

**Howard University
Middle States Commission on Higher Education Preliminary Self-Study 2020**

September 24, 2019

DRAFT

EXECUTIVE SUMMARY

Self-Study Process

Howard University conducted a comprehensive self-study in preparation for its accreditation review by the Middle States Commission on Higher Education (MSCHE). The re-accreditation process began in the fall of 2017 with attendance at the invitational MSCHE Self-Study Institute followed the appointment of the chair in the spring of 2018. With input from campus leaders, the chair strategically assembled a steering committee that, in turn, helped constitute seven working groups. Over 100 people representing every facet of the campus community—faculty, students, administration, and support staff—were directly involved in the work of data collection, analysis, and reporting. Many more participated in the process through their help in providing or gathering data, participating in town halls and other meetings, and reviewing both the recommendations and the full self-study draft. The research for and writing of the Self-Study document has enabled the whole University to come together and identify strengths as well as areas for further improvement.

Findings

The Steering Committee has found the self-study process to be productive, beneficial, and illuminating. The study has confirmed that Howard University is a highly distinctive institution that *has* made, and *is* making, an indelible imprint on the fabric of American society, not merely by diversifying countless professions and industries, but by producing ambitious graduates who are empathetic and committed to solving society’s most troubling problems. This self-study has underscored the idea that Howard University has intrinsic value to society.

In addition, the self-study has provided the opportunity for the University to be introspective about its past, present, and future. In that vein, the report reflects many of Howard University’s strengths, triumphs, and areas of innovation. Yet, the self-study also highlights problem-areas, with insight on how the University handled them; it also addresses areas that require additional attention. Because of the introspective and collaborative nature of this self-study process, the University is poised to reflect, transform, and move forward.

In the following self-study, the Steering Committee illustrates that Howard University is in full compliance with all seven MSCHE standards, and their associated criteria. The key findings include:

- Howard University is fulfilling every aspect of its mission with distinction; its goals—articulated in the strategic plan—reinforce the mission and align with its resources
- Howard University provides high quality education and employs broad academic support services to meet diverse learning styles and needs
- The University fosters a civil and humane climate. Academic freedom and free expression are the cornerstone of institutional values, which are protected and encouraged at every level. Principles of integrity, truth, safety, and fairness govern most policies and practices. Community members are protected by policies with clear guidelines for reporting violations, as well as strong protections against retaliation

- Howard University maintains the quality of its academic programs by a deep and long culture of assessment. The University recently systemized its assessment and now monitors it at the institutional level
- Howard University has fostered a climate of regular assessment in all units to ensure quality and productivity
- Howard University's financial planning, budgeting, and resources are aligned with its mission and strategic plan
- Howard University embraces the concept of shared governance; its leadership has been deliberate about including all stakeholders in major decision-making.

Recommendations

The Steering committee recognizes that despite Howard University's many strengths, there are some areas that deserve attention, correction, innovation, and progression. Therefore, the body has made the following recommendations:

- Increasing On-time Graduation
- Attaining R1 Status
- Improving Shared Governance
- Establishing A University-wide Undergraduate Core Curriculum
- Improving Campus Infrastructure
- Increasing Faculty Salary to Peer Median
- Growing and Diversifying Revenue

The data, analyses, and conversations that have emerged from the last two and a half years have proved enormously beneficial, and we look forward to continuing this work of improvement. We will build upon our strengths, while remaining open to change and renewal as we move forward into the next decade.

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OVERVIEW

HISTORY: “CAPSTONE OF BLACK EDUCATION”

Howard University, a private historically significant, research-intensive university located in Washington, D.C., was founded for the expressed mission of educating newly emancipated African Americans, a people who had been systematically denied admission to institutions of higher learning for more than two hundred and fifty years.

Howard University’s long-term impact on black education testifies to its recognition as the “Capstone of Black Education.” According to recent reports, Howard, since its founding, has awarded more than 120,000 degrees to students from all 50 states and more than 160 countries. To this date, Howard produces more on-campus African-American PhDs than any other institution in the nation. In a different vein, the University is currently creating a niche as a leading producer of blacks with STEM degrees. From 2006-2016, Howard produced 714 doctoral recipients in science and engineering. That success flows downward to undergraduate students. The National Science Foundation (NSF) ranked Howard University as the leading producer of African-American bachelor degree holders who subsequently earned science and engineering doctoral degrees. No other institution has produced more baccalaureate, graduate, and professional, or doctorate degrees to people of African descent than Howard University. Today, more than 50% of the Howard undergraduate student population is currently pursuing STEM degrees. Moreover, according to the Association of American Medical Colleges, Howard University produces more black applicants to medical school than any other institution in the U.S. Such an accomplishment is possible here because Biology—boasting more than 800 majors—is the most popular major at Howard.

As one of only two non-military colleges or universities who receive an annual Congressional appropriation from the United States Congress, Howard is classified by the Carnegie Classification of Institutions of Higher Education as an “R2” institution, which indicates “high research activity.” As a comprehensive research university with a diverse, yet predominantly African-American student body and faculty, Howard University contributes to the development of knowledge that seeks to solve local and global socioeconomic problems, particularly those that impact people of African descent and underserved populations.

EDUCATIONAL OFFERINGS

The University offers 102 majors in 68 undergraduate programs, 55 Master’s programs, 34 doctoral programs, 2 educational doctorate programs, 6 professional programs, 6 certificate programs and several joint degree programs. The University has 13 colleges and schools:

- Arts & Sciences
- Business
- Communication
- Dentistry
- Divinity
- Education

- Engineering & Architecture
- Graduate School
- Law
- Medicine
- Nursing & Allied Health Sciences
- Pharmacy
- Social Work

STUDENT METRICS

According to AY2018-19 data, Howard University enrolls approximately 9,424 students from 48 states, the District of Columbia, and 70 countries, with 88.4% of its undergraduate student population identifying as black. Whites comprise 2.3% of the undergraduate population, and Asians and Latinos represent slightly more than 1% of the total, respectively.¹

In terms of student retention, 85% of full-time undergraduates who entered the University in the 2017 fall cohort returned the following fall semester.² Part-time students returned to Howard University at a rate of 100% during the same period, based on NCES data. The University's six-year graduation rate in 2017 was 62%. Considering that the national 6-year graduation rate for black students across all institutions in 2017 was 41%, it is noted that, generally speaking, HBCUs do a better job than predominantly white schools at graduating black students, and Howard is among the best in its group.³

LOCATION

Since Howard University's founding in 1867, the campus has grown from a single-frame building on top of a hill, to a sprawling, 89-acre campus with ties to several areas of Washington, D.C. The main campus is located in the historically black Shaw neighborhood in Northwest DC, roughly 3 miles from downtown. Other divisions of the University are housed at other campuses throughout the city. The Schools of Law and Divinity, for example, are located on 22 acres of land in Upper Northwest, D.C. on the West Campus. The East campus is situated on 23 acres of land in Northeast D.C. and was formerly the site of the School of Divinity until it relocated to the West Campus. The University also has research facilities operating on 108 acres of land in Beltsville, Maryland.

ADMINISTRATION

The Chief Executive and 17th President of Howard University, Dr. Wayne A.I. Frederick served one year as interim President prior to his appointment to the permanent position in 2014. Dr. Anthony K. Wutoh is the Provost and Chief Academic Officer for the University. Other key officials include:

- Tashni-Ann Dubroy, *Executive Vice President and Chief Operating Officer*

¹ AY 2018-2019 data

² Data from the National Center for Education Statistics (NCES)

³ National Student Clearinghouse Research Center, <https://nscresearchcenter.org/signaturereport16/>. According to a 2018 study by the United Negro College Fund (UNCF), only 45.9% of Black students complete their degrees in 6 years nationwide. Brian Bridges, "African Americans and College Education by the Numbers" (2018). <https://www.uncf.org/the-latest/african-americans-and-college-education-by-the-numbers>.

- Michael J. Masch, *Chief Financial Officer and Treasurer*
- Bruce Jones, *Vice President for Research*
- Kenneth M. Holmes, *Vice President for Student Affairs*
- Larry Callahan, *Vice President for Human Resources*
- Crystal Brown, *Vice President and Chief Communications Officer*
- David P. Bennett, *Vice President Development and Alumni Relations*
- Rubin Patterson, *Dean, College of Arts & Sciences*
- Barron Harvey, *Dean, School of Business*
- Gracie Lawson-Borders, *Dean of Cathy Hughes School of Communication*
- Andrea Jackson, *Dean, College of Dentistry*
- Yolanda Pierce, *Dean, School of Divinity*
- Dawn Williams, *Dean, School of Education*
- John M.M. Anderson, *Interim Dean, College of Engineering & Architecture*
- Dana Williams, *Interim Dean, Graduate School*
- Danielle Holley-Walker, *Dean, College of Law*
- Hugh Mighty, *Dean, College of Medicine*
- Gina S. Brown, *Dean, College of Nursing & Allied Health Sciences*
- Toyin Tofade, *Dean, College of Pharmacy*
- Sandra Crewe, *Dean, School of Social Work*

SELF-STUDY PROCESS

With a two-and-a-half-year timeline that began in October 2017, the work of the Self-Study was organized and overseen by a Steering Committee comprised of broad and diverse members from across the University.

Each of the seven standards for accreditation were assigned to a Working Group chaired by a member of the Steering Committee. An eighth Working Group, also chaired by a member of the Steering Committee, was created to address the requirements of affiliation and the Verification of Compliance with Accreditation-Relevant Federal Regulations. Working Groups used a standards-based approach to gather evidence that demonstrates full compliance with criteria for each standard and to draft reports for review by the Steering Committee. They used a defined process of analysis and assessment that culminated in the development of reports that included specific recommendations for improvement in each area relative to the standards and to our strategic aspirations and priorities for the next five years. During the 12-month research-phase of the Self-Study, Working Groups produced four to six iterations of their reports based largely on feedback from the Steering Committee as well as from the Self-Study Chair and expert consultants. In addition to campus updates via social media postings, there were a series of campus Town Halls as well as meetings with each of the thirteen schools and colleges faculty. The Self-Study Chair also provided regular updates to the President and Provost and engaged in rich discussions during meetings with the Faculty Senate, Department Chairs and Associate Deans, Deans Meetings, Cabinet Meetings and meetings of the Board of Trustees. A key part of the process included encouraging community stakeholder input, which was provided via an online feedback form as well as via the dedicated Self-Study email account.

Support for the work of the Self-Study was provided by a full-time staff consisting of: Project Manager, Administrative Assistant, Data Specialist, Media Specialist, and Editor. Additionally, a doctoral student aided with the research and other matters concerning the Self-Study.

INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN SELF-STUDY

President Frederick emphasized the following vision priorities in his inauguration address on March 6, 2015:

- Building a culture of academic excellence and rigor
- Engaging in scholarship and research grounded in solving contemporary problems
- Revitalizing the manner in which the needs of both students and the world are met today
- Infusing service into the University culture
- Increasing the philanthropic efforts of the University community

Consistent with the President's focused priorities, along with the greatest areas of opportunity identified by the Strategic Planning Commission, the current Self-Study addresses the 5 institutional priorities listed below. The standards cited in relation to each institutional priority are not exhaustive, but rather suggestive of how the Self-Study team aligned institutional priorities with accreditation standards. On some level, elements of each Standard have bearing on each institutional priority, but some more prominently than others.

- Enhancement of Academic Excellence (MSCHE Standard: I, II, III, & IV)
- Inspiration of New Knowledge (MSCHE Standard: I, II, III, & V)
- Service to Our Community (MSCHE Standard: I, II, & IV)
- Improvement in Efficiency and Efficacy (MSCHE Standard: V, VI & VII)
- Strengthened Finances for New Opportunities (MSCHE Standard: VI & VII)

INTENDED OUTCOMES OF THE SELF-STUDY

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

1. Achieve reaffirmation of accreditation
2. Identify innovations and efficiencies that will position Howard as a top 100 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 for innovation and transformation—and plans for achieving them

The Self-Study Steering Committee includes members possessing key expertise relating to specific Standards, educational programs, student support services, finance and operations, institutional research, and institutional policy and compliance. Several members were part of the team that created the Self-Study Design. Members of the Steering Committee were selected with attention to a diversity of faculty rank as well as their respective roles and experiences at the University. The following is the membership of the Self-Study Steering Committee:

Ariana Arnold	Senior Associate General Counsel, Office of the General
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 Registration
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 ⁴	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, Department 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) Dean, College of Arts and Sciences
Glen Phillips	Director Institutional Assessment, Institutional Research and Assessment
Nikki Taylor	Professor & Chairperson, Department of History, College of Arts and Sciences
Dana Williams	Interim Dean, Graduate School
Anthony K. Wutoh	Provost and Chief Academic Officer, Office of the Provost

Each of the Working Groups was led by a chair who possessed demonstrated leadership ability and knowledge in the respective Standard area. The following principles guided the appointment of the Working Group members:

⁴ Left the university in June 2019

- Build each Working Group around members with expertise relevant to the Standard while also having out-of-area representation that allows for new insights
- Build Working Groups with attention to the Evidence Inventory, and the connection individuals have to the kind of evidence that is important for that Standard
- Represent various departments and divisions of the University specific to the assigned Standard
- Build diversity (of gender, race, role, and rank at Howard) into all Working Groups
- Represent students if and where their experience will advance the work on that Standard
- Represent members of the Faculty Senate on Working Groups for shared governance
- Keep the Working Groups small (8 -12 members) so that they will be as functional as possible and will not overburden Schools and College or the service commitments of our staff, faculty, and students
- Provide opportunity for professional development and opportunity to share perspectives and concerns of junior members of the faculty as they will be among the future leaders of the University

The following is the membership of the Self-Study Working Groups:

Standard I - Mission and Goals

Nikki Taylor	(Chair) Professor & Chairperson (History), <i>College of Arts and Sciences</i>
Ana Araujo	Professor (History), <i>College of Arts and Sciences</i>
Mohamed Camara	Professor (African Studies), <i>College of Arts and Sciences</i>
Pamela Clark	Program Manager (Office of Vice Provost of Research)
Hazel Edwards	Professor & Chairperson (Architecture), <i>College of Engineering and Architecture</i>
Ruby Gourdine	Professor, <i>School of Social Work</i>
Debra Roberts	Associate Professor (Psychology), <i>College of Arts and Sciences</i>
Denise Hart	Associate Professor (Theatre Arts), <i>College of Arts and Sciences</i>
Crystal Brown	Vice President, <i>Office of University of Communications</i>

Standard II - Ethics and Integrity

Constance Ellison	(Chair) Professor & Senior Associate Dean, <i>Graduate School</i>
Sylvia McDonald-Kaufman	(Co-Chair) Assistant Dean for Assessment and Evaluation, <i>Graduate School</i>
Linda Jones	Assistant Dean for Administration and Finance, <i>Graduate School</i>
Elizabeth Ricks	Assistant Professor (HDPES), <i>School of Education</i>
Cristobal Rodriguez	Associate Professor (ELPS) & Director of Graduate Studies, <i>School of Education</i>
Lennon Jackson	Chief of Operations, <i>Office of Student Affairs</i>
Leslie Annexstein	Title IX Director, <i>Office of the Provost</i>
Kunle Kassim	Professor (Microbiology), <i>College of Medicine</i>
Teneele Bailey	Director for Retention and Recruitment, <i>Graduate School</i>
Keona Carter	Associate general Counsel for university Business Affairs, <i>Office of General Council</i>
Tashni- Ann Dubroy	Executive Vice President & Chief Operations Officer

Standard III - Design and Delivery of the Student Learning Experience

Dana Williams	(Chair) Professor & Department of English Chairperson, <i>College of Arts and Sciences</i>
Greg Carr	Associate Professor (African American Studies), <i>College of Arts and Sciences</i>
Kenyatta Gilbert	Associate Professor, <i>School of Divinity</i>
Jules Harrell	Associate Professor (Psychology), <i>College of Arts and Sciences</i>
Kanika Magee	Assistant Dean of Student Affairs, <i>School of Business</i>
Bradford Grant	Professor (Architecture), <i>College of Engineering and Architecture</i>
Gracie Lawson-Borders	Dean, <i>Cathy Hughes School of Communications</i>
Debra Ford	Professor (Surgery), <i>College of Medicine</i>
Anthony Wilbon	Associate Professor & Associate Dean of Academic Affairs and Administration, <i>School of Business</i>

Standard IV - Support of the Student Experience

D. Jason Desousa	(Chair) Associate Professor, <i>School of Education</i>
Joan Browne	Executive Director of Academic & Career Success, <i>Office of Undergraduate Studies</i>
Brandy Jackson	Assistant Dean for Student Recruitment & Academic Advising, <i>School of Education</i>
Bahiyyah Muhammad	Assistant Professor (Sociology and Criminology), <i>College of Arts and Sciences</i>
Tonija Navas	Director, <i>Ralph J. Bunche Center</i>
Sonja Woods	Archivist, <i>Moorland-Spingarn Research Center</i>
Melanie Carter	Associate Provost for Undergraduate Studies, <i>Office of the Provost</i>
Katherine Outlaw	Director, <i>Office of Student Life & Activities</i>
Kenneth Holmes	Vice President, <i>Office of Student Affairs</i>

Standard V - Educational Effectiveness Assessment

Kyndra Middleton	(Chair) Associate Professor & Program Coordinator, <i>School of Education</i>
Glen Phillips	Director Institutional Assessment, <i>Office of Institutional Research and Assessment</i>
Elizabeth Ricks	Assistant Professor, (Psychoeducational Studies) <i>School of Education</i>
Dexter Lee	Associate Professor (Physiology & Biophysics), <i>College of Medicine</i>
Meirong Liu	Associate Professor, <i>School of Social Work</i>
Woojae Kim	Associate Professor (Psychology), <i>College of Arts and Sciences</i>
Celeste Malone	Assistant Professor, (Psychoeducational Studies) <i>School of Education</i>
Kenneth Anderson	Associate Professor & Associate Dean for Research and Sponsored Programs <i>School of Education</i>
Justin Hansford	Associate Professor, <i>School of Law</i>

Standard VI - Planning, Resources, and Institutional Improvement

Terrance Fullum	(Chair) Associate Professor & Chief of General, MIS and Bariatric, Surgery, <i>College of Medicine</i>
Walter Bland	Associate Professor (Psychiatry), <i>College of Medicine</i>
Marjorie Gondre-Lewis	Associate Professor (Anatomy), <i>College of Medicine</i>
Leslie Jones	Associate Professor (Ophthalmology), <i>College of Medicine</i>
Jamie Triplin	Director for Communications and Development, <i>Graduate School</i>
Jacqueline M. Caemmerer	Assistant Professor, (Psychoeducational Studies) <i>School of Education</i>
Nikki Stewart	Assistant Professor (Pediatrics), <i>College of Medicine</i>
Tracy Whitaker	Associate Professor & Associate Dean, <i>School of Social Work</i>
Andrew Gavil	Professor, <i>School of Law</i>
David Bennett	Vice President, <i>Office of Development and Alumni Relations</i>

Michael Masch	Vice President and Chief Finance Officer, <i>Office of Finance</i>
Niambi Carter	Assistant Professor, Department of Political Science
Dana Hector	Director of Sponsored Programs, Office of Research and Services Administration

Standard VII – Governance, Leadership and Administration

Moses Garuba	(Chair) Professor & Associate Dean for Academic Affairs, <i>College of Engineering and Architecture</i>
Keeva Terry	Associate Professor, <i>School of Law</i>
Allison Morgan Bryant	Associate Professor (Information and Analysis), <i>School of Business</i>
Cheryl Fryer	Clinical Associate Professor & Associate Dean, <i>College of Dentistry</i>
Janelle Burke	Assistant Professor (Biology), <i>College of Arts and Sciences</i>
Krishna Kumar	Professor (Pharmaceutical Sciences), <i>College of Pharmacy</i>
Carla Williams	Assistant Professor (Internal Medicine), <i>College of Medicine</i>
Veronica Thomas	Professor, (Psychoeducational Studies) <i>School of Education</i>

Verification of Compliance

Mustafa Hersi:	(Chair) Chief Compliance Officer
Ping Harman*	Director of Institutional Research, <i>Office of Institutional Effectiveness</i>
LaTrice Byam	Executive Director, <i>Office of Admissions and Registration</i>
Ariana Arnold	Senior Associate General Counsel, <i>Office of the General Counsel</i>
Thomas Obisesan	Associate Vice President for Research Compliance, <i>Office of Regulatory Research Compliance</i>

STANDARD I: MISSION AND GOALS

MSCHE Standards 1: The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

The distinguished history and unique fabric of Howard University demand a mission that is vibrant, compelling, purposeful, and consistent with the standards of higher education. Howard’s mission statement satisfies that imperative in that it reflects the values, aspirations, purpose, and identity of the institution. In essence, it is the life force of the University. Howard, therefore, is guided by a deep and abiding commitment to research, teaching, and service. At Howard, these defining commitment elements are linked through a unique mission that contributes to the development of knowledge that seeks to solve local and global problems, particularly those that impact people of African descent and other underserved communities. Understanding Howard’s legacy and purposes the key to fully understanding and recognizing the importance of its mission.

Howard University’s mission statement affirms its institutional purpose:

Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular

emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

Key themes emerge from the University mission—themes that guide the organizational structure of this chapter:

1. Attracting high caliber students
2. Providing educational opportunities to students
3. Attracting and retaining high quality faculty
4. Providing an education that focuses on solving human problems, while producing historically-aware and conscientious graduates
5. Producing national and global leaders

MISSION REVIEW AND ACCESSIBILITY (*Mission & Goals, I.1.a-g, I.4*)

Consistent with the requirements of Standard 1, the University’s mission statement is accessible, widely publicized, and embraced by students, faculty, staff, administrators, alumni, the local community, and the wider public. Internal and external stakeholders have access to the mission in various capacities. The mission statement can be found on the University website⁵. It can also be found on the Howard Forward Strategic Plan webpage⁶ as well as in the Faculty handbook.⁷ In addition to being accessible in multiple areas of the website, Howard’s colleges, departments, programs, outreach programs, and offices have aligned their mission statements to the University mission (see examples in Appendix A). Such sharp alignments between the University and unit mission statements confirm that Howard is deeply committed to the principles outlined in the mission on macro *and* micro levels.

As the life force of the institution, the Howard University mission statement occasionally undergoes rigorous internal reviews to affirm and bolster the University’s ongoing commitments to students, faculty, and the larger community. The University’s mission statement last underwent a thorough review and amendment in 2009, through a collaborative process that involved all stakeholders, including students, faculty, administrators, and staff. Howard University’s Board of Trustees approved and adopted the current mission statement that same year.

DEVELOPMENT OF THE 2019–2024 STRATEGIC PLAN (*Mission & Goals, I.1.a, I.1.b*)

Howard University’s mission drives its strategic planning priorities, aspirations, vision, and goals. In 2016, the University began the process of developing a new Strategic Plan that would define the university’s major priorities and drive its key initiatives for the next five years. This bold and engaging three-year effort culminated into the creation of its 2019-2024 Strategic Plan known as Howard Forward, which serves as a mission-driven blueprint to our future success and continues to ground us in

⁵ <https://www2.howard.edu/about/mission>.

⁶ <https://www2.howard.edu/howard-forward/mission-vision-values>

⁷ <http://www.provost.howard.edu/facultyhandbook/HUFacultyHandbook2019.pdf>

our purpose. Monitoring the progress of Howard Forward key metrics enables the university to constantly assess and provide evidence of fulfillment of key aspects of the University's mission in a transparent manner. Additional details about the strategic planning process and Howard Forward can be found in Standard VII.

UNIVERSITY GOALS (*Mission & Goals, I.1.c, 1.2, 1.3*)

After approval by the Board of Trustees in Spring 2018, the University introduced its new Strategic Plan, *Howard Forward 2024*⁸ in January 2019. The plan outlines strategic priorities and five goals, which include:

1. Enhancing student success through transformation and innovation in teaching & learning, enhanced by the use of technology
2. Increasing participation in grant funded research activity
3. Using experiential service-learning opportunities to teach awareness of local and global issues that align with our University's mission
4. Operating efficiently and effectively across all levels of the organization and
5. Improve organizational financial accountability and outcomes.

Howard Forward 2024 was launched through a University communication and an official kickoff event on January 25, 2019.⁹ The Administration also released a [video](#) outlining the plan. *Howard Forward 2024* can be permanently accessed here on a dedicated web page that contains a message from President Frederick along with the complete Plan and details of the entire process.¹⁰ Hence, internal and external stakeholders were not only invited to participate in the process, but were informed about, and have ongoing access to, the University's goals as outlined in the strategic plan.

FULFILLING THE MISSION

EDUCATING WITH DISTINCTION

Howard University unequivocally fulfills its mission, and the evidence confirms that it does so with distinction. As a testament to that, Howard University ranked 104th among all national universities, according to the 2020 *U.S. News & World Report*. Howard University ranked even higher in Undergraduate Teaching in 2020, earning a 61st place in that category. That ranking reinforces the claims about the high-quality undergraduate education Howard provides. It is evident that the well-rounded and rigorous education that students receive transforms their lives as the University ranked 4th in the nation in social mobility.

Many of Howard's Colleges rank among the top 100, as well. The 2020 *U.S. News & World Report* ranked Howard's School of Social Work 25th (up 5 places from 2019). The Dean of the School of Social Work, Sandra E. Crewe, credits the school's dual degree programs with Business, Public Health, and Divinity for adding value and improving the ranking of that program. Howard's School of Social Work is not alone in achieving distinction. Howard University's MBA program ranked 67th on the 2020 *U.S.*

⁸ <https://www2.howard.edu/howard-forward>

⁹ <https://www2.howard.edu/our-path-forward-howard-forward>

¹⁰ <https://www2.howard.edu/howard-forward>

News & World Report (up from its 78th spot in 2019), and the School of Education tied for 93rd best among schools of education in 2019 (up from its 105th spot in 2018). *U.S. News & World Report* is not the only evidence source of the comparative quality of the education the University provides. Howard’s academic programs have achieved other distinction and accolades, as well. For example, in 2018, *Bloomberg Business Week* ranked Howard’s School of Business 38th. This marks the first time that this college received such a high ranking on the coveted *Bloomberg* list. In addition, in 2017 and 2018, the Department of Art was named “Top Graphic Design School” by Graphics Design USA.

