region.
- Including medical students there are 800 minority health care providers who need HUH for training!!
- 53% of HUH's revenue is from Wards 5,7,8
- 35% of HUH revenue is from Wards 7 and 8 alone
- 50% of discharges come from Wards 5,7,8
- 43,000 discharges come from Wards 1,2,3,4
- Across all wards in the District HUH payor mix is 88% to 94% patients with Medicaid, Medicare
- HUH has 45,000 ED Visits per year.
- Given HUH payor mix a loss of 25% to 30% of revenue will render the Hospital in jeopardy of closing!!!
- HOWARD's partnership with Unity Health Care offers an integrated health network to 140,000 lives, mostly in Wards 5, 7 and 8.

IMPACT OF THE EAST END ACT ON HOWARD UNIVERSITY COLLEGE OF MEDICINE



Howard University Hospital supports the College of Medicine education of **475** medical students and **265** resident physicians.

Currently **1700** Howard University College of Medicine physicians practice in the DC area.



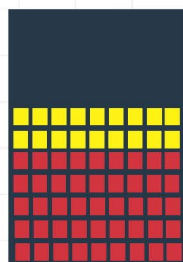
Total Howard University Hospital Volume

A significant volume of patients come from wards 7,8 (35%), and ward 5 (15%).

Ward 7,8
(35%)

Ward 5
(15%)

Other
(50%)



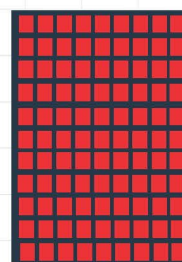
The Problem:

The new East End Hospital threatens the viability of Howard University's College of Medicine, and will cause the number of patients at HUH to decrease.

The current agreement will cause decline in revenue and patients, thus HUH will be **40%** smaller.

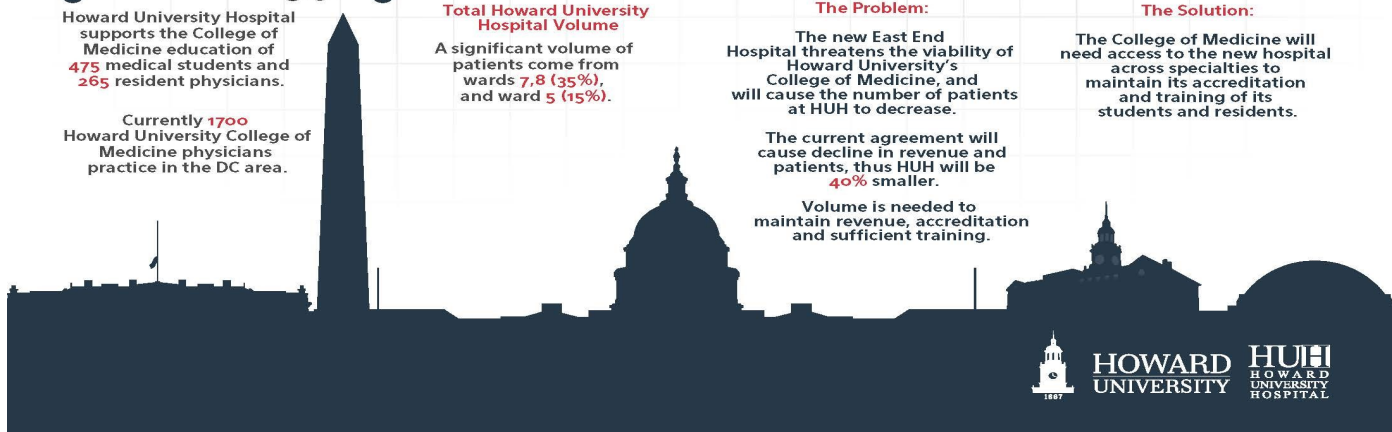
Volume is needed to maintain revenue, accreditation and sufficient training.

40 %
Less
Patient
Volume



The Solution:

The College of Medicine will need access to the new hospital across specialties to maintain its accreditation and training of its students and residents.



HOWARD
UNIVERSITY

HU
HOWARD
UNIVERSITY
HOSPITAL

NEW HORIZONS

IMPROVEMENTS IN FINANCIAL AID OPERATIONS



Angelika Williams
Director
Office of Financial Aid

After performing a technology gap analysis, the University is executing a comprehensive operational action plan for the Office of Financial Aid that prioritizes organizational management and service technology. A new Director of Financial Aid, Ms. Angelika Williams, was appointed effective September 4, 2018. She provides oversight for all administrative functions related to financial aid services for students, including student loans, financial aid, and scholarships. In addition, several front-line employees have been added to the Office of Financial Aid to assure adequate staffing and the delivery of quality service to students. To increase efficient service delivery, the University has implemented **QLess**, a mobile queue management system. QLess is designed to reduce wait times, monitor and follow up with every student and parent concern.



MELLON-MAYS UNDERGRADUATE FELLOWSHIP PROGRAM

The Mellon Mays Undergraduate Fellowship Program is an undergraduate research and mentoring program which is designed to provide underrepresented minority students with the mentoring, resources, professional development, enrichment, and support they need to pursue a career in academia. In addition to mentoring, Mellon Mays Fellows are provided with: research support, free GRE preparation, assistance traveling to conferences, a platform to present research, help with graduate school applications, annual and summer stipends, plus repayment of up to \$10,000 in student loans.



Howard University is the first HBCU to win this prestigious grant, joining an elite list of institutions. The program seeks Sophomores with above a 3.0 GPA, who wish to pursue a PhD in the Humanities or Humanistic Social Sciences including English & Literature, Sociology, African Studies, African American Studies, History, Philosophy, Classics, and Modern Languages. Please contact Dr. Nikki Taylor, Department of History, for more details or see the website at mmuf.org.