Snapshot of Howard’s U.S. NEWS & WORLD REPORT Rankings

	2019	2020
University Ranking	89	104
Undergraduate Teaching	34	61
School of Social Work	30	25
School of Business	78	67
School of Education	93	93

Ranked Department Programs		
History Graduate Program	79	79
Sociology Graduate Program	87	87
Fine Arts Program	104	104

National rankings aside, another way to measure the quality of the education Howard provides is through Undergraduate Graduating Student Exit Surveys. In fact, no ranking matters more than what Howard students believe they gained from their education. Based on the 2016 and 2018 student surveys, 84% of graduating students expressed overall satisfaction with both the quality of their educational experiences and their academic majors. As the students indicated, the specific competencies that they felt most satisfied with included development of their knowledge of ethics (2016: 76%, 2018: 91%), critical thinking (2016: 75%, 2018: 91%), verbal communication (2016: 73%, and 2018: 89%), and written communication (2016: 72%, 2018:89%). Employers have indicated that these are highly important competencies that they seek when making hiring decisions.

ATTRACTING HIGH CALIBER STUDENTS

As the mission indicates, Howard University attracts students of “high academic standing and potential.”¹¹ As a well-known HBCU, Howard has *historically* attracted the most exceptional black high school seniors since its inception, but attracting those with Math and Verbal competencies has significantly improved. Since its last accreditation, Howard witnessed a 71-point increase in the average SAT Math scores of matriculants, an 81-point increase in average SAT Verbal scores, *and* a 152-point increase in SAT Math and Verbal scores combined. Overall, SAT composite scores have remained above 1200 (when adjusted for conversion) for the last 6 years (see Table Below).

Howard University Average SAT Scores of Enrolled Freshmen Since Last Accreditation

¹¹Howard’s definition of what constitutes “high academic standing and potential” is consistent with the admission standards of selective colleges and universities: We use high School GPA, class rank, completion of college prep program, recommendations, SAT/ACT and TOEFL scores. For the purposes of this report, we use the quantitative data.

	SATW	SATV	SATM	SATM + SATV	SATM+SATV+ SATM	Conversion ¹²
2010-11	519	539	528	1067	1586	1150
2011-12	525	544	537	1081	1606	1160
2012-13	530	550	543	1093	1623	1170
2013-14	549	557	550	1107	1656	1200
2014-15	555	563	561	1124	1679	1210
2015-16	554	565	561	1126	1680	1210
2016-17	567	582	578	1160	1727	1240
2017-18	---	609	593	1202	1202	1202
2018-19	---	620	599	1219	1219	1219

Howard University’s freshman cohorts have higher scores than freshmen in any of the other leading HBCU’s, as discussed in Standard IV. Because SATs are just one way to quantitatively measure the competence quality of incoming students, Howard also uses high school GPAs. Data indicate that Howard is also doing a better job attracting high school students with high GPAs. In AY 2018-19, 27.8 percent of Howard’s first-year students graduated in the top 10 percent of their high school classes—up from 23.7 percent in AY 2015 - 2016. Incoming freshmen with cumulative high school GPAs of 3.75 or higher has witnessed sharp increases since AY 2015-16. In 2018-19, more than 34 percent of the current first-year students had high school GPAs of 3.75 or higher, which is an increase from 15.6 percent in AY 2015-16 (see Table Below).

Howard University Average High School GPA and Rank of Enrolled Freshmen(since 2015)

	2015-16	2016-17	2017-18	2018-19
High School GPA	3.33	3.46	3.51	3.56
In top 10% of high school class	24%	27.5%	24.8%	27.8%
Percentage with high school GPAs of 3.75 or higher	15.6%	22.9%	26.2%	34.5%

Howard University is deliberate in its efforts to find and recruit exceptional students. Although much of students’ attraction to Howard is owing to its historical reputation, strong and innovative Baccalaureate programs, and Study Abroad and Service-Learning Opportunities, it can also be attributed to the nationally-renowned faculty and the research they produce.

Howard invests in these high-performing high school students by offering a variety of scholarships exceeding more than \$106 million in scholarships and grants each year. There are a variety of merit-based scholarships that students receive, each with its own criteria. Some are one-time grants, while others can be renewed, if the student meets established criteria. The single largest scholarship program is the Howard University Freshmen Scholarship (HUFS) Program. The Howard University Freshman Scholarship has two components: academic and need. Need based scholarships are verified through income, while academic, competitive scholarships are awarded to students who meet the pre-established criteria, primarily high school GPA and SAT or ACT score.

¹² For conversion chart, see, <https://blog.ivywise.com/blog-0/sat-score-conversion-chart>.

Another example of such an investment is the recently established Bison STEM Scholars Program, which funds the education of top STEM freshmen. Amongst the three cohorts, Bison STEM scholars scored significantly higher on the SAT than regular Howard matriculants. For instance, the 2017 Bison STEM matriculants averaged a 1318 SAT score compared to 1196 for the rest of the cohort. The following year in 2018, their SAT average increased to 1370 compared to 1213 for the non-Bison STEM peers. It must be underscored that preliminary data indicates that the average SAT score among the 2019 Bison STEM cohort soared to 1384 in comparison to an average of 1209 for the rest of the cohort. Therefore, the implication is that, because of their exceptional aptitude and promise, amplified by a Howard education, Bison STEM scholars will be poised to *transform* STEM industries.

Yet another example of how Howard is investing in student success is the nearly \$700,000 grant that funds the HBCU Student Success Project, which is a three-year project designed to increase degree attainment rates for all students and to reduce degree attainment gaps between the overall student population and Pell-eligible students. Howard has also increased its efforts at communicating and showcasing its strengths, successes, and career opportunities to prospective students and their families. For example, in the spring before fall matriculation, the University holds a range of on-campus programs, including Accepted Students' Day, all of which are designed to showcase Howard's strengths to prospective students and their families.

PROVIDING EDUCATIONAL OPPORTUNITIES

Howard has long been a leader at honoring the part of our mission that promises to produce educational opportunities for black students at the undergraduate, graduate, and professional levels. At the undergraduate level, the University recently won a \$480,000 grant to establish the prestigious **Mellon Mays Undergraduate Fellowship Program** for underrepresented minorities interested in pursuing doctoral degrees and faculty careers in the Humanities. Its central features are providing research support and experiences, mentoring, and enrichment activities, all of which are designed to prepare undergraduates on this career path. Historically, the Mellon Mays program has been hosted only at elite predominantly white schools; Howard University is the first HBCU to have the honor of hosting its own program. In a different vein, the **Tech Exchange (formerly known as Howard West)**—the result of a partnership with Google—is designed to diversify the Tech Industry by providing internships in Silicon Valley to Howard's undergraduate Computer Science majors. Howard University President Wayne A.I. Frederick notes the innovative program as “an extension of our commitment to produce industry-ready Black computer science graduates who will enter the workforce with the added invaluable knowledge gained by working alongside the leading experts at Google.” This program provides students with hands-on training in their career field. In addition to attracting top students from around the country, the **Bison STEM Scholars Program** previously mentioned selects the highest performing STEM majors and prepares them to pursue PhD's or MD/PhD's after graduation. This effort will serve to increase the number of blacks pursuing medical and STEM research careers.

In addition, Howard University was recently awarded \$749,995.33 through the **Department of Education's Minority Science & Engineering Improvement Program** to create a program that targets developing research skills of freshman and senior STEM majors. **The Howard University-University of California Davis, Evolution and Ecology Graduate Admission Pathways Program** provides

Howard undergraduate students with an 8-10-week summer research experience at UC- Davis. Students in that program receive research opportunities and mentoring from UC research faculty. The overall goals of the program are to prepare students for graduate school in Ecology and Evolutionary Biology and increase the enrollment of Howard University Students in doctoral programs at UC campuses. **The Howard University Med-Dent Start Program** is a summer program that exposes Pre-Med and Pre-Dental students to these professions so that they may sharpen their career goals. Also, Howard's business majors are enriched through corporate educational opportunities. For example, **Howard's 21st Century Advantage Program** affords Fortune 500 companies the opportunity to "adopt" freshmen business majors and provide them with summer internship opportunities. Another program, the Eli Lilly's **H. Naylor Fitzhugh Scholars Program** is designed to allow selected students—recipients of internships and intense mentoring—to apply what they have learned in the classroom to real-world corporate settings.

INTERNATIONAL EDUCATION OPPORTUNITIES FOR STUDENTS

Howard University also operates from the premise that many of the most transformative educational opportunities take place through Study Abroad programs. In the last decade, 685 Howard students have studied in 37 countries, including Jordan, Italy, France, Austria, Coast Rica, and Fiji. In 2013, Howard provided an opportunity for 42 students in the Freshman Leadership Academy to study in Beijing and Shanghai to improve their intercultural communication skills and awareness of what is required of global citizens. Through the University's Ralph J. Bunche International Affairs Center, students are afforded opportunities to study abroad to enrich their understanding of global issues through eleven established partnerships. Since 2015, through the Council on International Educational Exchange (CIEE) partnership, five undergraduate students in Architecture have studied abroad in Germany, Denmark, United Arab Emirates, and Spain. Howard is so committed to international experiences that the College of Arts & Sciences, Howard's biggest college, is moving to ensure that all of its students acquire and utilize a passport for an international educational experience before graduation. Howard's Study Abroad programs are designed to expose and educate students about various cultures, governments, and societies, global poverty and suffering, and their relative privilege as Howard University students. As a matter of fact, students who studied abroad reported that they learned acute lessons that America's concept of freedom and democracy cannot easily be imposed on or exported to other nations. As was observed, they also begin to think of themselves as actors on a global stage who are obligated to help find relief or solutions to the most pressing human problems around the globe.

Howard's graduate and professional programs are just as successful at training and providing opportunities for its students as its undergraduate programs. According to the National Science Foundation (NSF), Howard University is *the* largest producer of black doctoral degrees in STEM fields. Since its last accreditation, Howard University has awarded 679 PhDs in Science and Engineering fields. In 2018, *Diverse Issues in Higher Education* ranked Howard's **School of Law** second as a producer of African Americans with law degrees. Such a success record positions Howard University as a prime institution for the industry's recruitment of black PhDs.

The College of Engineering and Architecture has entered into a partnership with Carnegie Mellon University's College of Engineering to develop a dual degree program that enables doctoral candidates at each institution to simultaneously earn degrees at each institution. In light of the totality of this

development, there is verifiably substantial evidence that Howard University’s professional and graduate programs prepare students for numerous opportunities in various professions.

Most of Howard’s Graduate and Professional Programs are demonstrably successful at preparing students for their chosen professions, as indicated by national board scores (see Appendix C). **Howard University College of Medicine (HUCOM)** not only trains capable medical students—89% of whom pass the STEP 1 exam on the first try—but since 2011, the average Match Rate for graduating HUCM seniors is 95%. No other institution has graduated as many physicians of African descent as Howard University, to date. That statistic alone reinforces the significance of this historic program. Since 2016, Howard’s Nutritional Sciences and Physical Therapy Programs have all boasted 100% licensure passage rates—up from 83% and 57%, respectively, in 2011. Since 2011, the **Howard University College of Dentistry** has celebrated a nearly 20 percentage point increase in board passage rates of graduating dental students, up from 78% in 2011 to 97.4% in 2018. The Nursing program has steadily improved since last accreditation and recently claimed an 86% licensure passage rate. **The College of Pharmacy** reports an average board pass rate of 89% since 2011. In each of the last four years, the **Psychology Program** boasts 100% passage rates for the Examination of Professional Practice in Psychology.

ATTRACTING AND RETAINING HIGH-QUALITY FACULTY

None of this success could be possible without a strong faculty corps. As the mission states, Howard University is “dedicated to attracting and sustaining a cadre of faculty who are leaders in research, teaching, and service.” Since AY 2015-16, Howard has hired 177 new tenured and tenure-track faculty, including 25 full professors, 19 Associate professors, and 133 Assistant professors. As members of Howard University faculty, they become members of a group of educators who make indelible contributions to the academy, their disciplines, the University, and the larger society. Howard has many scholars who are nationally and world-renowned in their various disciplines. Appendix X lists notable achievements of faculty.

In addition to attracting large numbers of highly qualified, accomplished individuals to fill the various positions in its Colleges and Schools, Howard University invests strategically and generously in the development of its faculty as teachers and scholars. For example, the **Center for Excellence in Teaching, Learning, and Assessment (CETLA)** has offered more than 100 courses in two main areas, “Teaching with Technology” and “Teaching Strategies,” designed to develop faculty’s pedagogical capabilities. CETLA offers workshops in teaching strategies such as “Culturally Appropriate Teaching,” “Flipping the Classroom,” “Interdisciplinary Teaching,” and “Service Learning.” More recent developments at CETLA have been its ability to also livestream webinars and bring in faculty as guest lecturers to discuss innovations in teaching. Additionally, CETLA offers certificates in Distance Learning, Blackboard, and Writing Across the Curriculum. The focus on this aspect of faculty development, indicates that there is a direct correlation between Howard’s efforts to strengthen and expand CETLA’s teaching development workshops and Howard’s *U.S. News & World Report* ranking as 34th in Undergraduate Teaching among U.S. universities.

Howard also has made significant investments in faculty development in research and leadership. In Fall 2015, the Office of the Provost established the **Office of Faculty Development** to improve the coordination of faculty development programs and activities, provide guidance for career

advancement, and provide leadership development for faculty in the 13 Schools and Colleges. This office also initiates programs and activities to support faculty in their multiple responsibilities of teaching, research/publishing, creative productions, and service activities. The Office of Faculty Development won a four-year \$755,000 grant from the Andrew W. Mellow Foundation to support programs that will stimulate leadership development and enhance scholarly portfolios in the Arts and Humanities. The **Chair Leadership Academy** trains Department Chairs in strategic planning, accreditation, assessment, mentoring, and leadership. Writing Circles and the **Junior Faculty Writing and Creative Works Summer Academy** focuses on developing the scholarship of up to 24 junior faculty members each summer. The latter is centered on providing research support and mentoring to ensure that scholarship can move to publication, performance, or exhibition. This program has been rather successful, having facilitated the publication of more than 50 articles, creative projects, and books since its inception in 2016. Finally, since 2015, the University has invested \$7,445,745.34 in start-up funds to support the research of new faculty hires.

AN EDUCATION THAT FOCUSES ON SOLVING HUMAN PROBLEMS WHILE PRODUCING HISTORICALLY AWARE AND CONSCIENTIOUS GRADUATES

In response to the imperative stated in its mission, Howard University is proud to produce students who are “compassionate and committed to the discovery of solutions to human problems” around the world. Howard is particularly proud of its Alternative Spring Break program, which is approaching its 25th anniversary. Each spring break, hundreds of Howard students forgo vacations to serve the community in various critical capacities across the nation. Operated by Howard’s Andrew Rankin Memorial Chapel, the Alternate Spring Break’s mission outlines its spirit and purpose:

Alternative Spring Break is a service learning program designed to connect students with distressed communities and to explore the ethical and spiritual dimensions of leadership as it challenges students to discern how their unique gifts and skills can be used to address the problems of communities in need and the world at large.

The success of the program is evident by the fact that during spring of each of the past 25 years, groups of compassionate and empathetic students have committed their time to serving the underserved and dispossessed. This past spring break, Howard sent more than 800 students to various distressed communities in the United States (including New Orleans, Detroit, Chicago, Washington, D.C., Atlanta, Baltimore, Memphis, and Newark), and internationally (Haiti, Anguilla, and St. Maarten). An example of one Alternative Spring Break site is an Adult Education program in Detroit, MI, a city with 34.5% of its population living below the poverty line and reporting one of the highest illiteracy rates in the nation, 47%. Students not only tutored adult learners in reading, but also helped them set life goals. Alternative Spring Break is completely managed by student team leaders who are responsible for planning and coordinating every aspect of the service. Howard students produced a documentary about Alternative Spring Break, which illuminates the program’s impact on their lives. The students’ enthusiastic commitment to the program and the artistic production of their documentary highlight Howard’s success in developing and nurturing students’ leadership skills.

The mission is further fulfilled by Howard’s “Day of Service,” which encourages volunteerism for faculty, students, staff, and alumni. Day of Service has seven areas of focus: 1) Educational Disparities, 2) Environmental injustice, 3) Health Disparities, 4) Homelessness and Poverty, 5) Violence, 6) Police

and Community Relationships, and 7) Voter Registration. It is held in collaboration with over 80 sites across the District of Columbia. Continuing the University's commitment to this part of its mission and expanding it internationally, Howard's chapter of Engineers Without Borders returned in 2013 to its Choimim "Water is Life" Project, which began in 2009 in remote, northwestern Kenya. Students monitored the water quality and installed bio-sand filters—the latest stage of a multi-year effort to significantly improve water quality for rural families in the Nandi Hills region. Clearly, developing compassionate graduates who are informed about social, racial, and economic inequality and are conscientious about mitigating it is a goal that runs deeply within the soul of the University. In 2019, Howard University had the distinct honor of being ranked number one for its eighth consecutive year on the Peace Corps' list of "[The Most Volunteer-producing HBCUs](#)" and 16th among medium-sized schools on the agency's "Top Volunteer-Producing Colleges and Universities" list—it was ranked 14th on the latter list in 2017. These honors are particularly meaningful simply because they affirm Howard's commitment to serving underserved communities, nationally and internationally.

PRODUCING LEADERS

Howard University, over the years, has supported several campus programs that prepare and develop students for national and global leadership as its mission promises. One of these programs is the Howard University Honors and Scholar Development Program, which is not only focused on developing the research skills of a group of honors students, but also on grooming them for mastering the arduous process of applying for prestigious international fellowships. An associate program is Howard's Scholarship, Training, and Exploration Program (S.T.E.P), which is a four-year development program that assists in the preparation of Honors Program students to apply for prestigious fellowships. In their third year, the students benefit from the Scholar Enrichment Institute, which holds weekly meetings, some of which providing demonstrations on how to build competitive applications (see Appendix D). The Institute often invites past recipients to speak to the current students about their own journeys. As a result of the S.T.E.P. program, Howard University, now, regularly has more than 50 fellowship applicants each year, and many recipients have become outstanding scholars. In its history, Howard University has produced 4 Rhodes Scholars, 11 Truman Scholars, 2 Marshall Scholars, 1 Schwarzman Scholar, 23 Pickering Fellows, 22 Rangel Fellows, and 62 Fulbright Student Awards in its history. However, as a testament to the strength of the S.T.E.P. program, *since 2016*, Howard has produced 15 Fulbright Student Awards, 2 Fulbright UK Summer Institute Awards, 1 Rhodes Scholar (plus 7 finalists), 1 Marshall Scholar, 3 Truman Scholars, 5 Charles B. Rangel Fellows, 5 David L. Boren Award Recipients, 1 Goldwater Scholar, 1 Luard-Morse Scholar, 2 Frederick Douglass Global Fellowship Recipients, and 14 Gilman Scholars. Consequently, over the years, Howard has witnessed huge gains in this critical area of leadership development. In addition to preparing students for intellectual and professional leadership through their experiences as recipients of prestigious awards and fellowships, Howard also grooms leaders for the armed forces. According to a recent publication, *no other university in America* has produced more African-American generals (15) than Howard University. The ROTC program continues its legacy as the premier program among HBCUs.¹³ In fact, more than twenty Howard students have gone on to achieve rank as officers in the last few years, with 11 commissioned in 2015-16 alone.

Howard students are also earning national and international acclaim and other awards. In 2017 and 2018, Art majors were featured on the Graphic Design USA "Students to Watch" honors. A graphic

¹³ Lopez Matthews, *Howard in the World Wars: Men and Women Serving the Nation* (Charleston: The History Press, 2018).

design major from the same department received a prestigious Gold Award at the annual Indigo Design Awards in Tokyo. In addition, three Howard students were selected as White House HBCU ‘All-Stars’ in 2017, eight were named 2016-17 Jordan Scholars, and three were named White House Correspondents Association Scholars. These awards affirm that Howard students are not only distinguished in their fields, but they are proven leaders who can and do compete on the world stage.

Howard’s alumni are by far the strongest evidence that the University is, *indeed*, producing leaders. Howard University alumni are among the most decorated, celebrated, and revered black leaders in the world—many of whom have had an impact on local, national, and global communities. See Appendix X for a list of distinguished alumni and their accomplishments.

UNIVERSITY GOALS: (*Mission & Goals, I.1.d, I.1.e, I.2, I.3*)

The five goals outlined in *Howard Forward 2024* are helping to support and enhance the University mission. University goals focus on student learning and overall institutional improvement.

GOAL 1: ENHANCED STUDENT SUCCESS THROUGH TRANSFORMATION and INNOVATION IN TEACHING & LEARNING, ENHANCED BY THE USE OF TECHNOLOGY.

Howard University’s leadership believes that in an increasingly technological society, technology must be more central to how it educates and executes the mission. In that vein, planned innovations in physical and virtual learning spaces are designed for and promise to transform how faculty conduct research and students learn. Such improvements promise to expand pathways of knowledge, enrich pedagogical strategies inside the classroom, enhance the quality of education, and develop skills students sorely need in this evolving labor market. Such improvements will make the world much smaller for Howard students. For example, international scholars and those from more distant areas in the U.S. can be livestreamed directly into classrooms more frequently and seamlessly. Moreover, wired classrooms will allow Howard students to connect and collaborate with students in classrooms all over the world. See Standard III, for a fuller discussion.

Howard is also investing in state-of-the art, cutting-edge technology for several programs. This effort is clearly illustrated in the Howard University Health Sciences Simulation Center, a 6,000 square foot state-of-the-art simulated learning environment that enhances education through technology, including computer-based task-training, virtual reality, and mannequin-based simulations.

Technology is also being more robustly integrated into the Howard University curriculum through the development of new courses that meet the competencies required by most employers within the STEM, Technology and Innovation Sector. For example, the College of Engineering and Architecture’s Electrical Engineering and Computer Science (EECS) Department now offers a course, “CSCI 473: Applied Data Science,” that provides an entry-level introduction to data science for students who understand single-variable calculus and possess some programming experience. In this course, students solve practical, hands-on data analytics problems using real-world tools and techniques. Other innovations extend to the program level (see Appendix F). For example, the University recently began offering a Graduate Cybersecurity Certificate Program. Howard already has secured over \$4 million in external funding to support research in cybersecurity. The Howard University Cyber-Security Education

and Research Center (CERC), established in 2010 in the School of Business, is a multi-disciplinary center led by professors in the Departments of Information Systems and Systems and Computer Science, with participation from the faculty in the Departments of Electrical and Computer Engineering and Mathematics, and the School of Law. The objective of CERC is to provide education and facilitate research in information assurance, computer network security, digital forensics, cryptography, risk assessment and mitigation, disaster recovery and management, security regulations and compliance, and information security management.

Another means by which this goal will allow the University to better support its mission is by providing “educational opportunities for Black Students” *in technology*—opportunities that will provide them with the technological skills they will need to compete in a modern, highly skilled and technical job market. Howard’s flagship program in technological opportunities is the **Tech Exchange (formerly known as Howard West)**. This program began as a partnership between Howard University and Google and had planned to diversify the tech industry by offering an immersive academic experience to Howard computer science majors on the West Coast campus of Google. Four Howard University Faculty joined 26 students enrolled in courses co-taught by Google computer scientists. The initial success of this program, coupled with the understanding that a summer was insufficient time to train students, led to the program’s new configuration as the *Tech Exchange*. This initiative also encourages faculty development among Howard Computer Science faculty; these faculty members have worked with Google computer scientists and engineers to co-develop and redesign courses in Computer Science at Howard University. Additionally, the program has expanded to include students and faculty from nine other HBCU and HSI (Hispanic Serving Institution) programs.

Howard is also proudly working to include the Humanities and Social Sciences in these technological innovations. For example, the Mellon Mays Undergraduate Fellowship Program hosts a Digital Humanities Institute every summer to train future Humanities professors in this cutting-edge technical and research skill set. In fact, this Howard University located program is the only Mellon Mays Program in the nation to offer such innovation. Similarly, the College of Arts and Sciences recently launched a program to train Humanities faculty in Digital Humanities.

GOAL 2: INCREASE PARTICIPATION IN GRANT-FUNDED RESEARCH ACTIVITY

This goal supports the mission as it relates to Howard’s status as a “research-intensive” institution that aspires to R-1 status.

Howard University has averaged \$55 million in annual grants in the past 8 fiscal years in Academic Affairs and Health Sciences. Its grant portfolio consists of a diverse array of grants, contracts and cooperative agreements from federal, corporate, and philanthropic sources. However, between 2010 and 2018, the Howard University Office of Research reported decreasing grant-sponsored research activity in Health Sciences (see Table below).

Howard Grant Productivity – FY 10 to FY 18

Academic Affairs

	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
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Submissions								
Number (#)	242	243	218	227	265	258	219	274
Amount	\$56,291	\$52,934	\$37,700	\$47,278	\$54,889	\$62,770	\$60,924	\$57,541
Awards								
New #	79	71	69	94	83	81	65	63
Amount	\$11,326	\$17,045	\$16,531	\$19,920	\$12,816	\$15,590	\$9,558	\$8,322
Continuation #	69	77	93	57	73	70	100	109
Amount	\$11,432	\$13,274	\$12,821	\$8,477	\$10,134	\$10,389	\$13,203	\$20,001
Total #	148	148	162	151	156	151	165	172
Total \$	\$22,758	\$30,319	\$29,352	\$28,937	\$22,950	\$25,979	\$22,761	\$28,323

Health Sciences

	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Submissions								
Number (#)	205	211	190	177	196	223	136	172
Amount	\$62,631	\$59,304	\$50,593	\$63,195	\$58,923	\$50,907	\$26,067	\$44,816
Awards								
New #	61	61	63	56	58	56	33	51
Amount	\$12,429	\$10,808	\$6,716	\$13,370	\$10,183	\$6,287	\$4,816	\$5,226
Continuation #	57	58	45	60	77	104	104	90
Amount	\$21,250	\$15,684	\$14,881	\$16,616	\$20,081	\$23,848	\$25,923	\$19,725
Total #	118	119	108	116	135	160	137	141
Total \$	\$33,679	\$26,492	\$21,597	\$29,986	\$30,264	\$30,135	\$30,739	\$24,951

Combined

	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Submissions								
Number (#)	447	454	408	404	461	481	289	446
Amount	\$118,922	\$112,238	\$88,293	\$110,388	\$113,811	\$113,677	\$72,486	\$102,357
Awards								
New #	140	132	132	150	414	137	98	114
Amount	\$23,755	\$27,853	\$23,247	\$33,290	\$22,999	\$21,877	\$14,374	\$13,548
Continuation #	126	135	138	117	150	174	204	199
Amount	\$32,682	\$28,958	\$27,702	\$25,093	\$30,215	\$34,237	\$39,126	\$39,726
Total #	266	267	270	267	291	311	302	313
Total \$	\$56,437	\$56,811	\$50,949	\$58,383	\$53,214	\$56,114	\$53,500	\$53,274

Howard University is intensely aware that these numbers must increase significantly in order to reclaim R-1 status. A deeper analysis of certain types of grant-sponsored activity—NIH, for example—demonstrates how Howard University and its College of Medicine have witnessed a downward trend in this type of funding over the last decade. Moreover, when compared to other, HBCUs, Howard University's NIH funding pales in comparison to both of the other two HBCU Colleges of Medicine, Morehouse College of Medicine, and Meharry Medical College (See Table Below).

NIH Funding at Comparable HBCUs Since 2010

	2010	2015	2016	2017	2018	2019
Howard University	\$15,722,427	\$10,595,063	\$11,192,833	\$8,275,169	\$5,938,826	\$6,422,477
Morehouse College of Medicine	\$52,387,421	\$30,904,140	\$24,327,081	\$18,325,117	\$19,128,836	\$11,319,096
Morgan State	\$2,426,285	\$5,970,081	\$5,385,928	\$5,418,974	\$5,240,349	\$8,324,682
Hampton University	\$8,293,421	\$4,519,812	\$4,486,495	\$3,640,924	\$975,040	\$1,043,487
Meharry Medical College	\$34,950,234	\$14,928,599	\$16,309,293	\$14,236,698	\$14,620,094	\$7,464,084

As discussed in Standard VI, Howard University and its stakeholders are acutely aware of this challenge and are making strides toward increasing grant-funded research activity by 1) developing a new strategic plan that emphasizes the goal of increasing grantsmanship, 2) enhancing the Office of Research and hiring an experienced Vice President for Research who can develop a plan to guide the University toward this goal, 3) growing the University’s research capacity, 4) improving research facilities, 5) providing more training, information, and support for faculty grant applications, 6) providing additional administrative research support at the college levels, and 7) appointing new faculty whose research agenda involves actively seeking external funding.

In addition to hiring capable leaders with a proven track record, the Office of Research has been integrally involved in securing and maintaining many major grants that form the basis for building Howard University’s externally funded research capacity. The University is more deliberate about identifying grants, organizing proposal teams, coaching PIs on proposal strategies, providing in-kind support, editing and revising proposals, and introducing faculty to the range of targeted grant programs, such as DoD Research Education Program, NIH RISE, and NSF’s HBCU-UP.

The University has made important strides toward improving its research facilities. Since the last accreditation, the University opened a new 81,670 square foot Interdisciplinary Research Building (HUIRB) on Georgia Avenue, which boasts wet and dry labs, instructional space, offices, and meeting spaces. The design of the building promotes interdisciplinary research and educational collaboration. The HUIRB has enabled Howard University to experience substantial growth and improvement in its research activities and is, therefore, recognized as the cornerstone of how the researchers plan to actualize GOAL #2 and advance Howard’s mission.

As discussed in greater depth in Standard VI, The Office of Research at Howard University is striving to enhance its research enterprise through maintaining an investigator-focused infrastructure, facilitating and diversifying avenues for funding, and streamlining research processes. At the time of the last Self-Study, the handling of grant submissions and internal competitions was done manually. PI’s reported long, and often, arduous review and approval processes. The University has purchased InfoReady Review™, which saves preparation and approval times because it automates, centralizes, and streamlines the grant submission process. It also has the flexibility to handle multiple competitions with different parameters. Furthermore, InfoReady Review™ assists in balancing a wide array of ongoing and future grant competitions. The acquisition of this software has transformed the efficiency of the grant application process.

In terms of support for Principal Investigators, the University understands that it must restructure its grant processes. Beginning in FY21, the Provost will imbed administrative research support staff within colleges, starting with the College of Medicine and the College of Arts and Sciences. Such a move will significantly improve communication across units, provide PIs with an advocate and resource, and improve processing time for approvals and procurements, thereby more efficiently administering the grants. Such embedding of research administrative support within schools and colleges with the highest grantsmanship propensity and potential is key to doubling Howard's research expenditures toward reclaiming R1 status.

GOAL 3: USE EXPERIENTIAL SERVICE-LEARNING OPPORTUNITIES TO TEACH AWARENESS OF LOCAL AND GLOBAL ISSUES THAT ALIGN WITH OUR UNIVERSITY'S MISSION

Programs such as Day of Service and Alternative Spring Break (See above discussion of these programs) already have made an impact on students and the larger community. Howard is working to increase the number of these opportunities across colleges and programs and developing collaborative partnerships that will yield high-impact outreach programs.

The University has demonstrated its commitment to domestic and international affairs through an extensive and growing list of local, national, and global partnerships, as demonstrated by more than 50 Memorandums of Understanding (MOUs). With these partnerships, Howard's reach is to every corner of the globe. See Appendix X for a list of various international MOUs.

Experiential service-learning opportunities are, in fact, imperative for students to complete the MSW or PhD in Social Work. Students are placed in social service agencies throughout DC's underserved areas. In addition, that school organizes a bus tour through the predominantly African-American wards 7 & 8, which is designed to educate students about the most pressing issues affecting social, economic, and health care outcomes in the most underserved areas of Washington, D.C. By touring these areas together, students visually learn how racial and economic spatial locations determine many social and health outcomes. For example, they learn that an area that boasts nearly 165,000 residents has just 3 grocery stores and only 2 major hospitals.

Another area of Howard University that has had a significant impact in serving the community, as outlined in the mission and Goal 3, is the School of Law. The School of Law operates a **Clinical Law Center** that provides free legal advice and representation to the community in seven key areas: 1) Criminal Justice, 2) Fair Housing, 3) Civil and Human Rights, 4) Investor Justice and Education, 5) Intellectual Property and Patent, 6) Intellectual Property and Trademark, and 7) Child Welfare Clinic. Staffed by student attorneys, these law clinics not only provide legal services to vulnerable, underserved, and under-resourced local people, but it allows students to develop the skills and insight necessary to build life-long careers in public service and advocacy. See Appendix X for descriptions of selected service-learning activities and programs.

GOALS 4 and 5: OPERATE EFFICIENTLY AND EFFECTIVELY ACROSS ALL LEVELS of THE ORGANIZATION and IMPROVE FINANCIAL ACCOUNTABILITY and OUTCOMES.

Goals 4 and 5 are targeted at improving the overall financial health and function of the University. In many ways, they work together to support the mission.

The University continues to strive to improve operational efficiency to ensure that it is reducing costs, improving responsiveness to problems, increasing financial and personal accountability, improving customer service, and reducing its carbon footprint and energy usage by 20% annually. These measures will enable us to redirect savings to other areas of need or simply to reinvest in academic programs.

First, Howard University is trying to greatly reduce its dependence on paper. Many offices no longer accept/require paper copies of documents. Not only will this initiative save money that would have been spent on ink, paper, file folders, etc., but going paperless puts less strain on the environment. Environmental Studies is a new academic program that also supports this commitment. In a similar vein, the Environmental Club helps bridge academic knowledge with service-learning opportunities as students lead recycling efforts on campus and in the wider community.

In addition, the University is taking deliberate steps to overhaul its operational systems, and thereby increase productivity by 30%. One key area identified for focus by faculty, students, and alumni surveys is customer service. As of AY 2018-19, online [customer service training](#) is mandatory for every Howard employee, using Skillport. The training provides employees guidance needed for skills improvement, best practices for professional development, as well as support and performance analysis. The University is also updating its policies, creating policies where they did not exist, and establishing “legacy plans” for every unit. On the academic side, all academic units are being required to complete and pass Bylaws.

There is a comprehensive plan in place in the Office of Financial Aid to ensure the integrity and efficiency of that office. Among the changes the University has made in that vein are the following:

- Hired a new Director of Financial Aid.
- Hired an internal Financial Aid Compliance Officer.
- Completed other strategic hires including a new Associate Provost for Enrollment Management and a University-wide Chief Compliance Officer.
- Doubled the number of Financial Aid Office staff.
- Executed significant improvements to the financial aid component of the student check-in process at the beginning of the Fall 2018 semester.
- Partnered with outside experts to strengthen our delivery and implementation of best practice concepts for financial aid processing.

In the 2018-19 reporting cycles to the Department of Education, Howard received successful reviews. Other, broader actions the University has taken to shore up its finances include the Academic and Administrative Program Prioritization Process, which is well underway. Moreover, there have been greater efforts at soliciting gifts. Howard recorded \$20.3M million in gifts last year, which represents a 29% increase over the previous year.

Howard continues to fortify its financial position by demonstrating measurable improvements in financial performance. Strategic actions to contain costs and increase and diversify revenues have

resulted in two consecutive years of positive operating results—a positive \$12 million operating result in FY 2016 and a positive \$2 million operating result in FY 2017. Although the University operated in FY19 in the red, it is well-positioned with a wealth of real estate assets and a strategy to realize its abundant financial potential. On June 27, 2019, the Department of Education, based on Howard’s compliance with reporting measures, cleared the University from HCM2. Also, at \$646 million, the Howard University endowment is strong.

With these measures in place, the University is confident that it will emerge from this challenge leaner, stronger, and more vigilant about managing the institution’s resources.

PERIODIC ASSESSMENT OF MISSION AND GOALS

While the university’s mission statement continues to successfully guide the institution and has proven useful in shaping the strategic plan, the university should nevertheless revisit it to ensure its relevance. In that effort, an in-depth review of the mission will continue to occur as a part of the Middle States Self-Study.

Summary, Findings, and Recommendations

Summary: The Mission and Goals of Howard University are consistent with the institution’s historical legacy and dynamic vision, which are strongly anchored in the values and aspirations of the community that it serves. Guided by this mission, the University has made remarkable, steady strides in providing world-class scientific education, professional training and civic preparation to large and increasing numbers of highly motivated students. With a sustained emphasis on the education of African Americans and other peoples of African descent, while advancing diversity among its students, faculty and staff, the University has established an unmistakably impressive record of student recruitment, retention, graduation and placement in critical fields such as health, law, education, the arts, engineering, architecture, and other areas of study. This record has been recognized and highlighted by numerous government agencies, academic organizations and prominent media outlets. Howard University has been successful in so many areas and on so many levels because of its demonstrated ability to recruit and retain world-class faculty whose excellence in teaching, research and publication, and service to the University and the community at large inspires current and prospective students.

Findings:

1. The University’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish.
2. The University is fulfilling every aspect of its mission, and is doing so with distinction in many areas.
3. The University’s stated goals as articulated in the strategic plan specify how it intends to fulfill its mission.
4. The University’s goals are realistic and appropriate.
5. The University mission and goals are widely accessible to all stakeholders in multiple locations. However, the mission is not included in all handbooks or referenced on all department websites.
6. There is no established policy for a regular timeframe to review the University mission or goals. Nor is there a regular timeframe for revising department and program missions.

Recommendations:

1. The committee recommends regular reviews and revisions (if needed) of the University mission and goals.
2. The committee recommends regular institution-wide reviews of mission statements at the department, program, unit, and college levels to ensure they are currently aligned with the University mission *and* the new goals as articulated in *Howard Forward 2024*.

STANDARD II: ETHICS AND INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

The principles of ethics and integrity are central to the mission, values, and culture of Howard University. Considering the University's motto, *Veritas et Utilitas*, generally phrased as "Excellence in Truth and Service," these words illuminate the essence of Howard's mission and the reverence in which the principles of ethics and integrity are held in the Howard community. Howard's motto reflects an ethos of good will and serves as a mandate that has defined and guided the institution since its founding. Therefore, this ethos, "Truth and Service," is at the heart of why Howard University has remained a productive, well-loved institution of higher education for over 150 years. Woven throughout all of the University's programs and activities, this motto reminds all members of the Howard community that, collectively, they serve a common purpose. Students, faculty, staff, and alumni are actively involved in community, local, national, and global service efforts to create awareness and provide solutions to help improve the quality of life in many underserved communities. "Truth and Service" also serves as a guiding principle: it is the framework used by the institution as a whole for making ethical and honorable decisions. If a request does not allow Howard to operate with truth and integrity, or if it is not functioning to be of service to the University's mission or to society, then that request is ignored. As a work ethic, "Truth and Service" is the standard by which Howard conducts its business, whether in matters related to the classroom, to partnerships, to research labs, or accounting offices. Finally, the University motto functions as a mandate in that all members of the community are expected to be truthful and serviceable in all their operations, i.e., the application of "Truth and Service." Ethics and integrity are reflected in Howard's institutional commitments, representations, and operations and are demonstrated by Howard's compliance with applicable legal, regulatory and university policies, procedures, and practices. To these ends, the University has committed the necessary resources to preserve the public trust and uphold integrity in teaching, research, service, assessments, and reporting.

ACADEMIC FREEDOM (*Ethics and Integrity*, II.1)

Academic freedom is the cornerstone of most universities. Howard is no different. The Howard University 2019 *Faculty Handbook* (pp 19-20) defines academic freedom as:

1. Freedom of inquiry, thought, expression, publication, and peaceable assembly,
2. The unrestricted exploration of subjects (including controversial questions), both on and off the campus, in a professionally responsible manner, and

3. Expression and communication of the widest range of viewpoints, in accord with standards of research integrity, scholarly inquiry, and professional ethics, free from internal or external interference or coercion.

The *Handbook* acknowledges that “academic discourse frequently involves a strong expression of opinions, including discussion, deliberation, and debate,” but urges faculty to heed the “correlative duties of professional care” when exercising those freedoms. In essence, the *Handbook* reminds faculty to exhibit civility and respect when supervising or championing such dialogues. It reminds faculty that “students are entitled to an atmosphere conducive to learning and to fairness and respect in all aspects of the teacher-student relationship.”

Consistent with best practices of protecting academic freedom, Howard University promises that faculty will be “free from institutional censorship” and cannot be disciplined for private activities. *The Faculty Handbook* in B1(1), page 20, affirms, codifies, and protects the rights of faculty to criticize the institution or its policies, albeit through “appropriate means.” The faculty’s exercise of academic freedom cannot in any way affect the terms of employment, including appointments, promotions, tenure, or performance evaluations. Academic freedom for adjuncts is also protected through the Adjunct Faculty Collective Bargaining Agreement.

Intellectual Property Policy

The Intellectual Property Policy (IPP) supports Howard’s culture of innovation and discovery. The IPP outlines the “development, protection, and commercialization of Intellectual Property in a manner consistent with applicable law and respectful of academic traditions are critical elements of Howard University’s operations as a national research university.” The [Intellectual Property Policy](#) (which is also echoed in the *Faculty Handbook*, page 20), states that all University employees who, within the “scope of their employment with the University, create any Intellectual Property subject to the University’s right to assignment, as described in Section V(1)(c), shall promptly disclose such Intellectual Property to the Intellectual Property Committee (IPC).” The rationale behind this policy is that if the invention, idea, concept, or work is created as part of employment or uses University resources, then Howard may assert ownership. Students are mostly exempted from this policy, except in certain cases.

Faculty are not the only University constituent group with guaranteed freedoms. Students have the following rights and freedoms enshrined in their [Student Handbook](#) (pp. 86-87):

- A. As members of the University Community, all students are guaranteed freedom of expression, inquiry and assembly; the right to form a student government; the right to organize groups; the right to join associations in support of any cause or common interest; and the right to peacefully protest, provided that such activity is conducted in a reasonable manner, does not abridge the rights of others and is carried out in accordance with local and/or Federal law as well as University rules and regulations.
- B. Students have the right of fair access to all educational opportunities and benefits available at the University in an environment that is safe and free from invidious harassment, discrimination or intimidation.
- C. Students have a right to privacy in accordance with the provisions established by the Family Educational Rights and Privacy Act of 1974 (FERPA).

D. Students have the right and responsibility to report, in good faith and without fear of retaliation, violations of this Code, the University Code of Ethics and Conduct, the *Title IX* Policy and any other policy of the University, to appropriate academic or administrative officers of the University.

University staff and other employees also enjoy the rights of free speech/expression (p. 56 of *Employee Handbook*).

Even with its very liberal policies to protect staff, faculty, and students' freedom of expression, the University does assert the right to protect itself. Faculty, staff, and students are all prohibited from using the University's name and logo to promote a political party or candidate, commercial products, or religious beliefs.

FOSTERING A CIVIL CLIMATE (*Ethics and Integrity, II.2*)

Howard University creates, promotes, and encourages a climate that fosters respect among students, faculty, staff, administrators, and visitors from diverse backgrounds, ideas, and perspectives. Also, the University regularly reaffirms its commitment to providing educational and employment opportunities that are free from harassment and discrimination.

There are five principle ways the University actively cultivates a climate that fosters respect and civility: 1) valuing and practicing diversity; 2) emphasizing a culture where difference is not just tolerated, but embraced as a real value; 3) having strong and clear anti-discrimination policies that are very accessible; 4) having mechanisms in place that allow people to report discrimination, abuse, or their anti-social behaviors without any negative consequence, and; 5) practicing zero tolerance for those who violate these policies and breach community civility.

From its founding to the present day, Howard University does more than merely strive for diversity: Howard embodies and practices it. In fact, Howard's entire mission is directed towards increasing the representation of African Americans and other underrepresented groups in many academic and professional fields. Howard, therefore, prides itself in educating a diverse body of students—many of whom come from challenging socioeconomic backgrounds and geopolitical regions of the world.

The student body is not the only area that reflects Howard's commitment to diversity. The University embodies diversity at all levels. The faculty corps, for example, is among the most diverse in academia. Among all tenure and tenure-track faculty, 59% identify themselves as black. However, there are deep ethnic differences within this category; for example, significant numbers of "black" faculty are African or West Indian. White Americans comprise 24% of Howard faculty. That number demonstrates that Howard is doing better at recruiting whites than predominantly white institutions are at recruiting black faculty: most of those institutions do not have black faculty greater than 5%. The remaining faculty members of color at those schools include Indians and Asians.

In terms of gender diversity, Howard University is very proud to underscore the fact that 48% of all full-time faculty are women. Moreover, 73% of all women employed as faculty at Howard are in full-time

positions. Nationally, according to NCES, women account for 56% of part-time faculty positions¹⁴. At Howard, women are over-represented in leadership positions: 69% of Deans are women and all of them are women of color. Nearly all the Associate Provosts are female. These diversity statistics exceed most mainstream institutions, by far. President Frederick declared that “We will remain committed to ensuring that the legacy of the Howard Woman is one that transcends generational barriers and uplifts both local and global communities.”¹⁵

Not only is Howard’s faculty corps deeply diverse, but by awarding so many doctorate degrees to underrepresented minorities, Howard plays a significant role in contributing to the diversity of American faculty, in general. Our niche, though, is that we train a significant portion of the faculty who teach at other HBCU’s and other minority-serving institutions. Howard University does a vital service to those institutions, and to the broader academy. We do more than embody diversity; our programs are evidence that Howard University *practices* diversity. True to our mission, the University has a wide range of initiatives and programs that have diversity as the primary goal, as discussed in Standard I.

Tolerance is inextricably linked to diversity at Howard. In short, the community must be conscientiously inclusive and deliberately respectful of all the myriad forms of diversity that comprise the community. Programming is one way the University creates a culture of tolerance and inclusivity.

The Office of Intercultural Affairs (OIA) supports Howard’s mission by encouraging a safe, inclusive environment. OIA celebrates various cultural heritages, promotes intergroup dialogue, builds community, and contributes to students’ academic and social development. Its purpose is to promote a student-centered global learning experience via a culturally conscious campus climate. The OIA consists of working groups committed to the following: 1) Cultural Competency Training, 2) International Student Task Force, 3) LGBTQ+ Advisory Council Cultural Competency Training. The Office of Intercultural Affairs has the primary responsibility for the coordination of support services for Howard’s Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Asexual, Ally, Intersex, Intergender, and Pansexual (LGBTQ+) students.

The Office of Intercultural Affairs also hosts and facilitates cultural competency trainings for students, faculty, and staff. Trainings use an intersectional approach by exploring multifaceted identities and systems of oppression. Howard’s Cultural Competency trainings: 1) Introduce participants to the issues faced by the LGBTQ+ population and to discuss and understand terms such as sexual orientation, gender identity, gender expression, homophobia, heterosexism, and cisgender, 2) Use Ally as an Action, 3) Engage participants in conversation about how to intentionally develop social justice initiatives and advocacy locally and globally, 4) Examine how awareness of multiple social identities can enhance student development. The Office of Intercultural Affairs is always evaluating language to ensure that we are inclusive, recognizing that language can be limited. For this reason, Intercultural Affairs serves as a resource for Howard University members to understand language surrounding Gender, Gender Identity, Gender Expression, and Sexual Orientation. Pages 38-39 of the Student Handbook includes a Guide to Inclusive Language: terms like *intersex*, *cisgender*, *LGBTQQIIAAP+*, *genderqueer*, *cisnormativity*, *heteronormativity*, *gender binary*, *gender expression*, and *pansexual* are defined.

¹⁴<https://www.insidehighered.com/news/2016/08/22/study-finds-gains-faculty-diversity-not-tenure-track>

¹⁵Quoted in Tamara E. Holmes, “Shattering the Glass Ceiling of Academia,” in *Howard Magazine* (Fall 2016)

Howard's Andrew Rankin Memorial Chapel, has not only been the center of religious and spiritual life on campus since it opened in 1894, but also cultivates a spirit of tolerance and respect for diverse faiths. For example, Rankin Chapel celebrates and recognizes Hindu, Islamic, Christian, Nepalese, and Jewish cultural traditions. On Fridays, it hosts Jummah prayer services and guest khateeb (preachers). Speakers for Sunday services include a range of faith leaders. The Ralph J. Bunche International Affairs Center fosters international and intercultural dialogue and understanding, multi-cultural experiences, and global outreach. Study Abroad programs hosted by the Ralph Bunche Center also increase intercultural understanding.

Ethical values can be spread from the top down within institutions. In that vein, the University upholds a standard of integrity for student leaders. Student leaders of the University's more than 200 student organizations must sign a statement of understanding that outlines expectations for integrity and service during their tenure; also "a commitment to honesty, integrity, excellence, fairness, respect for the person and property of others, and service must guide student leaders in meeting their responsibilities as leaders and members of the University community." Although policy alone does not create a climate of tolerance, civility, inclusion, and mutual respect, those aspirations are reflected in HU policies. As stated in the *Faculty Handbook* B1.3, the University "affirms the dignity of persons with diverse identities, statuses, conditions, and circumstances." The entire University community is held to a general [Code of Ethics and Conduct](#). There is also a Faculty Code of Conduct and [Student Code of Conduct](#), which was revised in 2015. Moreover, Colleges may have additional codes of conduct that are dictated by their respective accrediting bodies. For example, the [School of Law](#) has its own code of conduct. Howard's mission is reinforced through the Howard University Code of Ethics and Conduct.

The University upholds the rights of students to learn in a healthy and supportive environment. *Responsibilities*, section III of *Code of Ethics and Conduct* promises: "To Our Students--we owe the right of fair access to all educational opportunities and benefits available at the University in an environment that is free of invidious harassment, discrimination, or intimidation." However, we understand that even climates of tolerance and inclusivity are sometimes not enough to protect those with vulnerable identities and conditions from discrimination. A network of policies and procedures, along with sanctions, makes it clear that discrimination will not be tolerated in *any* form or under *any* circumstance at Howard University. Faculty members, administrators, and supervisors are required to adhere to all local, state, and federal laws and regulations, as well as Howard University policies and procedures. Federal laws relevant to higher education and actively honored and enforced at Howard include, but are not limited to, *Family Educational Rights and Privacy Act* (FERPA), the *Americans with Disabilities Act*, the *Rehabilitation Act*, the *Civil Rights Act of 1964*, *Title IX of the Education Amendments Act of 1972*, *The Family Leave Act of 1993*, and the *National Labor Relations Act*. Applicable policies include, but are not limited to, the *Employee Handbook*, The Code of Ethics and Conduct, The Equal Employment Opportunity policy, the *Title VII* policy, the *Title IX* policy, and all other applicable policies. Faculty members, administrators, and supervisors must also comply with any codes of conduct or ethics of professional associations or societies to which they belong. These include, but are not limited to, any established code required by the Department of Health for those licensed as health professionals in the District of Columbia and any other jurisdiction in which they hold a professional license.

Section 11 of the *Employee Handbook* reads: "Howard University prohibits any discrimination or harassment based on race, color, religion, sex, national origin, age, disability, veteran status, sexual

orientation, family status and responsibilities, personal appearance, political affiliation, marital status, gender identity or expression, genetic information, matriculation, unemployed status, or any other classifications, activities or conditions protected by applicable law.” The *Faculty Handbook*—the most recent of the policies— has almost the same language verbatim, but adds the category on prohibiting discrimination against those who are “non-conforming with gender stereotypes.” Best university practices appreciate the nuances and contours of discrimination and remain current on inclusive language.

Howard has done much to prohibit other antisocial behaviors, such as hazing, harassment, bullying, and cyberbullying. These behaviors are prohibited for faculty, employees and students. Bullying, defined on page 100 of the *Student Handbook* as “unwanted aggressive physical or verbal behavior conducted by one or more persons against another/others...that may involve real or perceived power imbalance,” is highly damaging and has no place at Howard University.

The University also prohibits “unlawful discrimination,” which is defined in the *Employee Handbook*, section 10.05, as “a spectrum of conduct, from deliberate treatment such as blatant statements expressing bias against a minority group, such as racial, ethnic or gender-based slurs, to unjust adverse employment actions taken by managers against individuals based on their protected status, to more indirect types of conduct or speech that have the purpose or effect of creating an offensive work environment for someone because of his or her race, gender or other protected status.” The University acknowledges that it is also possible to experience “unlawful discrimination” because of a policy or practice that has the effect or impact of discriminating unlawfully, even if unintentionally.

Students with physical or cognitive impairments or mental health concerns are accommodated in all academic and extracurricular activities. The Office of Disability Services ensures that students with qualified disabilities have equal access to all university programs and resources and reasonable accommodations inside and outside the classroom. Howard’s [Disability Services Policy Faculty Handbook](#) outlines how disabilities must be handled, in full compliance with the federal *Americans With Disabilities Act* (ADA).

Howard is committed to ensuring compliance with *Title IX of the Education Amendments of 1972, as amended, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (Clery Act), as amended by the *Violence Against Women Reauthorization Act of 2013* (VAWA), Title VII of the *Civil Rights Act of 1964*. Sexual and gender-based harassment, discrimination and violence, dating violence, domestic violence and stalking are not only prohibited at Howard, but are violations of federal law and the state laws of the District of Columbia, Maryland, and Virginia. The University underscores its “commitment to providing educational and employment opportunities free from harassment and discrimination based upon sex, gender, gender expression, gender identity, sexual orientation, or marital status; sexual violence; dating violence, domestic violence; stalking; and retaliation.” Howard strives to cultivate and 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 violence, harassment and violence, other forms of interpersonal violence, stalking, and retaliation.

Under the *Title IX* policy, all “responsible employees” who become aware of a *Title IX* violation—directly or indirectly—have an obligation to report to the police or the *Title IX* office. The University’s [Title IX policy](#), clarifies in no uncertain terms who constitutes a “responsible employee” in Article VIII(D):

Responsible Employee – With the exception of University employees designated as Confidential Employees, every individual employed by Howard University and Howard University Hospital, and anyone employed or retained under contract in a security or safety position or in a University residence hall is considered to be a Responsible Employee. ALL Responsible Employees are required to report any information regarding a known or suspected violation of this policy to a *Title IX* Officer as soon as the Responsible Employee learns of it, no matter how they learn of this information. Student workers who have supervisory responsibility or are responsible for the welfare of other students are also considered Responsible Employees when they learn of potential violations of this policy in the scope of their employment. Student workers who are Responsible Employees include but are not limited to resident assistants, teaching assistants, graduate assistants, and tutors provided through any University programs or offices. Responsible Employees must report all information that they have obtained, including the identities of the parties, the date, time and location, and any details about the reported incident to the *Title IX* Office.

Because *Title IX* violations are so serious, the University adds extra layers of deterrents. Howard University also prohibits all consensual relationships between employees (Article VII).

The following excerpts from the Code of Ethics indicate Howard’s commitments to fostering fair and equitable treatment for its stakeholders:

No member of the University Community shall deny a student fair access to all educational opportunities and benefits available at the University. Invidious harassment, discrimination, or intimidation of students that deny or impede their right of access to these benefits and opportunities will not be tolerated and will be subject to disciplinary action.”

“No member of the University Community shall deny any member of the Faculty a fair opportunity to teach, conduct research, and to provide services to the community (sic) in a setting that provides the academic freedom necessary to cultivate a wide expanse ideas and teaching methods. Unwarranted interruption of classes or other academic activities is an abridgment of the right of the Faculty to teach and an abridgment of the rights of the affected student to learn.”

“...No one in a supervisory position or in any position of higher authority in the University, is to use his or her position to intimidate subordinate employees or to exact personal favors or things of value (for which a fair market price has not been paid) from employees of lesser rank within the University.

EDUCATING THE Howard University COMMUNITY ABOUT IMPORTANT POLICIES (*Ethics and Integrity*, II.3)

Each new constituent group is introduced to the University policies and trained on them by Directors of offices, and *Title IX* EEO and OHR directors, staff, as well as the General Counsel, when necessary. For example, during New Student Orientation, each new student receives mandatory policy and grievance process training related to the *Title IX* Policy on Prohibited Sexual Harassment and Gender-Based Discrimination in Education Programs and Activities, and the Student Code of Conduct. Similarly, the Office of the Provost conducts orientations for new faculty and offers training on grievance policies and processes related to the *Title IX* Policy, the *Faculty Handbook*, and Faculty Workload Policy, which are also distributed along with the *Student Handbook* and [Special Student Services Material](#). Like faculty, new employees must also attend an orientation that covers University policies and grievance processes related to EEO, and Sexual Harassment requirements.

These trainings are refreshed through periodic in-person and online training to certify their compliance with regulatory policies and guidelines in Research and Compliance Training and Education. Responsible Conduct of Research (RCR) Training Workshops are available on the Office of Research web site¹⁶.

Additionally, ethics and integrity training and information sessions are conducted as needed or upon request at the Provost's monthly leadership meetings that are attended by Deans, Department Chairs, Graduate Program Directors, and designated staff.

GUIDELINES FOR REPORTING VIOLATIONS (*Ethics and Integrity, II.3*)

Employees

Howard University encourages all employees to exercise its "Open-Door Policy" when it comes to reporting discrimination or other mistreatment. The University strives to create a climate in which employees feel safe and comfortable enough to report issues of concern to their manager or other appropriate authority. If an employee feels uncomfortable doing that, the employee may contact the Office of Human Resources (OHR) and speak with any senior member of the HR or EEO team. We maintain an Open-Door Policy so that employees know that they can report their concerns anytime and be heard and taken seriously. Please note, however, if a student-employee has a concern about harassment, discrimination, or retaliation, or information regarding a violation of the University's *Title IX* policy, he/she/ze is directed to follow the reporting procedures set forth in that policy by telling a "Responsible employee."

Grievance policies and procedures for faculty are described in Chapter F of the Faculty Handbook under, *Faculty Grievances, the Faculty Grievance Commission and FGC Procedures*.

Students

Student concerns and grievances of an urgent nature are addressed by the [Office of the Student Ombudsman](#), which was established in September 2014 with direct accountability to the president. Detailed work with the Howard University Student Association, the Graduate Student Council, the Undergraduate Student Association, the Undergraduate and Graduate Trustees, and other student stakeholders, allows the Student Ombudsman to identify potential issues and present them to the appropriate institutional administrator for action and resolution.

¹⁶ <http://www.orrchoward.com/IRBtraining.html>.

If a student feels that someone has violated his or her rights under the *Title IX* policy, he/she/ze should follow the reporting procedures set forth in that policy by telling a “Responsible employee” as soon as possible.

Students also have the right to file a grievance against a faculty member.

CONFIDENTIALITY POLICIES (*Ethics and Integrity*, II.3, II.5)

General confidentiality and integrity

Maintaining confidentiality when it comes to sensitive information, including information relating to possible *Title IX* violations, is an act of integrity that is required of all Howard University employees. According to the policy in the *Employee Handbook*, the “Misuse or unauthorized disclosure of confidential financial data, non-public proprietary information, or other confidential information regarding students, patients, faculty, vendors, guests and certain information about employees is prohibited.” Per the *Employee Handbook*, Section 10.04, all new hires must read and sign a Confidentiality Agreement, confirming their understanding and agreement to the terms of the confidentiality employment. Failure to comply with the obligations stated in the Confidentiality Agreement may result in discipline up to, and including, termination of employment or other relationship with Howard.

To protect and maintain the privacy of educational records, as defined by the U.S. Department of Education, Howard University abides by and enforces the Family Educational Rights and Privacy Act (FERPA). In the institutional policy, it states (in part) that the “. . . policy applies to all students of the University Community regardless of national origin, immigration status or citizenship status. The provisions of this policy apply to the University in its entirety.” In addition, it clarifies entities required to comport with FERPA by stating in the policy that “All Howard constituents, including students, faculty, staff, alumni, visitors, independent contractors and other members of the University community are affected by and required to abide by this policy.” To underscore the University’s ethic and practice of privacy of educational records, data, and knowledge, President Frederick issued a “Privacy Letter” on September 18, 2018 to the Howard University Community expressing the institution’s commitment to privacy expands to and is guided by the 1996 Health Portability and Accountability Act (HIPAA). Recognizing that HIPAA and FERPA entail fine-grained provisions by which an institution must abide, the open letter provided internet-based links to improve federal and institutional privacy acumen for Howard University’s faculty, administration, educational and built environment support staff, and students. For clarity of FERPA purposes, Howard University has [student waiver forms](#) to allow for parental notification on FERPA-protected educational records.

Sanctions for Violating Policies (Ethics and Integrity, II.5)

The *Title IX* Policy makes it clear that the failure by a “Responsible Employee” to report information regarding a possible *Title IX* violation in a timely manner may subject them to appropriate discipline, up to and including removal from a position or termination of employment.

Any employee of Howard that engages in prohibited conduct or retaliation can receive discipline up to and including “immediate termination.”

Retaliation is Prohibited

There are steep consequences to violating any of Howard’s anti-discrimination policies. There are provisions made in both the employee and the faculty handbook to address retaliation against those who report. The University’s policy on retaliation against faculty who report discrimination is that “no faculty member should be treated differently, demoted, harassed, or retaliated for filing a charge of discrimination or participating in a discrimination proceeding.” For all other employees, the handbook, as indicated on page 59 states that “Retaliation for a good faith report is itself a violation of University policy and may result in disciplinary action up to and including termination.”

A strategic partner in upholding the avoidance of conflicts is the Office of Internal Audit, which maintains the University Hotline for reporting policy violations, unethical or illegal conduct. The [Hotline](#) and the Whistleblower Policy and Procedure shield alleging individuals from retaliation.

INTEGRITY IN ACADEMIC AND INTELLECTUAL PURSUITS (*Ethics and Integrity, II.4*)

Howard fosters an atmosphere of ethics and integrity in research, education, and service activities, which is central to the pursuit of academic excellence and the University’s mission, goals, and strategic plan. Several policies govern and guide ethical research practices, including the Code of Ethics and Conduct; Academic Code of Student Conduct, and Student Conduct and Community Standards. There are additional layers of policies to protect intellectual capital of faculty and society. For example, the [Scientific Misconduct Policy](#) and Procedures defines research misconduct, provides tips for avoiding research misconduct. Moreover, the policy has procedures for handling allegations, including the responsibility of the Misconduct Policy Officer. [Human Research Subject Protections and Institutional Review Board Policies](#) explains the University’s standard of ethics and integrity when conducting research with live subjects.

Section F1.1 of the *Faculty Handbook* outlines the policies prohibiting falsification or misrepresentation in research, credentials, or background. For students, the University prohibits three main forms of academic misconduct: cheating, plagiarizing, and copyright infringement, as described on page 11 of the *Student Handbook*. The minimum disciplinary penalty imposed upon a student found to have committed an infraction of this Code shall be no credit for the course assignment or examination in which the infraction occurred; however, a more severe penalty, such as failure in the course involved or suspension from the University, may be imposed depending upon the nature and extent of the infraction.

Howard takes seriously the avoidance of conflicts of interest in its academic, research and administrative enterprises. Through a coordinated network of policies and organizational controls, Howard has established high standards and safeguards to prevent conflicting loyalties or bias in its operations. The Conflict of Interest Policy originates with the Bylaws of the Board of Trustees and states, “Any duality of interest, conflict of interest, or potential conflict of interest on the part of any Member of the Board, Officer, faculty, student, or employee shall be disclosed and made a matter of record at such time and in such manner as may be prescribed in the Article IX, Conflict of Interest in [Bylaws](#) and in any subsequent action of the Board.” The Bylaws require the annual submission of personal disclosure statements by Howard leadership: Trustees, Officers, and other Senior Administrative Personnel (Bylaws, Article IX, sec. 2(b)).

Page 8, of the Code of Ethics and Conduct requires amendment of personal disclosure statements due to any “material change in the circumstances of the reporting person that would make the form then on file materially false or misleading.” The *Employee Handbook* (§10.11) requires employees to “disclose potential conflicts of interest in writing and obtain advance approval to proceed before initiating any transaction or engaging in any decision on behalf of the University that may present such a conflict or potential conflict.”

The Office of General Counsel provides online guidance and disclosures to protect all parties from conflicts in contracting. A [Sole Source](#) Justification Statement that discloses conflicts, actual or apparent, is required to justify the awarding of single-sourced contracts. Additionally, the responsible conduct of research is supported by The Financial Conflict of Interest in Research Policy, requiring investigators to complete a Conflict of Interest disclosure as part of grant submission application documents. Similarly, a [Disclosure Policy](#) directs reporting of disclosures by individuals who plan or implement Continuing Medical Education activities.

FAIR AND IMPARTIAL PRACTICES IN THE HIRING, PROMOTION, DISCIPLINE AND SEPARATION OF EMPLOYEES (*Ethics and Integrity, II.5*)

As an equal opportunity/affirmative action employer, Howard is committed to a diverse workforce whose dignity is affirmed through fair, equitable and impartial employment practices. Policies guiding human resource practices are conveyed in handbooks with specific provisions for faculty and staff. Guidelines for faculty searches, appointment, evaluation, promotion, tenure are clearly stated in the *Faculty Handbook*.¹⁷ The Office of Human Resources (OHR) coordinates with the Office of the Provost regarding policies that impact faculty. Howard conducts national searches for every faculty position and appropriately advertises widely in a variety of outlets. The Nepotism clause of the *Faculty Handbook* B2.5.2, prohibits Faculty from taking part in any decision that involves a family member as it relates to appointment, reappointment, promotion, tenure, merit increases, sabbaticals, etc. The same principle governs all employees, as indicated in the *Employee Handbook*, 10.11.

Staff recruitment and hiring guidelines and materials are detailed in the *Employee Handbook*,¹⁸(§ 9.01, Recruitment and Hiring and § 9.02, Job Posting,). Students hired by the University are considered employees and are subject to guidelines outlined in the *Employee Handbook*. However, student hires for graduate and teaching assistantships may be appointed at the department level among the existing and incoming student population rather than the public. During orientation, employees must sign the Acknowledgment form (located on page 72 of the *Employee Handbook*), as confirmation that they have reviewed and understand the content and agree to periodically check the online version for updates. Selected updates are provided by OHR via electronic communication. The University conducts an annual evaluation of all employees to assess work performance, determine merit increases and set performance goals for the following review period. Staff promotion and evaluation guidelines are detailed in the *Employee Handbook*, which is publicly accessible online and in the OHR. §8.02 - *Performance Evaluations* and §8.03 – *Performance Standards*.)

¹⁷ <https://www2.howard.edu/sites/default/files/HUFacultyHandbook2019.pdf>

¹⁸ <https://www.howard.edu/secretary/documents/HowardUniversityFacultyHandbook.pdf>

The OHR is responsible for developing and administering employment policies. The office comprises seven departments, which serve as a resource and support mechanism for managers and employees of the university and hospital. The Department of Talent Acquisition works closely with managers in the recruitment and hiring phases. Vacancies are posted online for the hospital and University, respectively.^{19 20}

HONESTY AND TRUTHFULNESS IN PUBLIC RELATION ANNOUNCEMENTS, ADVERTISEMENTS, RECRUITING AND ADMISSION MATERIALS AND PRACTICES, AS WELL AS INTERNAL COMMUNICATIONS (*Ethics and Integrity, II.6*)

All admission data and statistics are reported through to the Department of Education, IPEDS, accrediting bodies, and other entities. It can be verified and confirmed through a host of other internal and external reporting, including Audits and Accreditation.

The Office of University Communications (OUC) is the primary source responsible for disseminating pertinent information to the Howard University Community. The OUC conducts monthly strategic planning meetings that include communication leads from the University's Schools and Colleges (unit). The OUC communications and public relations specialists are assigned to specific units to generate more awareness and media opportunities that bring positive attention to the University. The OUC coordinates the release of messages from the Administration. For example, during the winter event that delayed the opening of the Spring 2018 semester, OUC released frequent updates from the President, Provost, and Chief Operating Officer through email communications, social media, alumni conference calls by the president and town hall meetings. In addition, the University has provided numerous updates on its progress in uncovering staff abuses and reforms in the administration of financial aid. Social media platforms have proven to be effective for communicating and addressing critical issues. For example, an online student rally, "#HowardHaze" was used to initiate a "Twitter War" with the University over the slow pace of disbursement of refund checks. The OUC and the Graduate School collaborated to tweet answers to students' inquiries and extend invitations to a town hall meeting before the scheduled launch of the Twitter War. By engaging with students through Twitter, the University neutralized hostilities and provided accurate solutions to students' concerns.

The rapidly increasing dispersal of access to digital communications platforms and wide usage throughout the University necessitated adoption of [Howard's social media policy](#) and guidelines that contain the following: Policy purpose, categories of social media users (All Users, Students, HU Employees), definitions, procedures (branding, content, photo use) and community standards. In the age of cyberbullying and other forms of online harassment, social media standards are integrated into the Student Code of Conduct. Consistency of messaging and awareness of *Title IX Policy* on Howard's website is communicated in multiple channels: publication in the Undergraduate Bulletin, handbooks, and official presentations at various meetings.

Affordability and Accessibility (*Ethics and Integrity, II.7.1, II.7.b*)

Currently, Howard invests approximately \$114.6 million in institutional student financial aid. However, required increases in institutional aid are unsustainable and disproportionate to the renewal of scholarships. Additionally, the high quality of incoming students informs the University's need to retire

¹⁹ <http://healthsciences.howard.edu/huhealthcare/about-huhs/careers>

²⁰ <http://www2.howard.edu/about/careers/apply>

its historical tuition model privileging merit-based achievement. New tuition models that leverage financial aid resources toward students with high financial need are being adopted while sustaining the competitiveness of new students. The new tuition model is designed to: 1) enable students and their families to create sound financial plans; 2) stabilize student loan indebtedness; 3) provide for savings in dollar amount extended in renewable scholarships; 4) create incentives for on-time graduation and 5) directly tie to enrollment strategy. The vision for a model financial aid program includes full financial support for all students with a zero EFC, incentives (e.g., rebates for on-time and early graduation) and tuition pricing for all eight semesters versus one year at a time.

Accessibility measures also include the Graduation & Retention Access to Continued Excellence (GRACE) Grant to pay the remaining tuition and selected mandatory fees for highest need students who are on track for graduation. The Summer Tuition Assistance Grant for Excellence (STAGE) provides eligible undergraduates to receive an award of tuition for up to six (6) credits for the summer semester. Additionally, to incentivize completion, [Howard offers tuition rebates](#) to graduates who earn their degree early or on-time by rebating 50 percent of the final semester's tuition for undergraduates. Improving the affordability of tuition costs for families with multiple siblings enrolled at Howard University is enabled by a [Sibling Discount](#)--discounted undergraduate tuition rate to families with two or more students enrolled concurrently. The remission of tuition is an employee benefit that is widely utilized to develop professional knowledge, skills and competitiveness of Howard's workforce. In FY 2018, Howard invested more than \$3.4 million to fund the education of its employees and their dependents who matriculated in degree-granting programs.

Technology is being used to enhance accessibility, such as Degree Works™, a software application that tracks degree completion rate and identifies what courses are needed to complete programs. Howard students use it to schedule appointments in the Office of Financial Aid and receive status updates by text messages. Other Office of Financial Aid websites provide information related to financial aid, cost, scholarships, and loans.

To maintain Howard's relatively low cohort default rate, the Office of Student Financial Aid and some professional schools have implemented financial literacy programs to educate students on managing finances, creating financial goals, and establishing a plan for minimizing debt and achieving their financial goals. The Office of Financial Aid ensures Howard's compliance with federal rules by mandating students to complete all requirements prior to the dispersal of federal loans to students' account. Upon withdrawing, graduating or dropping below half-time status, students must complete exit counseling for proper notification of loan repayment options and obligations.

As detailed in greater depth, analysis, reflection, and detail in Standard VIII, during the Summer 2018 semester, the U.S. Department of Education changed Howard University's cash management method from the "Advance Payment Method" to "Heightened Cash Monitoring 2 (HCM2) Payment Method." The University accessed its \$100 million working capital revolving line of credit, thereby preventing any negative financial or operational impact to academic programs. Howard University is committed to preserving the public trust and upholding the integrity of the design, conduct, and reporting of its research. Compliance with reporting requirements of governmental agencies and accrediting bodies is achieved through Howard's systematic collection and reporting of a wide array of aggregated data. The Office of the Associate Provost for Institutional Accreditation and Assessment submits periodic surveys of Howard's Integrated Postsecondary Education Data System (IPEDS) graduation, retention and related

specified outcomes to the National Center for Education Statistics. Similarly, more than 31 agencies accredit programs in Howard's schools and colleges, which must each disclose assessment outcomes as required.

The Graduate School coordinates the assessment and full disclosure of student outcomes by requiring all graduating Ph.D. students to complete the survey of Earned Doctorates to the National Center for Science and Engineering Statistics (NCSES) within the National Science Foundation (NSF). Also, The Graduate School submits annual graduate student outcomes to the Council of Graduate Schools-Graduate Record Examinations Board Survey of Graduate Enrollment and Degrees. Further, the University affirms its compliance with all regulatory and ethical standards for the protection of human subjects.²¹

Howard complies with the Commission's Requirements of Affiliation, as evidenced by recent submissions and the Commission's acceptance of the University's required reports: Reaffirmation of accreditation and Periodic Review Report accepted November 19, 2015; Monitoring Report accepted March 2, 2017; and Supplemental Information Report accepted June 21, 2018.²² An expansive presentation of the University's compliance with the Commission's Requirements of Affiliation is provided in a foregoing chapter of this self-study report.

Assessment (*Ethics and Integrity, II.8.a-d, II.9*)

As evidenced by the ongoing process of policy and procedure revision, Howard University periodically assesses the principles of ethics and integrity that are determining the physical and emotional well-being of the community. Policies are rarely static. They are dynamic, living documents that must be updated as laws, society, including higher education, change and evolve. Policies are reviewed by the University Policy Council and posted on the University's website at www.howard.edu/policy. Policies are initiated and assessed by a "Responsible Officer in response to laws, regulations or best practices; an action taken by the Board of Trustees or President; or upon recommendation of other key stakeholders." The University Policy Office "facilitates Howard's policy management process; organizes and maintains the policy website; serves as a resource for Responsible Officers and their offices in the formulation of policies and procedures; serves as a point of access for policy development and assists departments as they navigate the policy review and approval process." Policies are codified under one of nine series. To these ends, assessment of Howard's commitment to ethics and integrity and resulting actions on policies are indicated by date(s). An example is the [Policy on Policies](#), which indicates an effective date and the historical notation of four successive revision dates.

The periodic assessment of ethics and integrity in recent policies and practices is further evidenced in the President's [date] statement on *Title IX* polices: "The University has thoroughly assessed our *Title IX* policies and processes, gathered student, faculty and staff feedback, and unveiled a revised Interim *Title IX* Policy on Prohibited Sexual and Gender-Based Harassment and Violence and Other Forms of Interpersonal Violence, which improves the protections and the process based on current local and federal law. The entire campus community (students, faculty, staff) has been invited to provide feedback on the Interim policy so that it is informed by all members of our community and supports our goal of creating an environment that is free from all forms of sexual and gender-based harassment and

²¹ http://www.orrchoward.com/statement_of_compliance_new.pdf

²² <https://www.msche.org/institution/0127/>

discrimination. We will work together to finalize the policy once all feedback is collected and evaluated.”

Faculty, staff and students are regularly notified of policies, processes and practices, which are widely distributed in various ways via website, email, social media, workshops, seminars, and orientation. Howard also reaches out to the external community to report news to media organizations, share information with outside agencies, and gain input from external stakeholders.

Findings and Summary

Ethics and integrity are essential to the fabric of Howard University, which strongly and comprehensively meets all Standard II criteria. Ethics and integrity are mission-oriented commitments that are institutionalized in practices, policies and communications by Howard’s leaders and stakeholders in a variety of ways.

Recommendations

1. The University Code of Conduct of Ethics and Conduct needs to be updated. The last revision was in 1998—long before Social Media and other technologies came to bear on our society.

Supporting Documents

1. Revision of the Faculty Handbook (June 2019), which includes new protections for Faculty based upon changes in employment law and societal changes since the 1993 Handbook was approved. <https://mailchi.mp/38930cc5d10c/office-of-the-provost-howard-university-faculty-handbook-update-605885?e=a2955d06df>
2. <https://www.insidehighered.com/news/2016/08/22/study-finds-gains-faculty-diversity-not-tenure-track>
3. Quoted in Tamara E. Holmes, “Shattering the Glass Ceiling of Academia,” in *Howard Magazine* (Fall 2016)
4. Student Leaders’ Statement of Understanding
5. The university’s assessment and revision of (Interim) *Title IX* Policy on Prohibited Sexual and Gender-Based Harassment and Violence and Other Forms of Interpersonal Violence. <http://www.howard.edu/secretary/documents/Howard-University-Interim-Policy-20171113.pdf>
6. Promulgation of the Personal Property Loss Reimbursement Policy.
7. <http://www.howard.edu/secretary/documents/300-006PersonalPropertyLossReimbursementPolicy.pdf>
8. 7. Announcement of appointment of a Chief Compliance Officer with direct accountability to the Board of Trustees.
9. IPEDS data. https://nces.ed.gov/ipeds/DataCenter/DfrFiles/IPEDSDFR2018_131520.pdf
10. Conforming Amendments to the *Clery Act Disclosure Policy to ensure compliance with policy templates and applicable laws.*
11. Provost’s monthly meetings of Chairs and Associate-Assistant Deans November 28, 2081 Meeting Agenda Item-FERPA and Student Privacy Policy Training

12. Howard University Annual Reports.
[https://giving.howard.edu/sites/development.howard.edu/files/HU6115%20\(Annual%20Report%202016-2017\)Final-web.pdf](https://giving.howard.edu/sites/development.howard.edu/files/HU6115%20(Annual%20Report%202016-2017)Final-web.pdf)
13. <http://www.howard.edu/secretary/documents/400-004UniversityHotline.pdf>
14. Whistleblower Policy <https://www.howard.edu/secretary/documents/400-004UniversityHotline.pdf>
15. <https://www.howard.edu/specialstudentservices/DisabledStudents.htm>
16. Scientific Misconduct Policy and Procedures,
<http://www.provost.howard.edu/docs/HUScientificMisconductPolicy.pdf>
17. Office of Regulatory Research Compliance Policies and Procedures,
<http://www.orrchoward.com/Policies-and-Procedures.html>;
18. Code of Ethics and Conduct, <http://www.howard.edu/policy/codeofethics.pdf>;
19. Academic Code of Student Conduct, <https://www.howard.edu/policy/academic/student-conduct.htm>; and Student Conduct and Community Standards,
<https://studentaffairs.howard.edu/departments/student-conduct-and-community-standards>
20. Scientific Misconduct Policies
<http://www.provost.howard.edu/docs/HUScientificMisconductPolicy.pdf>
21. Office of Regulator Research Compliance and Policies <http://orrchoward.com/Policies-and-Procedures.html>
22. Human Research Subject Protection and Institutional Review Board Standard Operating Policies and Procedures
http://www.orrchoward.com/IRB_PP_01_17_19_TO_Common_Rule_addendum.pdf
23. Accreditation <http://www.provost.howard.edu/Accreditation/SpecAccreditation4-25-16.pdf>
24. and https://ous.howard.edu/sites/ous.howard.edu/files/2015_17_HU_UGBulletin_Catalog-with-numbers.pdf
25. HU BDO Audited financial statements
26. University efforts to present negative financial or operational impact to academic programs. Letter from Dr. Anthony Wutoh, Provost and Chief Academic Officer to the Commission on Collegiate Nursing Education, dated October 26, 2018.
27. <http://www.howard.edu/research/content/doc/ospra/Conflict%20of%20Interest%20Disclosure%20Statement.pdf>) and <https://medicine.howard.edu/education/continuing-medical-education/disclosure-policy>
28. Sole source Justification http://ogc.howard.edu/sole_sourcing.html
29. Social Media Policy <https://www2.howard.edu/howardusocialmedia>
30. Policy on Policies https://www.howard.edu/secretary/documents/400-001PolicyonPoliciesversion5_000.pdf
31. Policy Q&A (<https://www.howard.edu/secretary/policy/faq.htm>)
32. Howard University 2015 Periodic Review Report to MSCHE
<https://www2.howard.edu/sites/default/files/PRR%202015.pdf>
33. The Summer Tuition Assistance Grant for Excellence (STAGE) announcement
<https://www2.howard.edu/office-president-welcome-letter>
34. Tuition Rebates <https://www2.howard.edu/howard-university-issues-rebate-graduating-students>
35. Sibling Discount <http://www.howard.edu/secretary/documents/100-008-Sibling-Tuition-Discount-Policy.pdf>

36. New Student Orientation (<https://ous.howard.edu/center-academic-excellence/new-student-orientation-and-transitions>)
37. Annual graduate student outcomes to the Council of Graduate Schools-Graduate Record Examinations Board Survey of Graduate Enrollment and Degrees, https://cgsnet.org/ckfinder/userfiles/files/CGS_GED17_Report.pdf, page 76

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

MSCHE Standards III: An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

As the mission statement affirms, Howard University commits itself to providing “an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential.” Concurrently, the University’s mission declares its dedication to “attracting and sustaining a cadre of faculty who are...committed to the development of distinguished, historically aware, and compassionate graduates and to the discover of solutions to human problems in the United States and throughout the world.” Therefore, the students, their learning experiences, and the faculty who teach them are at the center of the University’s being.

As the University’s strategic plan makes clear, the design and delivery of the student learning experience are among its highest priorities. Strategic priority number one affirms an intent to enhance academic excellence and undergraduate student success “through transformation and innovation in teaching and learning,” while strategic priority two upholds the University’s commitment to rewarding innovations in graduate and professional school teaching that inspire our students and faculty to change the world through their research and engagement.

The faculty of Howard University use their pedagogical skills, research expertise, and commitment to the University’s mission to offer students an educational experience that is reflective of the highest standards in higher education, generally, and unique to Howard University, in particular. Classroom experiences are complemented by co-curricular activities, research opportunities, and internship experiences, all of which enrich student learning, ultimately preparing Howard students to enter the workforce as highly informed, skilled, capable, and therefore, desirable workers.

Several strengths have been identified that make a Howard University education unique:

1. Howard caters to demographic groups that historically have been denied opportunities in mainstream American education. The University is among the top producers of undergraduate students from these groups who go on to earn advanced degrees in a variety of disciplines. Similarly, Howard is the top producer of African American students who earn doctorates across varying fields of study.

2. In alignment with the University's mission, Howard's faculty and students are committed to research that pursues racial, social, political, and economic justice or addresses social problems.
3. The undergraduate educational experience is intellectually and culturally linked to the demographic we serve. It has been intentionally designed to produce graduates who possess the following: intellectual openness and cultural and political diversity; historical awareness and how history informs the present; the ability to perform empirical analyses; quantitative literacy and statistical reasoning skills; adeptness at social and human relations; and a respect for physical and mental health. Correspondingly, the goals of the University's core curriculum include proficiency in verbal and analytical skills, knowledge and application of discourses that promote intellectual openness and historical awareness and empirical analysis that result in informed and compassionate understanding of social and human relations.²³
4. Academic excellence is a hallmark of the graduate and professional programs, which provide the nation with graduates who not only diversify the workforce and have a concern for social justice, but who also have mastered the skills to excel in their chosen professions.
5. Howard is a premier research university located in the nation's capital with access to unparalleled cultural, civic, governmental, research, and medical institutions—resources that are mobilized to enhance the education we provide.

PROGRAM OFFERINGS AND DEGREE REQUIREMENTS

The University offers 102 majors in 68 undergraduate programs, 55 master's degree programs, 34 doctoral programs, 2 educational doctoral programs, 6 professional programs (Law, Medicine, Pharmacy, Nursing, and Social Work, and Education) and 6 certificate programs, including Paralegal Studies (online) and Dental Hygiene.

As further evidence of its standing as a comprehensive university, Howard University also offers Graduate certificates in Cybersecurity, College and University Faculty Preparation, International Studies, and Women's Studies. Professional Programs offer certificates to their respective students. For example, the School of Law offers a Family Law certificate; the School of Education has a Certificate of Advanced Graduate Study; the College of Nursing and Allied Health Sciences offers a Post Master's certificate in Nursing; and the School of Business will soon launch its Virtual Classroom Certificate in Financial Planning and an Online Financial Planning certificate. In addition, that school also offers the Global Trilateral MBA (GT MBA), which is an educational and experiential certificate program designed to provide students with international consulting experiences.

Post-doctoral certificates are possible in dentistry and medicine. The College of Dentistry certifies dentists in Oral and Maxillofacial Surgery, Pediatric Dentistry, Advanced Education in General Dentistry, Orthodontics, and General Practice. The College of Pharmacy offers a residency program, and the College of Medicine trains residents in ten specialties, including Dermatology, General Surgery, Family Medicine, Internal Medicine, Neurology, Ob/Gyn, Ophthalmology, Orthopedic Surgery, Podiatry, and Psychiatry.

Enrollment at Howard has been consistently strong during the last few years. Of its 9,424 students enrolled in AY2018-19, 6,433 were undergraduates. The demand for a Howard University education and credential continues to grow. For instance, the number of Fall 2019 undergraduates admitted was just

²³<https://www2.howard.edu/core-curriculum>

over 2,000, while the applicant pool was over 23,000. There were 1,504 graduate students admitted and 1,487 were enrolled in professional programs.

Degree Requirements (Design and Delivery of the Student Learning Experience, III.1, III.3)

Bachelor degree programs require a minimum of 120 credit hours and at least one major field of study. Master's degree programs require a minimum of 30 credit hours, research-based doctoral programs require a minimum of 72 credit hours. The number of credit hours required for professional doctorates varies. Graduate Certificates in Cybersecurity, College and University Prep, International Studies all require 15 credit hours in selected courses; Women's Studies requires 18 credit hours. All other credit hour requirements vary from program to program.

Degree requirements are available on department websites and in Degree Works. Degree requirements for undergraduate students are also available in the Undergraduate Catalog, as well as the Office of Undergraduate Studies. The Graduate Catalogs and certificates program requirements are available in the Graduate School. Professional schools, such as Pharmacy, Law, Medicine, Nursing and Allied Health, Dentistry and Social Work, have their catalogs, course offerings, and policies on their individual websites. Bulletins from previous years are archived and accessible as needed for reference in the Office of the Registrar (and online for select recent years). All current and past course listings (since 2006) are posted on the Dynamic Schedule.²⁴ Current course offerings are also listed in Bison Web, which is the course registration and grade posting system.

In addition to traditional courses of study, the University also offers discipline-based dual-degree programs such as the BS/MD and BS/DDS program in Biology. Superior high school academic achievers who fulfill specific requirements can apply for unique programs that allow them to obtain the BS/DDS, BS/MD, or BS/Doctor of Podiatric medicine program in six years. Accepted students receive comprehensive individual academic and professional curricula advisement based on their majors and program of study. Howard is preparing to launch a new six-year BA/JD program for those undergraduates who wish to pursue a JD. Each program is geared to feeding the pipeline of students who go on to earn advanced degrees in a variety of fields of study. Dual-degree MBA programs are available to qualifying students who wish to pursue the MD, PharmD, DDS, MDiv, and MSW. There are also specialized programs for the JD/MBA and the BSE/MBA.

Transfer Credit Requirements

Howard's transfer policy allows up to 60 transfer credits from a community college and 65 from a four-year institution. The last 30 credits of a student's education *must* be earned at Howard University to earn a Howard degree.

Course and Program Approval Process

At the undergraduate, graduate, certificate and professional program levels, structures are in place to ensure that students have a high-quality academic experience. Curriculum committees (or their equivalent) provide oversight for new and continuing academic programming, and these committees are constituted by faculty with appropriate student representation. Several layers of oversight and quality assurance are in place. Departments/programs have curriculum committees, therefore, schools and colleges have curriculum committees or their equivalent. All new courses must undergo a rigorous vetting by the department/program proposing the course. New course proposals include, minimally, a

²⁴ https://ssb-prod.ec.howard.edu/PROD/bwckschd.p_disp_dyn_sched).

course description; a rationale, prerequisites, learning outcomes for the course; and a draft syllabus. Once the first-level curriculum committee and its faculty approve the course, the course proposal is reviewed by the school/college committee and forwarded to the dean before the proposal is sent to the full faculty of the school/college for approval. The Office of the Provost offers the final approval for course proposals.

Proposals for new programs go through a similarly rigorous process—requiring (a) endorsements from all departments involved in the proposed new curriculum and (b) a review of the proposal by the divisions/units impacted before being forwarded to the school/college level curriculum committee (or its equivalent). Once the committee is satisfied that the program will be of academic quality and ensure a well-constructed student learning experience, the faculty of the school/college recommends that the Office of the Dean forward the proposal to the Office of the Provost for review and approval. Following approval by the Provost, the proposal is forwarded to the Academic Excellence committee of the Board of Trustees for review and final approval. Following approval by the Board of Trustees, the curriculum is then entered into the University Bulletin and department websites, and offered to students.

As part of the University's prioritization efforts, the Office of the Provost established a task force (constituted by faculty and staff representative of all constituents) to design a template and rubric for evaluating all new programs. Each program was evaluated and scored in August 2019; decisions will be made concerning how those programs must be reorganized or reconstituted to ensure their academic viability and usefulness in today's society.

LEARNING OUTCOMES (*Design and Delivery of the Student Learning Experience, III.2.a, III.4, III.5.a*)

The University cultivates a consistent learning experience through its use of learning outcomes at every level to meet the objectives relevant to the academic enterprise. While each department or program establishes its discipline-specific learning outcomes at the course and programmatic level, University-wide learning outcomes are established through general education initiatives. These learning outcomes must reflect both broad institutional interests as well as the specialized needs of particular programs of study. The outcomes fall within four broad categories: (1) knowledge of human cultures and of the natural and physical world; (2) intellectual and practical skills; (3) social and individual development; and (4) integrative and applied learning.²⁵ Tracking students' progress toward achieving the learning outcomes and determining the effectiveness of learning experiences structured to help them to do so require a robust assessment strategy.²⁶ In each instance, the process for establishing and assessing learning outcomes is guided and supported by the Office of Undergraduate Studies, the Graduate School, and/or the Office of Institutional Research and Assessment. This systematic and ongoing assessment (course-level, program-level, and institutional-level) evaluates the University's effectiveness in achieving its stated goals and objectives related to student learning outcomes, course and co-curricular outcomes, faculty outcomes, support services, and the assessment process itself. Students satisfy learning outcomes through a combination of the standard curricular elements of classes, seminars, laboratories, service-learning, honors theses, internships, extra-curricular, and technology-

²⁵ These broad themes are adapted from the AAC&U Essential Learning Outcomes, which include knowledge of human cultures and of the natural and physical world; intellectual and practical skills; personal and social responsibility; and integrative and applied learning. A full articulation of the learning outcomes appears in the section below on General Education requirements.

²⁶ See Standard V for a full articulation of assessment practices related specifically to teaching and learning.

enabled learning experiences. The synthesis of student learning is encouraged through general education courses and capstone courses that provide disciplinary experiences and research opportunities. Focusing especially on first-semester undergraduate students, the University promotes the synthesis of learning by building learning communities that foster intellectual engagement around a common summer or contemporary text. Notably, the second-semester course in first-year writing programs takes a writing studies approach that requires students to submit a reflective portfolio, which prompts students to consider the relation of their general education courses, one to another and to their articulated major. Students are also encouraged to apply their in-class learning experiences outside of the classroom via cocurricular and extracurricular activities, service learning opportunities, study abroad activities, internships or other experiential learning opportunities.

STUDY ABROAD, SERVICE LEARNING, and ONLINE EDUCATION

Global learning—or Study Abroad—programs are a vital component of the learning experience at Howard University. In the last decade, 685 Howard students have studied in 37 countries in formal semester, or academic year long programs. Additionally, several thousand students have participated in shorter international experiences ranging from one to six weeks in duration. Howard’s Study Abroad programs are designed to expose and educate our students about various cultures, governments, and societies, global poverty and suffering, and their relative privilege. With one exception, all of Howard’s student learning opportunities are designed, delivered, and assessed by Howard faculty and staff. Study Abroad programs offered through the Ralph J. Bunche Center are in partnership with 11 third-party providers. Third-party vendors also provide technical support and career services support as needed; these are outlined in Standard IV.

Howard University also encourages students to pursue experiential and service learning opportunities as part of their education. Students are awarded credits for internships or service in a range of non-profit, government, political, historical, or social service agencies, research institutes and private sector entities in the area. By Fall 2020, COAS, which typically enrolls approximately half of the undergraduate student body, will have internship and service learning courses in all departments. The University is now considering setting up a system that awards credit for life experiences, including work and military experiences.

An overwhelming majority of the courses at Howard University are delivered via face-to-face instruction—93.5% for undergraduate students, and 90.7% for graduate students. On-campus engagement has been proven to increase retention rates for African Americans and low-income students of these groups.²⁷ However, with this prospect in mind, Howard, to date, has not been as eager to increase online instruction as have other mainstream institutions of its size and class. However, Howard is among the minority of HBCUs that regularly offer online and hybrid courses at the undergraduate and graduate levels. Roughly 10% of Howard’s student population enrolls in these courses each year. Howard offers four online degrees/programs, including an [online Executive MBA](#), Certificate in Paralegal Studies, RN to BSN, and the Nurse Educator Program. With the recent selection of a vendor for online delivery of high-quality academic content and related market analyses regarding programs of study, Howard University is now positioned to significantly increase delivery of its online courses and

²⁷<https://nces.ed.gov/ipeds/datacenter/InstitutionProfile.aspx?unitId=acaecab0adab>. Accessed 05/20/19; Lederman, 2013; Xu and Jagers, 2014; Jagers and Bailey 2010; Institute for Higher Educational Policy 2010; National Center for Education Statistics, 2016.

its certificate and degree programs. African Americans disproportionately enroll in online certificate and degree programs at for-profit institutions. In light of African Americans’ expressed interest in online learning, as well as Howard’s widely respected reputation and its large African American student profile, the University is poised to significantly increase online learning for students, both on-campus and off. Students throughout the nation and internationally want to enroll in Howard’s online certificate and degree programs. On-campus students who privilege Howard’s small classes and face-to-face learning would also appreciate greater opportunities for online learning. One illustration of this interest relates to the STAGE opportunity where qualifying students can enroll in up to six credit hours for free during the summer. Students who have to return home during the summer because of their inability to stay in Washington, DC would have the opportunity to enroll in these courses for free over the summer.

Online and hybrid courses must meet the same standard of quality characteristic of the face-to-face course offerings. The Office of the Provost established an *ad hoc* committee to explore ways the University could enhance its online offerings, to develop uniform guidelines for the design and delivery of more online instruction at Howard, and to determine and maintain the quality of online instruction, in general, and compared to face-to-face instruction. In 2019, the [U.S. News & World Report](#) ranked Howard University 34th in the nation for its Undergraduate Teaching, which was delivered nearly 94% face-to-face. Now that online education at the University is about to be scaled, the Center for Excellence in Teaching, Learning, and Assessment (CETLA) will play a leading role in working with the online course delivery vendor to ensure the same quality instruction that Howard is known for, via face-to-face instruction, is experienced in the online delivery. All faculty currently teaching online courses must first be certified to do so by CETLA. Certification ensures faculty are trained in the technologies needed to post lectures and facilitate student-to-student dialogue. Online courses are evaluated using Quality Matters or other nationally recognized course review rubrics that are designed specifically for online delivery.

FACULTY (*Design and Delivery of the Student Learning Experience, III.2.b-e*)

The surest measure of academic excellence is the quality of University faculty and their ability to effectively deliver the curriculum, promote creativity and critical thinking, and inspire students. There are 920 full-time faculty at Howard University—71% of whom hold terminal degrees, and 85% of whom are tenured or tenure-track. As reported to IPEDS, Table A presents the distribution of faculty by rank across schools and colleges.

Table A - 2018-19 IPEDS Reported Full-time Faculty

School/College	Professor	Associate Professor	Assistant Professor	Master or Clinical Instructor	Lecturer	Total
College of Arts & Sciences	77	90	73	23	81	344
College of Dentistry	9	21	27	0	0	57
College of Engineering & Architecture	18	14	20	0	0	52
College of Medicine	44	73	78	9	0	204
College of Nursing & Allied Health	2	12	26	12	0	52
College of Pharmacy	6	12	10	0	0	28
School of Business	12	19	12	3	0	46

School of Communications	12	13	15	1	5	46
School of Divinity	5	5	3	0	0	13
School of Education	8	15	13	0	0	36
School of Law	14	8	3	6	0	31
School of Social Work	2	6	3	0	0	11
Grand Total	209	288	283	54	86	920

Retrieved from 2018-19 IPEDS Human Resources data; includes active full-time faculty on Payroll as of November 1, 2018

Ninety-one percent of all Howard University faculty members are full-time, which is far above the national average of 51%. The University takes great pride in this fact. The student-to-faculty ratio for undergraduates is 8:1, which is also *far* better than the national average of 14:1, and of our closest neighbor and peer, American University, which has a student-to-faculty ratio of 12:1. Among HBCUs, Spelman—a liberal arts college—has a student-to-faculty ratio of 10:1; Morgan State and Hampton both have a ratio of 13:1; and at Florida A&M, the ratio is 16:1. Not only do Howard students learn in smaller classrooms than most, if not all, of its peers and competitors, they are also more likely to be educated by full-time faculty. Full-time faculty teach 77% of Howard’s undergraduate courses. It is the University’s philosophy that smaller classes that are taught by full-time faculty offer a high-quality educational experience. These facts regarding class size and the high percent of full-time faculty teaching undergraduate courses are among the reasons behind Howard’s ranking 34th in the nation in Undergraduate Teaching.

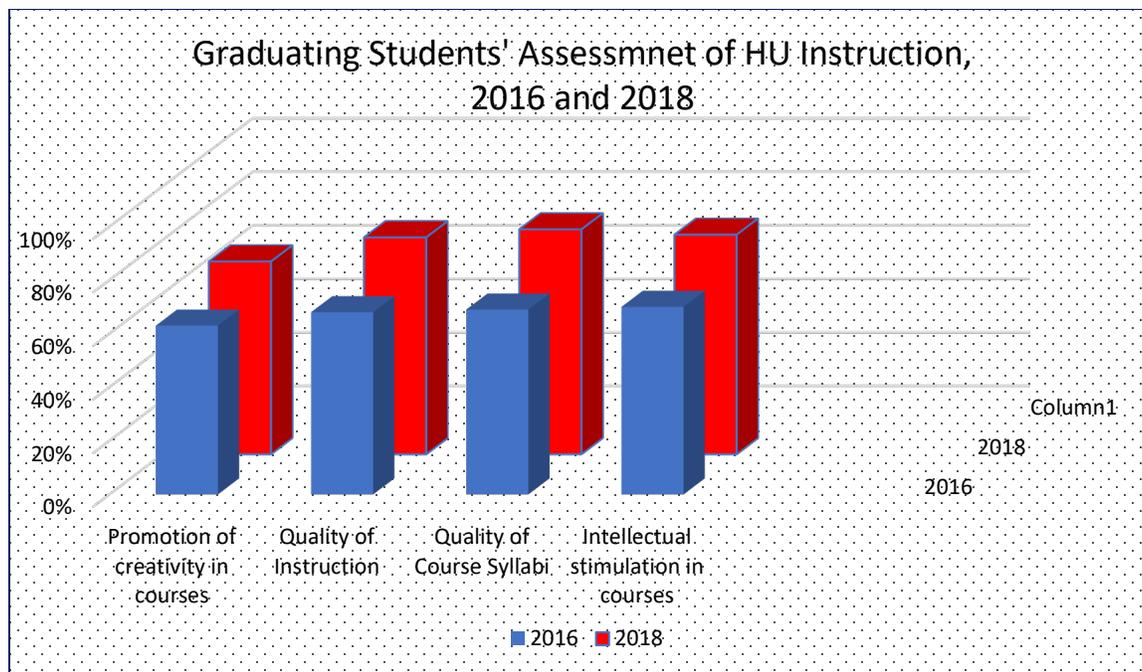
All faculty undergo annual performance evaluations. These evaluations begin with a self-assessment, followed by an assessment by peers, the department chair, and finally by the dean. This evaluation process evaluates teaching effectiveness; research and creative works (both quality and productivity); professional development; and service contributions to the University, communities, and professional organizations. Annual evaluations are reviewed by department chairs and deans and are the basis for additional mentoring, or professional development, if needed. Annual evaluations, along with second- and fourth-year reviews for tenure-track faculty, are also used for tenure and promotion decisions.²⁸

Pedagogical training, feedback from course evaluations, peer observations, and faculty performance evaluations are among the tools used to help faculty achieve excellence in the design and delivery of the learning experience. Course evaluations, which are distributed electronically, ask students to reflect on the course and the instruction. They are aggregated by the Director of Assessment and analyzed at the department and/or school or college level, using Qualtrics or IDEA. At the end of the year, the evaluation summaries for each course are also shared with the faculty and chairs of each department for purposes of mentoring and guiding faculty as well as monitoring instructional quality. The learning experience is also evaluated using a variety of survey instruments, including the National Survey of Student Engagement, the Faculty Survey of Student Engagement, and the Graduating Student Exit Survey.²⁹

²⁸ Policies related to hiring, faculty evaluations, and tenure and promotion are articulated in the *Faculty Handbook*.

²⁹ Standard V (Educational Effectiveness Assessment) outlines the assessment process fully.

Faculty are also assessed as a whole through student exit surveys. In 2016 and 2018, the University conducted graduating student exit surveys, which illuminated how those students rated our faculty in key areas.



The Center for Excellence in Teaching, Learning, and Assessment (CETLA) provides opportunities for faculty development in teaching and learning, certification for hybrid and online teaching, support for the course management system (Blackboard), and technology enhancements to support teaching and learning best practices. CETLA offers faculty workshops on pedagogy topics such as designing and assessing assignments, flipping the classroom, hybridizing course content delivery modes, engaging large classes and facilitating small group discussion, green teaching, interactive polling, service learning, internationalizing the curriculum, and anchoring learning with cultural tools. CETLA summer institutes include week-long seminars on Writing across the Curriculum, Course Redesign, Active Learning, Video-recording Lectures, and Best Practices in Distance Learning Training. CETLA also provides a host of teaching resources related to accessibility, evaluation, and a variety of software packages. Throughout the year, CETLA provided the administration, training, programming, web design, support services, and assessment tools for six cycles of the Provost’s **HU-Teach Program**, an initiative that seeks to improve teaching and learning by developing hybrid and distance learning courses. During the full six cycles, 149 faculty members were selected to participate in the HU-Teach cycles 1-6. For CETLA usage (see Appendix A).

The Howard University administration understands and appreciates that faculty need time dedicated to their research, without unnecessary University obligations. Howard faculty can apply for a sabbatical every six years, if they have a current research project. Sabbaticals are one semester with full pay or a whole year with half-pay. This policy is consistent with the standards of higher education. According to data kept by the Provost, 61 Howard faculty have applied for sabbaticals since 2016; 58 were approved.

ACADEMIC SUPPORT SERVICES (*Design and Delivery of the Student Learning Experience, III.4*)

Students receive academic support through a variety of activities and resources.³⁰

Library Resources (Design and Delivery of the Student Learning Experience, III.d)

The Howard University Libraries is comprised of a system of six core facilities: Founders Library/Undergraduate Library complex; three branch libraries serving the schools of Business, Divinity, and Social Work; and the Moorland-Spingarn Research Center—a world-renowned repository documenting the global history and cultures of people of African descent. The University’s other libraries — the Louis Stokes Health Sciences Library and the School of Law Library — are independently affiliated with their respective professional schools. The Moorland-Spingarn Research Center is *the* largest *academic* repository for black history in the world. Approximately 180 academic *scholars* visit the Center’s archives annually; however, the Center attracts far larger numbers of regular visitors who are involved in personal research projects.

Together, Howard University libraries contain more than 2.5 million volumes: 160,060 current and perpetual journals; 18,000 manuscripts; and access to 16,976 streaming videos. Electronic journals, books and streaming videos are accessible through the library’s website with multiple points of entry. Library users can access through the library’s BisonSearch portal, A to Z database page, or through Google Scholar. In addition, Howard owns 80 research databases, which all members of the University can access.

Upon joining the eight-member Washington Research Library Consortium (WRLC) in 2011, Howard University more than quadrupled the number of resources it can make available to patrons of its campus libraries. The WRLC, established in 1987, is comprised of research libraries that support universities within and surrounding the D.C. Metropolitan area. Partner Universities include American University, The Catholic University of America, Gallaudet University, George Mason University, The George Washington University, Georgetown University, Marymount University, and The University of the District of Columbia. The library system currently provides on-site and online visitors with access to the WRLC’s shared online catalog of over 11 million print and electronic books, journals, multimedia resources, and special collections, along with Primo VE, the WRLC’s robust search and discovery infrastructure.

Students also benefit from the fact that Howard’s main campus is less than two miles from the Library of Congress, the world’s largest library and its numerous highly trained and experienced librarians to facilitate their research. Howard students also benefit from a special partnership between the two institutions where senior undergraduates and graduate students gain internships to work with librarians of various research projects at the Library of Congress.

Student Orientation

³⁰ Standard IV of this report also articulates educational opportunities that support the student experience. Accordingly, there is some overlap in commentary regarding support for students’ educational goals and programs that enhance students’ retention and guide them through their matriculation. Those articulated here focus particularly on academic support services, while those in Standard IV speak more broadly to the larger educational experience including those that fall outside of the scope of academic performance and achievement.

Incoming undergraduate students participate in new-student orientation programs: Virtual Howard, Bison Prep Summer Orientation, and Bison Week Fall Orientation.³¹ These programs, organized by the Office of Undergraduate Studies, introduce students to the University; provide them with opportunities to learn about academic programs and student support services; introduce them to their peers and to faculty and staff; and help them make a seamless transition from high school—or from a feeder educational institution—to Howard. Advisors register students for classes during Bison Prep Summer Orientation or prior to the start of Bison Week Fall Orientation; they work with students to adjust their schedules if needed during the Bison Week Fall Orientation. Each New Student Orientation program is regularly assessed by the Office of Undergraduate Studies and modified according to feedback from participants.

Although Howard University *accepts transfer students broadly*, the University targets our recruitment efforts to students from local community colleges. The D.C. metropolitan area has some of the strongest community colleges in the nation and those students tend to be academically strong students. Two community colleges in particular, Montgomery College and Prince George's Community College, are feeder schools for Howard University. Howard's transfer advisors participate in recruitment activities at those institutions. The University also hosts Transfer Days to ensure that those students are appropriately advised. Other support services for transfer students are offered through the Center for Academic Excellence. The University has a Transfer Student Association to handle the affairs of transfer students. Though transfer students have a dedicated personal advisor, the University is in the process of hiring a Coordinator for Transfer services. The University also hosts a Transfer Orientation program for incoming transfer students because we understand their needs are different from those of first-time-in-college freshmen.

Student Advising (Design and Delivery of the Student Learning Experience, III.3)

Academic advising programs and services are designed by schools and colleges to best serve students based on incoming class size, complexity of programming schemes, flexibility in course requirements, and frequency of course offerings. Students in the College of Arts and Sciences, for example, are advised by faculty in their department after their first semester (unless they have not declared a major), but they continue to see professional advisers in the Office of Undergraduate Studies to consider their overall scheme for graduation and for graduation clearance interviews. Each major department has a Director of Undergraduate Studies, who also advises students and adds an additional layer of checks to ensure that the students meet the graduation requirements for their major or minor studies.

In the School of Business, students are advised in the Office of Student Affairs. Similarly, in the College of Engineering and Architecture, students are supported by the Office of Student Services, while students in the School of Communications are supported by their Academic Advising Center. In the College of Pharmacy, students are assigned to faculty for advising and supported through the Center of Excellence and Student Affairs Success Coaches throughout their course of study. All students are advised either by professional advisors and/or by faculty, beginning at the first semester and continuing through graduation. And in each instance, the contact person for advising questions in each school and college is posted online. The use of alternate PINs requires all students to seek advising before registering since they are unable to register for classes without the PINs. Students in honors programs in

³¹ Virtual Howard is an online module that takes students approximately 2 hours to complete; Bison Prep Summer Orientation takes place in one day; and Bison Week Fall Orientation is 7 days of activities (some required, some optional) scheduled the week before the start of classes for the Fall semester.

the College of Arts and Sciences, the School of Communications, the School of Education, and the School of Business are also advised of the specific requirements of their respective programs by the programs' directors. The effectiveness of advising is assessed each year through the senior exit survey, which is completed by the graduation seniors; advising approaches are modified as needed according to feedback.

Howard University uses the Degree Works program as yet another level of advising and resource for degree program requirements as required in Standard III.3. Degree Works is a web-based degree audit tool to help students map and monitor their progress toward degree completion. Degree Works also helps align students and advisors to the common goal of on-time degree completion. Since its 2013 debut at Howard, student surveys report that 95% of students use the program. Because Degree Works is used for graduation clearance, nearly 100% of juniors and seniors use the program. However, Degree Works has not been uniformly problem free. In schools and colleges with a limited number of undergraduate degree programs, Degree Works has largely been problem free, but in COAS, with 26 majors, the codified schemes in Degree Works have not been entirely accurate in all instances. Starting Fall 2020, all Chairs will have to review and certify the accuracy of the schemes to be loaded in Degree Works with accountability for their accuracy. Once the degree programs are entered, the Chair or Undergraduate Advisor for each degree program will confirm that the codified scheme in Degree Works is accurate. This procedure will be repeated at the end of each academic year.

Writing Center

The Writing Center, supported by the Department of English, the Writing Center is an invaluable resource. Student and faculty tutors hold writing conferences with students who self-identify as needing assistance with writing assignments or students who are required by professors to seek support to improve their writing skills. Writing Center staff is available to assist students at each stage of the writing process, from pre-writing and drafting to revising and completing a final draft. At the beginning of each semester, Writing Center tutors visit classes, upon request of faculty, to introduce students to services offered. Online support is modestly available to assist students whose schedules do not allow them to attend the Writing Center during regular hours or in person. Before each conference, students complete a form that identifies their needs and expectations, and at the end of each conference students complete a post-conference form to assess the usefulness of the session. The Writing Center director, assesses the overall quality of services offered by the center and modifies training sessions for tutors and services based on feedback from faculty and students. The Writing Center's self-assessment is a part of the Writing Program's assessment and has been included with other assessment data in the self-study report.

Center for Academic Excellence (CAE)

Through the Office of Undergraduate Studies (OUS), the Center for Academic Excellence (CAE) offers students an array of academic support and retention services. Among other tools, CAE uses Bison Adviser link, which is a web-based retention and advising tool with predictive analytics used by academic advisers, faculty, and academic support offices to monitor student progress, issue early alerts, identify opportunities for providing academic support to students and for promoting overall retention and degree completion. Faculty are required to submit midterm grades (satisfactory/unsatisfactory) for all students through Bisonweb. Colleges ensure compliance. Midterm grades are used to identify students in need of intervention. CAE also hosts Student Success Workshops—posted online on the OUS calendar—specific to the academic and personal development needs of students, including

workshops on time management, setting goals, preparing for midterms and finals, building relationships, and test taking strategies. Free tutoring is also available for all gateway mathematics courses and selected general education courses in chemistry and physics. Students can schedule one-on-one or group sessions by appointment, and drop-in services are available throughout the semester.

Office of Special Student Services

Support for students with documented learning and medical disabilities is a critical part of the University's commitment to educate all students from diverse backgrounds, including students with diverse learning styles and abilities. Students entering the University may apply for special services, including assistive technology, language interpretation, learning disability screenings, note-taking and reading services, and test accommodations by submitting a Self-Disclosure of Disability form and appropriate documentation to the Office of Special Student Services. Once a comprehensive individualized assessment is complete, students are eligible to receive the requested services. The Office outlines appropriate accommodations based on the assessment, works with faculty to develop and deliver an accommodations plan, and maintains confidential records of the selected accommodations. The Office also regularly revises its policies and guidelines for accommodating students with disabilities based on feedback from students, parents, faculty, and staff. Students may apply for special services at any point during their matriculation, but no retroactive action for academic performance prior to the determined eligibility can be taken. Student and faculty responsibilities are clearly posted at.³² All faculty are required to include the ADA statement on syllabi and support students needing accommodations.

Scholar/Career Development (Design and Delivery of the Student Learning Experience, III.6)

The *Honors and Scholar Development* (HSD) office identifies national prestigious opportunities for Howard students, provides training and assistance for students applying for awards, and encourages independent inquiry and scholarship through experiential learning and leadership development. Separate from the four honors programs in the schools and colleges, HSD encourages all enrolled students and alumni—whether or not they are members of the school and college honors programs—to pursue purposeful and meaningful learning and research experiences and to develop their acumen as scholar applicants for national and international merit-based awards and fellowships. HSD also provides scholar development advising, which encourages participation in experiences that help to ensure students' readiness for and competitiveness among applicants for fellowships, graduate and professional schools, and career readiness (see *Missions and Goals*, Appendix E for details about program and award winners).

Research Week (Design and Delivery of the Student Learning Experience, III.6)

Since 2014, the University has held an annual Research Week on campus to celebrate the University's research enterprise.³³ With a full slate of research presentations and discussions, lectures, exhibits, and poster sessions, Research week also advances the University's research mission, which centers on the promotion, development, and implementation of research to advance the quality of life of citizens, individuals, and communities around the world. Each year, more than 500 faculty, students, and post-docs from all thirteen schools and colleges present their scholarly and creative works during Research Week in several formats, including poster sessions, lectures, and panels. External funding agencies are also invited to host workshops and introduce the campus community to research initiatives and grant

³² <https://www.howard.edu/specialstudentservices/DisabledStudents.htm>

³³ Originally, started as Research Day, Research Week was expanded due to the high demand.

opportunities. Networking sessions for building community-academic partnerships have also been added in recent years.

Center for Preprofessional Education

The Center for Professional Education in the College of Arts and Sciences supports undergraduate students' success in preparation for admission to and success in professional programs, including medical school, dental school, and law school. Pre-Health and Pre-Law scholars can attend regularly scheduled advising sessions and workshops and offer discounted rates for test preparation (GRE, GMAT, MCAT, LSAT, DAT, and OAT). The BS/MD and BS/DDS programs are also supported by the Center for Preprofessional Education.

GENERAL EDUCATION (*Design and Delivery of the Student Learning Experience, III.1, III.5a, b*)

General Education is an important component of undergraduate education at Howard. The General Education program is designed to provide students with exposure to courses that speak to the competencies all Howard graduates should be able to demonstrate and the content they should be able to comprehend. The University-wide Undergraduate Core Curriculum is comprised of courses, totaling 23-27 credit hours, that reflect the following formal themes: intellectual openness and cultural diversity, historical awareness, empirical analysis; quantitative literacy and statistical reasoning, social and human relations, and health and physical education (<https://www2.howard.edu/core-curriculum>). The goals of the core curriculum include 1) proficiency in verbal and analytical skills and 2) knowledge and application of discourses that promote intellectual openness, cultural diversity, historical awareness, and empirical analysis that result in informed and compassionate understanding of social and human relations. Schools and colleges with specific core and general education requirements have augmented such requirements to ensure their compatibility with the University-wide Core Curriculum guidelines (see Appendix B & C).

In Spring 2018, the Office of the Provost established a General Education Taskforce to build on the Howard University General Education 21 for 21 model, developed in 2013. The Taskforce, comprised of representatives from the curriculum committees of every undergraduate school/college, reviewed current core requirements and explored how those requirements are operationalized across all undergraduate degree programs and aligned with measurable outcomes. The Taskforce concurred with the Undergraduate Studies Committee's 2013 report that there is substantive variation among schools and colleges with regard to General Education requirements and recommended that the Office of the Provost host a General Education Institute for department and curriculum committee chairs with the expressed purpose of providing participants with resources and information that support the development of a unified General Education program. That first Institute was held in summer 2018 and will be scheduled minimally every two years.

GRADUATE AND PROFESSIONAL EDUCATION (*Design and Delivery of the Student Learning Experience, III.2.a, III.6*)

The Graduate School at Howard helps the University maintain and enhance its status as a major research institution that meets the needs and addresses the problems that disproportionately affect its primary constituency, as well as the diverse populations of the nation and the world. The Graduate School offers a broad array of graduate programs in virtually every major field of study. In 2018, the Graduate School celebrated 60 years of awarding the Ph.D. degree. During those 60 years, the school steadily rose to

claim its present status as the nation's number one on-campus producer of African American doctoral recipients, among a highly diverse group of doctoral recipients. In 2018, Howard awarded 105 doctoral degrees, the highest number in the history of the University. The Graduate School has earned a national reputation for its leadership role in preparing future faculty who have helped to replenish the nation's professoriate and has made significant progress in increasing the number of doctoral recipients, particularly students of color, in the applied and social sciences. Indeed, the Graduate School plays a pivotal role in the University's Carnegie classification as a doctoral university with "high research activity" (R2 status). Currently, the Graduate School houses 34 doctoral programs, including 8 MD/Ph.D. collaborations with the College of Medicine. It facilitates this process with intense faculty engagement and decision-making efforts. Each department enforces local practices and academic performance indicators to evaluate potential candidates for graduate study and support retention efforts for students already enrolled in programs. Graduate students selected to receive funding receive tuition remission—at a reduced rate once students are in candidacy—and stipends at the rate of \$20,000. In return, students are expected to serve in assistantships/associateships in teaching or research capacities. Additionally, some students also receive Teaching Assistantships with stipends of \$20,000. They are professors of record for their courses and are not expected to assist professors with their research.

At Howard, mentoring is an essential and organic part of how we educate at the graduate and professional levels. In that vein, constructive feedback, support, and instruction on key aspects of professional development are essential. More formal academic support is available to students in their respective schools/colleges and programs.

A curriculum committee, which consists of faculty from a range of disciplines, reviews all new course and program offerings and makes recommendations to the Dean of the Graduate School, who then forwards recommendations to the Office of the Provost for approval and transmission to the Academic Excellence Committee of the Board of Trustees for final approval. New programs follow this process as well—submission to the Graduate School by the parent school/college, review by the Graduate School Curriculum Committee and Dean with recommendation to and review by the Office of the Provost, and approval by the Board of Trustees.

Each year, the Graduate School collects data about its Ph.D. graduating cohort through the Survey of Earned Doctorates (SED), developed and sponsored by the National Science Foundation (NSF) and five other federal agencies. The Graduate School leads in key metrics when compared to its peer institutions:

- The representation of women receiving the Ph.D. degree. The 2017 Graduate School profile reflected 61% of all Ph.D. recipients were women compared to 49% in peer universities and 46% nationally;
- The representation of research doctorates reporting interdisciplinary dissertation research (more than 50% of dissertations in the Graduate School consisted of interdisciplinary research in psychology, social sciences, and education compared to 28% for institutional peers and 26% nationally of all institutions in the same disciplines); and
- The diversity of Ph.D. recipients—Black/African American representation of the Graduate School's doctoral recipients was 75.9%. Conversely, Black/African American representation in peer institutions was reported to be 10.1%, and just 6.7% for all institutions.

Howard Graduate students are afforded research opportunities in their home departments and through research assistantships supported by a variety of funding sources. Graduate Research Assistantships support faculty research initiatives in labs, archives, and on publications or projects, all of which enhance the students' research profiles. Graduate students who receive coveted fellowships awarded by the Graduate School, such as the Just-Julian or Frederick Douglass fellowships, focus exclusively on research and are not required to teach. Mentoring is a crucial component of the Just-Julian Fellowship, as students cannot even apply without identifying a faculty mentor. Finally, the Graduate School also supports research initiatives by providing support for research and for travel to conferences.

Howard University students have received external funding from the following institutional diversity efforts, in addition to others: (a) Andrew W. Mellon Foundation; (b) Columbia HBCU Fellowship, a partnership with Howard School of Business; (c) National Science Foundation's Louis Stokes Alliance for Minority Participation Program; (d) Library of Congress' Howard University Archive, History and Heritage Advanced Internship Program; (e) Princeton University, School of Engineering and Applied Science; (f) University California Davis' Center for Poverty Research; (g) University of California Los Angeles' Howard-Clark-Spelman Summer Research and Admissions Pathways Program; and (h) University of Chicago's HBCU Bridge Scholarship.

Culminating Projects

In addition to formative assessments—such as the writing proficiency, which is assessed through first-year writing courses, and the Senior Comprehensive exam, which is required for all students in all majors in the College of Arts and Sciences—the exit survey for prospective graduates is a major institutional assessment tool that queries students about their satisfaction levels with the design and delivery of their learning experiences at Howard. For doctoral students who have completed coursework, successful passage of the program's comprehensive exams is the required gateway for the dissertation.

ASSESSMENT OF PROGRAMS (*Design and Delivery of the Student Learning Experience, III.8*)

In an effort to more consistently assess the effectiveness of its educational programs, the University launched an Academic and Administrative Program Prioritization Initiative in 2018. The goal of the Prioritization initiative is three-fold:

- a. to strengthen the University's overall academic portfolio,
- b. to facilitate utilization of best practices in the development of new program offerings, and
- c. to ensure effective alignment of resources with University initiatives.

A task force of faculty, students, and staff designed the study, and each program engaged faculty to generate a self-study report of all academic units at the University. The analysis of this data is helping the University meet the following outcomes in relation to its academic portfolio:

- a. ascertain institutional strengths as well as weaknesses,
- b. enable evidence-based decisions related to program development, continuation, or discontinuance, and
- c. support strategic planning.

As of the completion of this report, the University is near completion of this process. This prioritization process will be a requirement at least every three to five years.

Findings

1. Howard University takes great pride in the high quality of its undergraduate, graduate, and profession education.
2. Undergraduate student-to-faculty ratio is very low, which allows for greater and more substantive interaction inside the classroom.
3. Howard utilizes broad support services that cater to the needs of multiple learning styles and abilities.
4. The University has not completed the Academic Prioritization analysis; therefore, no final decisions are available. This assessment, when activated, will allow the University the opportunity to sharpen and strengthen the curriculum where needed.

Recommendations

1. Howard might consider enhancing its online offerings. Some of those offerings should be developed to support a diverse student population. While Howard should be commended for being sensitive about how campus engagement increases the graduation rates for certain groups, it would be remiss not to heed current trends in higher education.
2. A streamlined General Education plan should be developed so that common core requirements can be standardized across schools and colleges.

Supporting Documents

1. Undergraduate Catalog
2. Graduate Catalog
3. Dynamic Schedule https://ssb-prod.ec.howard.edu/PROD/bwckschd.p_disp_dyn_sched
4. https://howarduniversityemba.com/?gclid=CjwKCAjwyqTqBRAYEiwA8K_4O--x3RpDUfu41WflVMpd_Yg6lilYtDQ4-9SvT57nQvVoG-XPhM5AwRoCvIQQAxD_BwE
5. 2018 US News & World Report's ranking of Best Undergraduate Teaching <https://www.usnews.com/best-colleges/rankings/national-universities/undergraduate-teaching>
6. Graduating Student Exit Survey: Education and Advising
7. CETLA annual programming schedule
8. CETLA data on faculty usage (Appendix A)
9. Student Orientation schedule
10. Undergraduate Course Evaluation
11. General Education Learning Outcome
12. General Education List of Courses
13. Research Week calendar <http://researchweek.howard.edu/public/documents/Research-Week-Schedule-2019.pdf>
14. Survey of Earned Doctorates

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Howard University is a comprehensive, research-oriented, historically Black private university that provides an educational experience of exceptional quality to students of high academic potential with emphasis upon the provision of educational opportunities to promising Black students. Of the nearly 10,000 students enrolled at Howard University, undergraduates represent nearly 70% of the student body and are enrolled in more than forty degree programs spanning our Schools and Colleges of Arts and Sciences, Business, Communications, Education, Engineering and Architecture, and Nursing and Allied Health Sciences. Each year, the entering class includes some of the highest achieving African American high school graduates in the nation *and, in fact*, collectively their academic records situate them among the best and the brightest.

Table 4.1

Metric	Howard	Hampton	Spelman	Morehouse
SAT Composite Scores	1290	1120	1215	1160
Fall-to-Fall Retention Rate	94%	78%	89%	84%
Six-Year Graduation Rate	63%	56%	74%	55%
Pell Eligibility Rate	46%	39%	49%	49%
Salary After Attending	\$49,200	\$44,700	\$47,000	\$41,800

Notes: The data presented on this table were derived from the National Center for Education Statistics, data Howard University was required to report through the Integrated Postsecondary Data System. Howard University’s 2017-2018 composite SAT score, as compiled by the Office of Institutional Research was 1219.

Howard continues to pursue its mission of admitting students regardless of financial need. The University maintains a “need-blind” admission policy. Nearly fifty percent of the University’s

undergraduate population is Federal Pell Grant eligible, and 27% of those students' families have an expected family contribution (EFC) of zero.

The percentage of Howard students who are Pell-eligible is even more revealing when compared to its local peer institutions (George Washington: 12%, Georgetown: 14%, University of Maryland, College Park: 15%, and American: 19%); and its middle states peer institutions (Emory: 19%; Temple: 27%, and Vanderbilt: 13%). These statistics, in some ways, present a contradictory picture of Howard University students. Because financial status continues to be one of the most consistent predictors of academic success, these statistics illuminate why improving persistence, completion, and graduation rates for underprepared and low-income students are an institutional imperative for Howard University and the nation.

As evidence of its commitment to access and opportunity for all students regardless of economic status, in 2009 the University increased need-based assistance to students through its GRACE (Graduation & Retention Access to Continued Excellence) grant. GRACE provides a 100% match for students who receive the maximum Federal Pell grant. Since its inception, the program has distributed over \$61M in institutional aid and assists over 1700 students annually. This initiative and others led the US Department of Education to identify Howard as among institutions that “outperform their peer institutions in enrolling and graduating Pell-eligible recipients.”³⁴

Since 2014, the University has committed financial resources to help more of its students graduate on time. The strategy developed to improve undergraduate access, retention and on-time degree completion targets five areas:

1. Academic programs (reduction of degree programs to 120 credit hours);
2. Academic advising and support (the creation of the Office of Undergraduate Studies);
3. Institutional financial aid (strategic emphasis on maximizing institutional dollars to support the neediest students);
4. Academic policies (increased the maximum number of credit hours per semester (21) permitted without additional tuition charges); and
5. Financial incentive for early and on-time degree completion (Graduation Rebates)
6. Permits eligible students to earn six up to (6) credit hours during the summer without additional tuition costs through the Summer Tuition Assistance Grant for Excellence (STAGE).

These strategies emanated from a review of student and institutional data during weekly Enrollment Management meetings. *These meetings are* regularly attended by cabinet-level members, including the Provost, Chief Financial Officer, Chief Operating Office, and the Vice-President of Student Affairs, in addition to senior administrators responsible for oversight of direct delivery service to students. This includes Enrollment Management and the Office of Undergraduate Studies. This structure has signaled a cultural shift toward data-driven decision-making that has led to integrated and informed retention practices across the institution.

³⁴ US Department of Education, 2016, “Fulfilling the Promise, Serving the Need: Advancing College Opportunity for Low-Income Students.”

The support of the student experiences, though primarily decentralized, is supported by strategic collaboration among the academic affairs, student affairs, and enrollment management divisions. The blend of support services is administered, supervised, and assessed through highly qualified personnel.

Likewise, the resources of Howard University, including both human and financial, are thoughtfully allocated to provide strong support for the student experience. These resources include student services offices, student learning opportunities, well-established and implemented “high impact practices,” and strategically targeted initiatives across the entire institution. Appendix X describes the University’s student support strategies, structures, and programs and their alignment with MSCHE’s Standard IV criteria.

STANDARD IV SUMMARY

Howard University demonstrates support of the student experience through the delivery of high-quality Enrollment Management functions and services; by offering data-informed retention and student success support programs that support all learners; and by promoting the adoption of high-impact practices in the development and implementation of academic support and extra and co-curricular programs.

Recommendations

1. The University should continue to develop and monitor internal systems that promote and support the effective and efficient delivery of high-quality student services and compliance with external regulations.
2. The University should continue to intensify and institutionalize a culture of continuous assessment for academic, academic support and extra and co-curricular programs that support the student experience.
3. The University should continue to integrate and enhance technology platforms that support best practices in student persistence, retention, and degree completion.

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Supporting Documents

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3. <http://www.provost.howard.edu/facultyhandbook/PFHR2018-07-05.pdf>
4. <http://www.provost.howard.edu/provost/mission.asp>
5. https://www2.howard.edu/sites/default/files/Howard_Forward_2019-2024.pdf
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16. Customer Training Log-in <https://pdla.skillport.com/skillportfe/login.action>

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Howard University has a long history of academic assessment using student-learning outcomes as a measure of educational effectiveness. The Office of Institutional Research and Assessment (IRA) and the Office of Institutional Assessment and Evaluation (OIAE)—IRA's predecessor—supported a self-regulated model of assessment, with the ultimate responsibility for assessment activities falling on faculty and department chairs. The OIAE formerly assessed Howard University's educational effectiveness in several ways. First, the office collected and maintained assessment documents. In addition, the OIAE regularly collaborated with the Center for Teaching, Learning, and Assessment (CETLA) to help faculty administer testing, faculty evaluations, and assessments. The OIAE also sponsored a campus-wide Assessment Conference to "provide useful information and promote discussion on the context and cultivation of the assessment culture at Howard University" and to "present, reinforce, clarify, and engage stakeholders on essential elements, methods, and techniques of quality assessment for continual improvement." Finally, OIAE regularly contributed to the larger conversation about assessment on campus by publishing periodic newsletters about assessment across campus. The ultimate point stressed previously by OIAE and currently by IRA is that the most salient part of assessment is feedback to improve effectiveness in teaching and learning.

Annual Reports are the primary means by which department assessment activities are documented. These reports offer an opportunity for academic programs to identify assessment activities, analyze the results, and discuss actions taken to improve. These sample Annual Reports demonstrate that they continue to be valuable, annual touchstones that direct faculty action and departmental curricular decisions. In addition to Annual Reports, colleges and schools are asked to submit case studies that showcase how data is being used to increase effectiveness and efficiency and ensure student learning with respect to course and programmatic outcomes. (See Evidence Inventory)

In 2018, Howard University conducted a deep analysis of its assessment practices. One of the outcomes was the creation of a centralized office to manage and standardize assessment activities. One of the objectives was to create a more standardized process with a shared language and a universal timeline. The Office of Institutional Research and Assessment (IRA) was formed to replace and transcend the OIAE. IRA assists academic and non-academic units in identifying outcomes, associated measures, and improvements based on assessments. The institutional research arm of IRA maintains best practices in data stewardship and reporting so that academic units can make informed decisions based on reliable data.

Howard Annual Assessment Process (HAAP) (*Educational Effectiveness, V.2.a-c*)

Pursuing its primary objective of strengthening assessment, IRA amended the annual assessment process. The process, Howard Annual Assessment Process (HAAP), streamlines assessment activities to ensure that best practices related to measurement, artifacts, targets, and reporting of results are being used. Howard University also invested in a data management platform (Taskstream by Watermark), which allows academic programs to systematically record outcomes, measures, results, and improvements in a centralized, online space. Taskstream is capable of filtering data and generating

issue-specific reports. The system is also able to compile and organize data in ways that are far more efficient than previously. Better organized data facilitates the type of analysis needed to identify trends and areas for potential improvement. The current process (HAAP) is now standardized, centralized, digitized, and has an additional layer of analysis and accountability.

The HAAP uses a traditional assessment cycle as its organizing concept. Known as an “assessment wheel” or an “assessment loop,” Howard University’s cycle begins with a plan and continues with the use of data to support continuous improvement. Figure 1 below shows the path of the institutional assessment cycle.



Figure 1. Closed Loop Assessment Cycle

Cycle of Assessment

At Howard University, assessment begins at the department level. For each program, faculty identify student learning outcomes, which are aligned with their academic discipline, appropriate for each degree level, reflective of departmental mission, and ultimately supportive of the university’s mission to “provide an educational experience of exceptional quality at the undergraduate, graduate, and professional levels.” After outcomes are identified, faculty identify measures that directly assess student learning associated with the chosen outcomes. These student learning outcomes are assessed annually, and the results of these assessments are used to inform curricular and programmatic improvements. Programs with discipline-specific accreditations are encouraged to tie assessment activities directly to the desired outcomes identified by respective accrediting bodies. In sum, assessment is institutionalized

at Howard University through academic and non-academic leaders' dedication to continuous improvement through data-driven decisions.

Faculty control assessment activities within their department by defining outcomes, measures, targets, and implementation plans. For department/unit level assessments, the IRA requires units to write a brief description of the metrics and an explanation of how each student-learning outcome will be assessed (rubric, numeric score, pass/fail, etc.). Additionally, they must identify if the measure is direct or indirect. Although each program is required to have at least three direct measures, some programs also elect to add indirect (student response) measures. Though curricular and programmatic improvements should be based on the results of direct measures, some programs collect indirect measures to satisfy the requirements of their accrediting bodies (e.g., Accreditation Board for Engineering and Technology). Each metric requires realistic and inspirational targets; but these targets must be granular enough to produce results that could lead to specific improvements. For example, in lieu of class grade averages, IRA requests that programs write goals that identify an ideal percentage of students who meet a certain target score or grade. Additionally, departments/units must have implementation plans that explain how students are prepared to meet the desired outcomes. This plan also requires units to consider how they might improve the curriculum if targets are not met.

Plans are submitted in September of each year with results, and results are due over the following summer. Table 1 presents a schedule of assessment for the next three years. Due dates are consistent from year to year to institutionalize the schedule.

Table 1. Assessment Schedule

	Academic Plans	Administrative Plans
2018-2019		
Assessment Plans Due	Ongoing over AY18-19	Ongoing over 18-19
Assessment Findings Due	May 22, 2019	August 14, 2019
2019-2020		
Assessment Plans Due	September 11, 2019	September 11, 2019
Assessment Findings Due	May 20, 2020	August 12, 2020
2020-2021		
Assessment Plans Due	September 16, 2020	September 16, 2020
Assessment Findings Due	May 19, 2021	August 11, 2021

Findings include a detailed report of student success on each measure and suggested improvements. The report also provides an opportunity for faculty to reflect on the assessment process and offer suggested changes to the assessment tool or set of targets. A sample of the 2018-2019 and 2019-2020 plans submitted by the colleges and schools is included in the supporting materials.

Instruments used to measure student learning outcomes include traditional capstones and culminating projects, comprehensive examinations, presentations, and unit examinations. Graduate programs often use qualifying examinations, and dissertation proposals and defenses. Disciplines with a national exam can use test results as a measure of student learning. In addition, the Graduate School requires that students who receive assistantships must submit an external grant proposal. The logic here is that

competitive external grant applications require a competency level that helps ensure students can compete on a national level. Appendix _ provides examples of how data are used for improvement in some programs.

Discipline-Specific Accreditation (*Educational Effectiveness*, V.4)

In addition to the Howard Annual Assessment Process (HAAP), programs with discipline-specific accreditation regularly gather assessment data related to their programs. In many cases, the assessment activities related to program accreditation are captured in the HAAP, and in other cases they stand alone, which requires the HAAP to assess portions of program or to focus on a few outcomes in a given cycle. Howard University boasts more than 50 accredited programs administered by over 30 national governing and accrediting bodies. Appendix _ provides examples of how selected programs assess student learning and present their process to accrediting bodies.

Additional Direct Assessment Measures (*Educational Effectiveness*, V.3.1-h)

In addition to HAAP, the University examines a variety of other metrics to take more global measures of student learning. Some undergraduate programs, for example, have comprehensive examinations that help programs understand overall student learning. This summative data is paired with formative data gained from course-based assessment to direct curricular changes and programmatic improvement. Additionally, student passage rates for national examinations are a good indication of the degree to which students are learning appropriate knowledge and skills for their discipline. This summative data is also used to inform continuous improvement activities.

Comprehensive Examinations

Comprehensive examinations are administered across the University in numerous programs. Through these comprehensive examinations schools and colleges assess competencies each semester. These examinations are aligned with discipline-specific knowledge possession and skilled competencies, as well as more general competencies, such as effective written and oral communication, critical thinking, and analytical reasoning. Based on the program-level comprehensive examination results, programs identify areas for improvement. Programs regularly evaluate exam results and must annually report (through Annual Reports) how the comprehensive examination results are utilized to improve instruction. Refer to Appendix X for passage rates from different programs within schools/colleges.

*Appendix X provides samples of comprehensive exam results. As indicated in Appendix X , students exhibit a high level of subject-specific and general education knowledge. During the years in which a program's goals for passage rate are not met, the curriculum receives careful examination, and adjustments are made for greater development and improvement in students' learning. The results of the adjustments are reflected in the following year's scores, as can be seen as the general trend above.

National Examinations

Howard University's schools and colleges have relatively high passage rates for national certification examinations, as well. Appendix X provides a summary of students' performance on national examinations for teaching, school leadership, and professional services.

Indirect Measures of Educational Effectiveness

In addition to the direct measures for student assessment, Howard University also uses various methods to indirectly assess student and faculty perceptions of teaching and learning. Working through IRA, Howard University seeks to improve and expand its assessment of the effectiveness of teaching and learning across the disciplines through the use of utilization of evidence from end-of-course evaluations and graduating students' exit surveys. IRA measures student quality of life and institutional effectiveness beyond the classroom through indices assessed by both internal and external mechanisms (e.g., exit surveys, National Survey of Student Engagement, Survey of Earned Doctorates), as Howard University recognizes the importance of having various indicators for valid, objective assessments. IRA continually works to achieve its mission of organizing and guiding a university-wide assessment program reflective of the University's mission. For more details on end-of-course evaluations and graduating students' exit surveys, refer to Standard III and Standard IV.

Assessing Assessment at Howard University (*Educational Effectiveness*, V.5)

Howard University understands that the lens it uses on student learning must also be used on the assessment process itself. IRA joins all administrative units in assessing the quality of assessment. IRA uses a five-dimensional rubric (imbedded in Taskstream) to assess each submitted plan. This data helps IRA develop agendas for assessment workshops and target instructional sessions.

Finally, the assessment activities of Howard University—inclusive of the HAAP, course evaluations, internal surveys, and external surveys—are guided through conversations with the Howard Assessment Committee (HAC), an institution-wide body with faculty, staff, student, and alumni representation. The HAC guides assessment through suggestions and critiques once a semester. Although conceived by OIAE, the committee has come to life under the leadership of the newly formed IRA.

SUMMARY

Howard University has a rich history of assessing student learning and using the results of assessment for curricular and programmatic improvement. Built on a sturdy foundation of program-specific student learning outcomes, Howard University's assessment process is both ubiquitous and dynamic, ever-moving forward to push a shared culture of assessment and a shared value of data-driven improvement

FINDINGS

1. One of the major strengths of the newly reconfigured IRA is the addition of new staff and the reconfiguration of the office. These changes have produced a much richer, deliberate, centralized, and ongoing assessment experience.
2. The IRA continually works with schools and colleges to ensure ongoing high-quality and effective assessment.
3. Howard University should continue to use assessment for ongoing, continuous improvement of programs.
4. Assessment is giving the programs, schools and colleges an empirical basis for making data-driven improvements in teaching and learning.

RECOMMENDATIONS

1. All programs within the 13 schools and colleges should consistently and accurately report assessment activities along with a thoughtful interpretation of what assessment results mean for future cohorts.

Supporting Documents

1. Newsletters
2. Assessment Conference agenda
3. AY 16-17 Annual Reports
4. AY 17-18 Annual Reports
5. AY 18-19 Annual Reports
6. A sample of 2018-2019 reports (by college)
7. A sample of 2019-2020 plans (by college)
8. School of Business Assurance of Learning Survey
9. Assurance of Learning Table
10. Rubrics and sample self-study
11. List of accredited programs
12. Reports for NSSE, FSSE, CIRP, and SED
13. HAC agenda

DRAFT

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Howard University is resolute in its commitment to maintaining its financial stability and ensuring that resources are directed toward fulfilling its mission and actualizing its strategic plan. Howard University's leadership has been diligent in implementing financial best practices in its planning and operations. The institution has several assets that ensure its stability from year to year, including its real estate holdings in the Washington, D.C. area, its status as a tuition-driven university, and its annual federal appropriation.

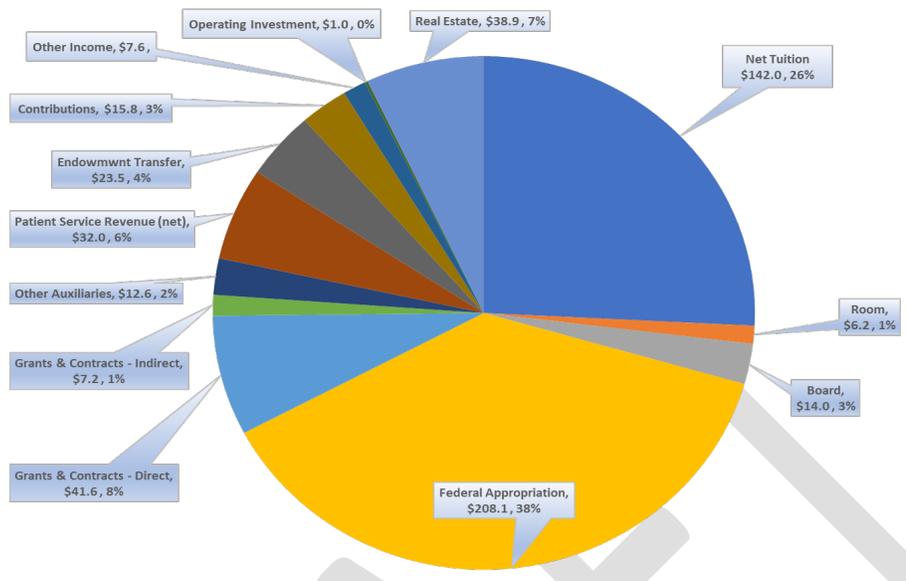
Howard University is also a tuition-driven institution; tuition is the second largest source of revenue. As a result of the strong demand for a Howard University education in recent years, even without dedicated recruiters, the institution has been able to develop and maintain a robust (tuition-based) revenue stream.

Third, Howard University is one of two non-military higher educational institutions in the nation that receives an annual congressional appropriation. This appropriation allows the institution to better meet the educational needs of our demographic and serve the local community through outreach programs. It also benefits the nation by addressing critical labor shortages and diversifying labor pools.

Not unlike other universities, Howard has faced financial challenges. The fundamental financial challenge the University faces is that its revenue base has not been growing in line with its increasing need for the additional investments required to maintain and improve Howard's academic offerings, increase its investment in faculty and staff, and complete the remainder of physical plant repairs and renovations.

Major Sources of Academic Income FY2018-19 (*Planning, Resources, and Institutional Improvement, VI.4*)

(does not include Howard University Hospital)



As the chart above illustrates, most of Howard's academic income comes from four sources:

<u>Source</u>	<u>FY19 \$</u>	<u>FY19 %</u>
Federal Appropriation	\$208M	38%
Student Charges (net of HU-provided financial aid)	\$142M	26%
Grants and Contracts / Sponsored Programs	\$ 49M	9%
Real Estate	\$ 39M	7%
All Other Sources	\$113M	20%

Over the past decade, Howard University has experienced little or no net growth in its four primary revenue sources for different reasons, including flat federal appropriations. Most importantly, revenue from net tuition has not grown over the past decade. Although each class of entering Howard University students has been academically stronger than the preceding class, the level of financial need demonstrated by these students and their families also has witnessed a steady increase from class to class. Student need began to spike after the onset of the Great Recession in 2008, and it has not abated since-- largely owing to the fact that U.S. family incomes have failed to increase at the same rate as the increase in the cost of living. This larger economic reality, coupled with the higher number of Pell-eligible students means that Howard University has had to increase the institutional financial aid to students and their families, in order to ensure that deserving students have the opportunity to receive an education. Consequently, 90% of the current Freshman class is aided by the University to some degree, and about 60% receive *significant* aid. The overall Howard University discount rate (HU-provided aid as a percentage of total tuition revenue) has grown from 33% in 2013 to 45% in 2019. In dollars, the cost of Howard University's financial aid program has grown from \$83 million in FY2012-13 to \$115 million in FY2018-19.

This expanding aid program has been enormously effective in enabling academically qualified students to enroll, persist and graduate. Retention and graduation rates for low-income students have been

improving. Howard University must successfully implement its sustainable financial plan that effectively addresses student need, while still generating adequate operating revenue to enable the institution to grow.

In the past, Howard has managed to maintain budget balance in the face of very slow revenue growth primarily by employing two strategies:

- Making up the difference between recurring expenses and recurring revenue with one-time budget-balancing infusions of income, including proceeds from the disposition of surplus real estate, proceeds from deceased bonds, proceeds from insurance claims, and one-time adjustments to certain patient-service revenues.
- Holding the line on aggregate expenditure growth and making cuts as needed to offset or reduce the impact of required cost increases. The effectiveness of these austerity measures is demonstrated in fact that the FY2018-19 recurring operating expenditures of \$505 million (including HUH), were only 1% higher than in FY2014-15.

Cost containment and utilization of one-time non-recurring revenue have enabled the institution to maintain a balanced budget, but these measures alone are not enough to permit the University to flourish and fully realize its potential. Howard University cannot meet its current obligations, remain competitive, and invest in future growth unless its revenue base is broadened and expanded. In order to achieve sustainable financial stability and also be able to grow and invest, Howard University leadership realized that it needed to implement a multi-faceted financial strategy over the next decade. To address these challenges and outline a fiscally sound and comprehensive plan, President Frederick launched a major strategic planning initiative, *Howard Forward 2024*.

THE ACADEMIC AND ADMINISTRATIVE PROGRAM PRIORITIZATION INITIATIVE

In order to maintain and elevate our status as a premier academic institution, it is essential that the programs offered at Howard University are of the highest academic quality and provide contemporary and exceptional educational experiences to our students. The Office of the Provost and Chief Academic Officer formed the Academic and Administrative Program Prioritization Initiative to compile evidence to:

- strengthen the university's overall academic program portfolio,
- facilitate utilization of best practices in the development of new program offerings, and
- ensure effective alignment of resources with University initiatives.

It is anticipated that the analysis of the data emerging from the Academic and Administrative Program Prioritization process will:

- help ascertain institutional strengths as well as weaknesses;
- enable evidence-based decisions related to program development, continuation, or discontinuance; and
- support strategic planning.

The Academic and Administrative Program Prioritization Task Force (PPTF). The goal of this organization is to ensure that the University's status as a premier academic institution is maintained and elevated, and more specifically, that its programs provide exemplary educational experiences to its students. As the University prepared for the university-wide 2019-2020 accreditation process, undertaking a comprehensive academic and administrative review process was critical for the maintenance of the University's position as a relevant institution of higher learning. The Academic Prioritization Task Force and the Administrative Prioritization Task Force are comprised of 17 members and 15 members, respectively, which include faculty and staff persons nominated by their supervisors or Faculty Senate and appointed by the Provost.

- A second goal of the Task Force was to ensure that the University efficiently utilizes its resources to fulfill its mission and goals. The Task Force collected data on the effectiveness and efficiency of all academic and administrative units. The analysis of the data emerging from the process will help ascertain institutional strengths as well as weaknesses; enable evidence-based decisions related to program development, continuation, or discontinuance; and support strategic planning. Input from the Faculty Senate was sought during the development phase of the effort. Faculty involvement was mainly at the department-level with the submission of their professional profiles in TaskStream, but also in the evaluation committees for the academic programs. The process proceeded in the following stages: 1) Development of key areas, criteria and data indicators, 2) Data and narratives submitted by each program via survey, 3) Evaluation of programs using scoring rubric, 4) Task Force deliberations and final reports. A total of 144 academic programs and 81 administrative programs were reviewed. The participation of the faculty at the department-level is illustrative of the benefits of granular collaborative decision-making.

STRATEGIC PLAN: HOWARD FORWARD (Planning, Resources, and Institutional Improvement, VI.1-3, VI.6)

In 2016, Howard University leaders began the process of revising and updating its strategic plan. Provost Anthony Wutoh spearheaded the efforts, with support from Tashni-Ann Dubroy, Executive Vice President and Chief Operating officer. Dr. Wutoh invited more than 50 selected faculty, students, administrators, alumni, and staff to serve on this initial [Framework Committee](#) (see page 4). This committee was charged with exploring how the University might more effectively and efficiently execute its mission, while remaining faithful to its core values. The Committee solicited input from other internal and external stakeholders about what was needed to make Howard an even *better* university. To this end, the Framework Committee held brainstorming sessions on campus, sponsored surveys, hosted focus groups of faculty, alumni, students, and administrators, and organized community engagement activities. These brainstorming sessions and focus groups provided opportunities for internal stakeholders and community members to engage in discussions that ultimately led to the production of a survey that was distributed to a subset of faculty, staff, students, and alumni to solicit their input.

In Fall 2017, the Framework Committee was expanded to include stakeholders from a broader cross-section of the campus community, including interdisciplinary faculty, staff, administrators, students, and alumni. Iterative input was solicited on the strategic priorities and the initiatives that would be undertaken to realize the plan's ultimate goals. The input received from students, staff, faculty, alumni,

Board of Trustees and community members informed a plan that outlines opportunities and goals that will position Howard University to strengthen its academic model and lead its peers in innovation.

Howard University's 2019-2024 strategic plan, *Howard Forward 2024*, which was unveiled on January 24, 2019, outlines the strategic foundation for University-wide goals and initiatives. *Howard Forward* provides a roadmap for how Howard University can improve in order to stay true to its legacy, remain competitive with other selective highly-ranked institutions, and maintain the quality of its academic programs. *Howard Forward* also includes a vision of how the institution can secure the resources needed for the successful implementation of its goals. The 5 institutional pillars of *Howard Forward, 2024* are:

- Enhancement of Academic Excellence (MSCHE Standard: I, II, III, & IV)
- Inspiration of New Knowledge (MSCHE Standard: 1, II, III, & V)
- Service to Our Community (MSCHE Standard: I, II, & IV)
- Improvement in Efficiency and Efficacy (MSCHE Standard: V, VI & VII)
- Strengthened Finances for New Opportunities (MSCHE Standard: VI & VII)

See Appendix _ for illustration of strategic pillars

Since *Howard Forward* was unveiled, University leaders have been hard at work creating the organizational infrastructure required to successfully implement the major recommendations in the plan. To date, eighteen working groups have been assembled to develop detailed implementation plans for each of the major initiatives identified.

Major objectives of the plan include the following:

- Targeted increases in enrollment in existing academic programs, with the goal of achieving total enrollment at 10,000 or above by 2024.
- Stabilization and gradual reduction in the discount rate at all levels. This will be achieved through a recruitment strategy that improves the demographic mix of entering students with respect to student need and expected family contribution. In addition, Howard University will implement a state-of-the-art enrollment management operation that provides excellent customer service to students and their families, as well as a strategic financial aid awarding strategy that preserves affordability.
- Implementation of the findings and recommendations of the Academic Prioritization process now underway, ensuring that Howard University supports a mix of academic offerings that most closely reflects student interests, market demands, and the University's academic strengths and priorities.
- Development of new academic programs, including new certificate and online programs, that meet emerging needs for instruction and scholarship.
- Expansion of the University's research enterprise.
- An invigorated program to secure gifts from private donors, with the goal of increasing annual contributions by at least 150% over the next four years. A particular focus will be on enhancing donor-provided financial aid scholarships, growing Howard's Endowment, and supporting the University's capital renewal plan.
- Improvements in the University's procurement-to-pay process that ensures best value in the purchase of goods and services.

- Installation of a new Enterprise Resource Planning application suite, to improve the efficiency and transparency in all business operations and permit the delivery of great customer service in every aspect of the University’s administrative and business interactions with students, faculty, staff, other educational institutions, alumni, grantors and funders, and business partners.
- Expanded efforts to improve public engagement.
- Development of a sound human capital investment strategy for faculty and staff that will advance the objectives of the plan.
- Implementation of a comprehensive 10-year capital renewal plan that, among other objectives:
 - Creates a new interdisciplinary building for the physical sciences.
 - Creates a new interdisciplinary building for the health sciences.
 - Creates new buildings for Howard’s Communications and Fine Arts programs.
 - Re-opens and re-purposes unused and under-utilized buildings, including the Undergraduate Library and Miner Hall
 - Rebuilds the University’s central steam generation plant and distribution system.
 - Substantially reduces the University’s remaining deferred maintenance backlog.
 - Transfer of the operation of Howard University Hospital to a successful high-quality health system operator. This transfer will be accompanied by a strong academic affiliation agreement between the University and that operator, which supports the mission of the College of Medicine and other health sciences schools and programs, with the ultimate goal of constructing a new HUH facility within the next five years.

The *Howard Forward* plan, when implemented successfully, is projected to yield a positive increase in the annual University operating margin from \$20 to \$30 million by FY2024, based primarily on sustainable recurring revenue. The hope is that a successful implementation of the *Howard Forward* strategic plan will build a strong and enduring foundation for the institution’s future. Comprehensive and detailed implementation plans, with clear deadlines and milestones, will ensure that the plan is implemented effectively. The anticipated result will be distinguished accomplishments in teaching, learning, scholarship, research, and service, that build on the University’s core values and enduring legacy.

FINANCIAL ASSESSMENTS (*Planning, Resources, and Institutional Improvement, VI.7.*)

Howard University continues to make measurable improvements in its financial performance. The University conducts annual, independent financial audits by BDO USA. The last few years of audits are open and accessible to the public (<https://www2.howard.edu/offices/chief-financial-officer-treasurer/documents-reports>). The audit encompasses the entire enterprise, including Howard University Hospital. Howard University’s 2018 Financial Statements and Uniform Guidance Single Audit Report both earned unmodified statuses, noting that the financial statements were prepared in accordance to GAAP. The [Single Audit Report](#) was compiled in accordance with the Uniform Guidance, federal statutes, regulations, terms and conditions. As part of routine efforts to ensure appropriate financial controls, Howard University utilizes a contracted internal audit team. The accounting and auditing services firm, Deloitte, Touche Tohmatsu Limited (“Deloitte”), provides Internal Audit services to Howard University.

With respect to MSCHE oversight, three specific offices at Howard University were cited by the BDO audit and reported in the related management letter: (1) Human Resources; (2) Student Financial Aid;

and (3) Office of Procurement and Office of General Counsel. Additionally, the audit identified findings related to Howard University Hospital, which is not accredited by MSCHE.

After reviewing the management letter, Howard University prepared a response to the findings that identified specific remediation plans to address the findings. The Chief Financial Officer, Chief Operating Officer, and Chief Compliance Officer worked with Internal Audit to assess and monitor the remediation efforts in response to the findings in the BDO audit. Senior management in each of the above operational areas developed corrective plans of action, which were reviewed and deemed effective by the Internal Audit. Although many of the audit findings were remediated quickly and verified by the Internal Audit, some of the more complex remediation efforts require additional time to fully execute.

Most importantly, Howard University's corrective action plans identified how the proposed changes would prevent reoccurrence in the future and what remedial controls will be implemented in the interim.

The remediation process includes the following steps:

1. Respond directly to the finding and its recommendation(s)
2. Provide specific actions that management commits to take to correct the finding
3. Make the response clear and concise
4. Exclude information that is not pertinent to the finding or its corrective action plan
5. Identify specific positions, if applicable, responsible for implementation
6. Provide a specific and realistic timetable for implementation
7. Monitor feedback and continuously improve

Howard University is providing its annual BDO Audit Report, which includes a management response to the BDO management letter and the Internal Audit remediation tracker.

Howard University's strategic plan, *Howard Forward 2024*, incorporates a general approach to guide the development and use of qualitative and quantitative indicators used to assess progress on plan goals, objectives, and strategic initiatives. Each division has developed and refined the appropriate metrics and qualitative indicators pertinent to measure success in the respective division's individual areas of academics and operations.

IMPROVEMENTS TO THE ANNUAL BUDGET CYCLE AND DEVELOPMENT PROCESS (*Planning, Resources, and Institutional Improvement*, VI.8)

Howard faces the challenge of resource constraints like many colleges and universities, thereby requiring strategic initiatives and decisions that explicitly prioritize funding requirements. Each year, Howard University assesses the effectiveness of its budget and planning cycles, and makes continuous improvements related to communication, transparency, timelines, resource allocation and efficiency.

Budgeting and planning are critical resources to address the challenges that Howard faces and to drive the decision-making process. The annual budget planning cycle and development process is also a function of Howard's unique culture and background; therefore, the Budget Office has incorporated various industry-wide approaches into the process.

To move towards more efficient and effective planning outcomes, the process has evolved and now includes the following (*not all inclusive*):

- Ensuring a holistic approach with University-wide participation for greater accountability.
- Aligning rolling forecasts and long-range planning along with the detailed annual budget process.
- Incorporating cross-functional initiatives into the plan, such as academic programs requiring administrative or capital planning support.
- Providing budget training and campus-wide communications to allow greater visibility.

Continuous Improvements

Howard University's FY20 Proposed Budget was approved on June 7, 2019. Howard University has made major progress with planning against a detailed calendar that aligns with the Board's deadlines. Over the past three years, following an assessment of the budgeting process, various improvements were made, including the implementation of Monthly Managers' Reports (MMRs). These reports are generated and distributed monthly, after each Accounting closing period. These reports provide managers with their revenue and spending actual activity, compared to the planned, budgeted activity. Detailed, timely and accurate reporting assists with effectively managing and monitoring of University resources.

Over the past year, following an additional assessment of the Budget Office, the unit underwent a restructuring that involved appointing new colleagues who were more experienced and possessed higher financial and analytical skills. Budget Officers analyze material budget-to-actual variances and now meet regularly with Deans and Administrative unit leaders, or their delegates, to discuss operating results and to mitigate any potential risks to the budget target. The more robust staff and improvements in reporting are critical resources for the academic and administrative units, providing details and support that had not been made available previously.

Howard University is moving from the vintage budgeting process using spreadsheets to best practice budgeting processing facilitated by ERP systems. The ERP system's budget planning module will allow each department access to develop its proposed budget directly within the software, which will reduce errors and eliminate the duplicative manipulation required with spreadsheets. The planning module will sync headcount and position records directly from the Human Resource's module, increasing accuracy. A fully integrated budget module will provide real-time status of revenue balances and expenditures and allow departments to see the remaining budget allocations in real-time, as opposed to relying on monthly reports. The ERP with budget development modules will be implemented over the next two years. Meanwhile, the Budget Office continually strives to provide accurate and timely reporting for Executive Leadership decision-making purposes

INFRASTRUCTURE INVESTMENTS (*Planning, Resources, and Institutional Improvement, VI.4*)

Howard University's plans for infrastructure improvements and renovations were developed through a process that included feedback from internal stakeholders. For example, with student feedback obtained in town halls, social media engagement, and the Undergraduate Graduating Student Exit Surveys, Howard University leadership made renovations to its residential halls a planning priority. The residential hall renovation process involved holding multiple town halls with student leaders and residents and forming advisory committees which gave students the opportunity to express their views

on design and other aspects of the planned residence hall renovations. A combination of formative and summative assessment methods was used to maximize the participation of the student body.

Residence halls renovations began with East and West Towers, which are on-campus housing facilities that primarily cater to juniors and seniors. After these renovations, overhauls were made to single-sex residence halls, the largest of which was completed in August 2019. Between 2014 and 2019, 85% of the 5,500-bed residence halls underwent a multimillion-dollar renovation process. The products are well-received by students. Based on the last three years of the “Speak Up College Residence Hall” surveys conducted in October of each year, an average of 80.3% of students reported that the overall residential hall experience either met or exceeded their expectations. Howard University also completely refurbished its two major student dining facilities over the same period, which was also a priority for students.

Similarly, faculty engagement is central to the planning for the renovation of academic buildings. For example, Douglass Hall, a campus treasure that is designated as a historic site on the National Register of Historic Places and also happened to be one of Howard University’s main academic buildings, was damaged by a steam system failure during the extreme winter weather in 2018. An advisory committee consisting of campus-wide stakeholders (faculty, staff, students, finance, procurement, functional experts from facilities, maintenance and real estate teams, plus external advisory groups) was established to guide conversations and capture ideas related to the restoration of Douglass Hall. Feedback from the committee was used to make recommendations to the Prioritization & Planning Committee and the Facilities and Real Estate Committee of the Board of Trustees. The University is currently in the bidding process for the Douglass Hall project, which is projected to be completed in Spring 2021, within 18 months of the start of construction.

Behind the scenes, significant improvements have been made to all components of campus infrastructure. In the past three years alone, Howard has:

- Replaced cooling towers at the Mordecai Johnson Administration Building, the School of Business, the School of Fine Arts, and the College of Dentistry.
- Replaced chillers in the School of Social Work, the College of Dentistry, the Chemistry Bldg. and the Blackburn Student Center.
- Replaced the boiler in the Service Center.
- Replaced roofs on the College of Medicine (Mudd and Numa Adams East and West) and the School of Business.
- Rebuilt the campus’ high voltage substations.
- Executed major repairs to concrete and brick exterior facades at the Physics, Chemistry, and Pharmacy buildings.
- Replaced thousands of linear feet of water supply and steam distribution piping, repaired and replaced thousands of linear feet of damaged sidewalks, and replaced steam coils, steam traps, steam condensate returns, and chilled water coils in nearly every campus building.

IMPROVEMENTS IN ENTERPRISE RESOURCE PLANNING AND SERVICES (*Planning, Resources, and Institutional Improvement, VI.4*)

Howard University utilizes PeopleSoft, Banner by Ellucian, and Lawson for various functionalities of its Enterprise Resource Planning (ERP) system, including Finance, Human Resources, the Howard

University Hospital, and student services. Although the ERP is an improvement over the past, it still has areas where systems do not communicate readily with one another. See Graphic below.

Howard University ERP Today

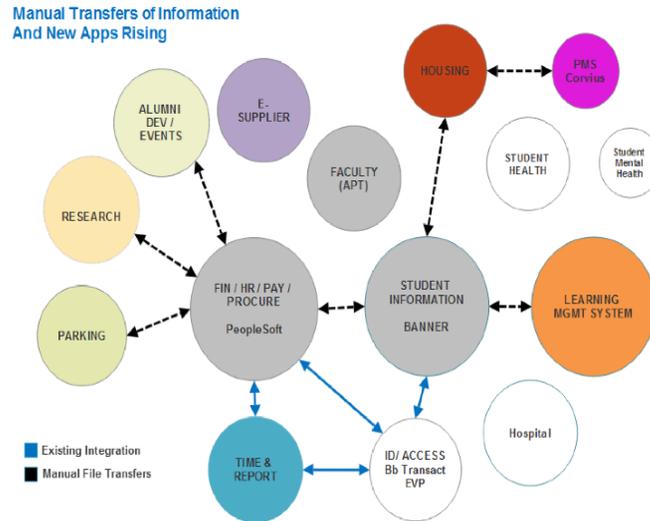


Diagram by Jonathan Piersol
version 1.0.3 dated 01-04-2019

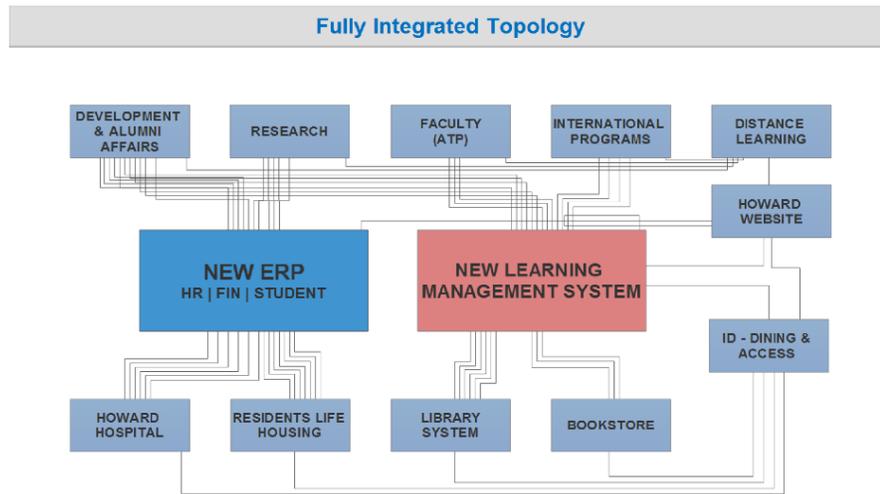
9/12/19

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Reliance on multiple interfacing, which does not always synchronize seamlessly, results in a complex and inefficient system overall. With that in mind, plans to improve Howard University's ERP system, reflect broader planned campus improvements, execution, and assessments of the same. Leaders from the IT and HR divisions are collaborating to revamp the overall ERP system. Due to the complex and comprehensive nature of this undertaking, the planning process has been intentionally deliberative and thorough. Surveys, focus groups and one-on-one conversations with campus-wide stakeholders have already taken place. Potential vendors were asked to demonstrate their competencies, and an RFP process was managed by the University's procurement arm. A vendor will be chosen in Fall 2019. Stakeholder planning will continue and a phased transition from the use of multiple ERP systems to one ERP vendor will occur as assessment results are received and used to guide the pace of change. The graphic below captures the future envisioned for the University's ERP systems.

Howard Forward



9/12/19

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Diagram by Jonathan Piersol
version 1.0.3 dated 03/01/2019

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By modernizing and linking systems, through an integrated ERP ecosystem as the graphic illustrates, Howard University is poised for a Digital Transformation. Digital Transformation means that once data or information is captured, it can be reused by many systems. Hence, information is shared between systems to provide the most accurate data in real time. Digital Transformation, then, opens up a world of analytical possibilities: it will create new business processes, cultures, and customer experiences to meet changing business and market requirements.

The new ERP follows a seven-year \$70 million partnership with IBM, where Howard has completely rebuilt its IT and telecom infrastructure. Voice/data networks are now completely new and state-of-the-art.

IMPROVEMENTS TO THE GRANT PROCESS AND STRUCTURE (*Planning, Resources, and Institutional Improvement, VI.3*)

Growing sponsored research is both key to Howard's mission and to the University's plan for revenue growth. There is renewed effort at facilitating faculty success with sponsored research. Some of these efforts are discussed below.

In alignment with Howard University's mission, research continues to be essential to faculty and staff in their respective roles in ensuring that students are provided with quality educational experiences. Since the last self-study, the average amount in proposal submissions is \$108,663,183; the average of total annual *awards* in the last five years is \$55,551,163. Particularly notable is that in FY2018, the College of Medicine received a \$17 million grant—the largest single grant in Howard University's history—from the National Institutes of Health. In addition, there have been incremental increases in research and revenue over the past several years from sponsored programs.

In late 2018, Howard University decoupled the Associate Provost for Research from Graduate Studies and hired a Vice President for Research, Dr. Bruce Jones. Dr. Jones' goals include increasing the research enterprise and faculty productivity with the ultimate goal of raising Howard University's Carnegie classification to R-1. Goals include:

1. Working closely with academic deans to advance the research vision, mission, and goals of each College/School, with the respective Associate Deans for Research serving as principle liaisons to the Office of Research.
2. Working with junior faculty in the pursuit of early career research-related opportunities that help said faculty attain their research objectives.
3. Seeking to work effectively and efficiently with other operational units across the campus to ensure that pre- and post-grant processes run smoothly.
4. Providing ongoing faculty development and training in pre- and post-award grant/contract development and compliance.
5. Creating an Interdisciplinary Faculty Consortium (IFC) to allow for targeted approaches to pursuing interdisciplinary grant opportunities; allow for systematic establishment of research-related partnerships; and allow for the creation of venues for faculty across multiple colleges and disciplines to engage in cooperative research-related endeavors.
6. Developing an infrastructure and environment that cultivates increasing revenue from intellectual property (IP) created through research.

To incentivize grantsmanship, publications, creative works, exhibitions, and performances, departments whose faculty and students are engaged in externally sponsored research and projects are provided with opportunities to offer stipends and tuition assistance to students. In addition, tenure-track assistant professors may apply for a \$10,000 summer fellowship, which allows them to focus on their research or creative works. Later in their journey, tenure-track assistant professors can also apply for \$15,000 advanced summer fellowships. Many tenure-track assistant professors receive both fellowships. Moreover, recognizing that manual processes can be an additional administrative burden on faculty who engage in research and sponsored programs, RAS came up with ways to address this issue:

- In FY2012, Howard University created a Grants and Contracts Accountability Report. The quarterly report provides stakeholders with details on Howard University's overall research and sponsored program performance.
- Also, in FY2012, Howard University deployed DocuSign software as a mechanism to improve efficiency in the pre-award process. Prior to the usage of this software, proposal routing, review, and obtaining signatures were manual processes, which required the researcher/faculty to either walk the submission from office to office or to rely on campus mail. The electronic signature and routing system provide a more efficient and transparent process.

- In the third quarter of FY2012, Howard University redesigned the Grants Management Report (GMR). The GMR provides researchers with necessary financial info about their awards to allow for reconciling and forecasting of spending.
- FY2013, the Office of the Provost created the Office of Grants Management (OGM) to assist faculty with proposal development and grants management. The creation of OGM targets the dissemination of funding opportunities, in alignment with faculty research interests. It also identifies possible internal collaborations and facilitates the creation of multidisciplinary teams to respond to specific program announcements and funding opportunities. In addition, the creation of OGM provides departmental administrative support that did not previously exist at the School/College levels. These services assist with procurement and troubleshooting issues.

In 2014, Howard University decided to further enhance its research and sponsored program activities (with the exception of accounting) to report to the Office of the Provost through the Associate Provost for Research and Graduate Studies. The goal was to renew the focus on education, recognizing that research experiences are key for student education and faculty development. Research Administrative Services and the Office of Grants Management (subsequently renamed the Office of Research Development) serves as the two units with primary responsibility for pre- and post-award administration. The Monthly Research and Sponsored Projects Dashboard has been revamped to allow for ease of monitoring performance over the same time period of the preceding fiscal year. Another initiative undertaken by the Office of Research is that the Vice President for Research will actively participate in the NIH Direct Donation Program, which offers scientific equipment for use by schools, colleges, universities, and nonprofits that are tax-exempt under section 501(C)3.

The Vice President for Research developed and distributed a *Principal Investigator Troubleshoot Guide*, which was developed to connect vital PIs to key pre-and post-award administration contacts. A *Principal Investigator Survey* has been distributed for the collection of data surrounding barriers, efficiency, and satisfaction with processes related to research and research administration. Annual surveys will be conducted to assess performance. In addition, the Quarterly Grants and Contracts Accountability Report-- created in 2012 and later renamed the *Research and Sponsored Programs Activity Report*—includes performance metrics of the unit to be monitored.

The Howard University Interdisciplinary Research Building (HUIRB), located at 2201 Georgia Ave. NW, opened in 2014. HUIRB is the cornerstone of the institution's academic renewal initiative, and evidence of a commitment to 21st century research. The new 81,670 square-foot building promotes interdisciplinary research and educational collaboration. Some examples of interdisciplinary research teams working in in the building's laboratories, include Pharmacy, Biology, and Medical faculty studying Natural Products and Chemistry and Sociology faculty collaborating on Risk Communication and the Societal Impacts of Weather and Climate. HUIRB was designed as an energy-efficient Leadership in Energy and Environmental Design (LEED) facility, boasting cutting-edge technology and the latest educational, environmental, and research standards. It includes wet and dry laboratories, instructional space, research support space, and ground floor space for a future Apple store (as was originally planned).

INCREASING REVENUE THROUGH TUITION AND GIFTS (*Planning, Resources, and Institutional Improvement, VI.4*)

Howard University alumni are among the most accomplished in the nation. Yet, alumni giving is not as high as might be expected from an alumni base as distinguished as Howard University's. In response, Dr. Frederick's administration prioritized the growth and diversification of philanthropic revenue. Although there has been no capital campaign in many years, in AY2018, \$20 million in gifts were raised, included the \$5.5 million by the Board of Trustees. Undergraduate alumni participation rate increased from 4.9% in FY2015 to slightly under 10% in FY2018. Hence, there is a huge opportunity to grow annual philanthropic revenue to support the strategic plan. Specifically, Howard University has prioritized using philanthropic donations to fund physical infrastructural improvements, enhance student learning, improve technology, and increase access and affordability.

To achieve continued growth in philanthropic revenue, Howard University plans to:

- Utilize a recently implemented, contemporary customer relationship management (CRM) system for philanthropy that will comprehensively engage alumni and other donors through advanced segmentation and data analysis;
- Work in partnership with administrative and faculty colleagues to create targeted capital fundraising campaigns for key facilities and programs tied directly to the strategic plan;
- Hire fundraising staff with experience in securing first-time contributions through comprehensive campaigns;
- Use best practices to increase corporate/foundation partnerships in a way that generates high levels of philanthropic investment

Investments in personnel and resources will be targeted in specific areas to maximize the growth in philanthropic revenue. These investments will include the following benefits:

- Returning to the use of dedicated fundraising staff members in schools and colleges. These positions had been largely eliminated in previous years. Targeted fundraising support for schools, colleges, and centers with high fundraising potential will increase revenue for individual programs.
- Principal giving efforts will be oriented around interdisciplinary programs. For example, taking a broader "health sciences" view toward training culturally-competent health professionals will enhance Howard University's ability to secure program-specific transformational gifts
- Howard University's ten-year capital plan will focus on building construction and renovation.
- The focus will be on annual giving efforts to support student financial aid. Focusing philanthropic efforts on this priority is not only a University priority, but, as the data illustrates, it is also a top priority for Howard University's broader alumni community.

KEY METRICS (Planning, Resources, and Institutional Improvement, Planning, Resources, and Institutional Improvement, Planning, Resources, and Institutional Improvement, VI.8-9)

Focus on university-wide (aggregated) metrics and qualitative indicators, include, where appropriate, unit-level one imperatives:

- Organize metrics and qualitative indicators around goals and priorities.
- Include both quantitative and qualitative indicators.
- Have multiple indicators for each goal, given the complexity of the assessment, but as few as possible to enhance focus.
- Make the metrics flexible and adaptable to be useful across a wide range of academic areas or units.
- Consider the need to minimize the amount of staff time and additional staff to implement the metrics.
- Use existing sources of data and information whenever possible.

The detailed plan includes KPIs for each objective. A few examples of **core** metrics are tabulated below:

Initiative	Metric
Recruitment, Retention and Access to Education	Student Acceptance, Retention and Graduation Rates
	Increase In Student Population Requiring Few Tuition Discounts
	Total Undergraduate and Graduate Student Enrollment
Research Success for a Changing World	R&D Expenditures in STEM and Medical Sciences
	Increase in Patents Filed
	Increase in Number and Impact of Publications
	Increased Investment in Research Infrastructure
	USNWR ranking

The strategic plan drives a culture of continuous improvement, creates an environment that connects employees to Howard University’s mission, and reinforces the importance of focusing on strategy and measurable objectives that are rewarded with success. Howard University is in the implementation phase of its strategic plan, and there is an ongoing process to monitor and review performance, and periodically update the campus community on progress. Dashboard reporting, and annual strategic reviews, including assessments and committee meetings for plan review are exercised. A microsite has been established to communicate progress and continuously update the university community.³⁵ The aforementioned actions of the campus community will afford us the opportunity to propel the success of our institutional priorities and achieve long term sustainability for Howard University.

FINDINGS

1. The institution’s planning processes, resources, and structures are aligned to its mission, goals, and strategic plan.
2. The planning process adequately allows for wide participation.
3. The financial planning and budgeting are linked to the Howard University mission, goals, and strategic plan.

³⁵ <https://www2.howard.edu/howard-forward>

4. Although it does seem to have annual gift targets, Howard University has not had a capital campaign to raise much needed capital in quite some time.

RECOMMENDATIONS

1. Howard University should initiate a large-scale capital campaign to raise capital to invest back into its mission and student body. This should be a top institutional priority—especially given the costs of deferred maintenance and the high percentage of students in need.
2. For long-term giving, Howard University might consider cultivating a culture of giving among Freshmen—much like the campaign method used at Hampton University and Spelman College. The Development Office might consider tying any campaign to actually attract current students in programs, so that donors can feel like their dollars are being used wisely.

DRAFT

Supporting Documents

1. *Howard Forward*, 2024
https://www2.howard.edu/sites/default/files/Howard_Forward_2019-2024.pdf
2. Residence Halls Renovations Plan Contracts
3. Residential Hall Student Townhall
4. University Master Plan <https://www2.howard.edu/external-affairs/departments/community-association/community-planning-and-development>
5. Satisfaction data from faculty and students
6. Grants and Contracts Accountability Report
7. Howard University as a CTSA hub <http://www.georgetownhowardctsa.org/>
8. Center for Integrated Quantum Materials, <http://ciqm.harvard.edu>
9. Strategic Plan for Vice President for Research
10. Final Paladin Report
11. Moody's Investor Report at
https://www2.howard.edu/sites/default/files/Moody_Howard_University_credit_opinion_9_Jan_2019.pdf
12. Article indicating HUH troubles https://www.bizjournals.com/washington/print-edition/2013/06/28/howards-albatross.html?ana=e_wash_bn_exclusive
13. HUH audit https://www2.howard.edu/sites/default/files/2018_Howard_University_Hospital-Audit.pdf
14. BDO Management Letter
15. Internal Audit remediation Tracker

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Structure (Governance, Leadership, and Administration, VII.1.1, VII.2.a-g,i)

Howard University has a qualified, experienced, and engaged team of leaders, administrators, and trustees whose leadership and oversight allow the University to carry out its mission effectively. The legal authority of Howard University is vested in its Board of Trustees, which is the ultimate authority for all policies that affect the University, its interests, and its ability to deliver education to its students and monitor their implementation. Howard University's Board of Trustees is composed of 25 individuals and includes the President, as a non-voting member.

The Board is represented by members who are not employees of the University, except for the two faculty/student affiliate trustees. The Chairperson of the Board is Stacey J. Mobley. Current [Board members](#) are listed on the University's website and include CEOs and senior leaders of corporations, law firms, non-profit organizations, entertainment groups, and city governments. Several members of the Board are alumni of Howard University. Trustees are independent of any undue political, financial, or other influence that would affect their ability to act in the University's best interests. Moreover, as stated in the [Trustees Statement of Responsibility](#), which details Trustees' duties and obligations to the University, "Trustees have no special prerogatives [as individuals], except when they convene as a corporate body."

Howard University's Board of Trustees is equipped with the appropriate structure to oversee, establish policy, and conduct business on behalf of the University. It has an established set of [Bylaws](#), which outlines the organizational/governance structure for the University and the Board's responsibilities and obligations to the University. According to the Board of Trustees Bylaws, the Board is "responsible for controlling and directing the affairs, property, and interests of the University." All policies governing students, faculty and staff, including pay scales, personnel practices, and academic policies ultimately must be approved by the Board of Trustees. Similarly, the ultimate academic and fiduciary responsibilities for Howard University reside with the Board of Trustees. In consultation with the President and his cabinet, the Board approves annual budgets, raises tuition, approves or denies projects, and reallocates resources as needed. In terms of academic oversight, all approvals of new degree programs or termination of programs, awarding of degrees, must be approved by the Board. Similarly, all faculty hires, reappointments, tenure, and promotions are not final without approval by the Board of Trustees. The current Board has been very generous to the institution. In fiscal year 2018, the Board of Trustees collectively donated a total of [\\$5,520,991](#), which is the single largest donation of any previous Board and amounts to a 217% increase in gifts above that of the previous year. This gift underscores how deeply vested Board members are in the mission and goals of the University.

TOP ADMINISTRATORS AND QUALIFICATIONS (Governance, Leadership, and Administration, VII.3.a-d.VII.4.a-d)

The Chief Executive Officer and 17th President of Howard University is Dr. Wayne A.I. Frederick, who was installed in 2014, after a vigorous national search. Dr. Frederick earned a B.S., M.D., and MBA from Howard University and has spent much of his career as a faculty member in the College of Medicine. Dr. Frederick has the requisite experience to run the institution, having served as faculty member, Division Chief of the Department of Surgery and Associate Dean in the College of Medicine, University Provost and Chief Academic Officer, and interim President from 2013-2014. Former trustee and chairperson of the 2014 Presidential Search committee, Vernon E. Jordan, Jr., stated that Dr. Frederick is “supremely qualified, remarkably motivated, and uniquely suited to lead Howard University.” The President reports to the Board of Trustees, but the body invests him with all the power and authority to run the day-to-day operations of the University.

Howard University’s Provost and Chief Academic Officer, Dr. Anthony K. Wutoh, received a Bachelor of Arts degree in Biochemistry from the University of Maryland Baltimore County, a Bachelor of Science in Pharmacy and Doctor of Philosophy in Pharmacy Administration (Pharmacoepidemiology) at the University of Maryland, Baltimore School of Pharmacy. Prior to his 2015 appointment as Provost, Dr. Wutoh had served as faculty and Dean of the College of Pharmacy, and Assistant Provost for International Programs.

In addition to Dr. Wutoh, Dr. Frederick has a team of additional administrators to assist in managing, executing, and implementing the mission and strategic goals of the University. The [President’s Cabinet](#) includes the Provost and Chief Academic Officer, Vice President for External Affairs, Chief Financial Officer, Chief Operations Officer, General Counsel, Chief Human Resources Officer, Chief Communications Officer, Vice President for Student Affairs, Vice President for Research, and Vice President for Development. The credentials and professional experience of each cabinet member is commensurate with his or her appointment. All senior officials report directly to the President. The following list identifies selected key cabinet members:

The current Executive Vice President and Chief Operations Officer, is Tashni-Ann Dubroy who received her PhD in Physical Organic Chemistry from North Carolina State University and her MBA from Rutgers University. Prior to taking the position at Howard University, Dr. Dubroy was serving as the President of Shaw University, a position she held from 2015-2017.

Howard University’s Chief Financial Officer and Treasurer is responsible for the supervision and management of the financial and business operations of the University. Michael J. Masch, who holds that position, has the appropriate skill and expertise to manage the day-to-day finances of the University. He previously served as the Vice President for Budget and Management at the University of Pennsylvania and Chief Business Officer for the Philadelphia Public Schools.

Howard University’s Vice President for Research, Dr. Bruce Jones, brings more than 25 years of academic and administrative experience to bear in his capacity as VP for Research. Having trained at Columbia University, Dr. Jones had a distinguished faculty career, including two Endowed Chairs, one at the University of Missouri and the other at the University of South Florida, before serving as the Interim Vice Provost and Dean of the Graduate School and Vice Provost for Academic Programs at the University of Houston.

The Vice President for Student Affairs is responsible for managing several entities governing student life, including the Division of Student Affairs, Residential Life, Off-Campus Housing, Student Health, Office of Student Life and Activities. That position is currently held by Kenneth M. Holmes. Mr. Holmes possesses the education and a wealth of experience to qualify him for these responsibilities: he earned a Master's degree in Student Personnel Services and served as Dean of Students at several institutions before coming to Howard University, including, John Jay College of Criminal Justice and the University of Bridgeport.

The Vice President and Chief Communications Officer, Crystal Brown, received her Bachelor of Arts in Rhetoric and Communication from the University of Virginia. Ms. Brown assumed her position in 2017, after having previously served as Chief Communication Officer at the University of Maryland, College Park. She has more than twenty years of experience focusing on communication issues and higher education.

The University organizational chart (See Appendix X) demonstrates a clear relationship and reporting responsibilities between the University administrative hierarchy.

POLICIES ON ETHICS AND CONFLICTS OF INTEREST (*Governance, Leadership, and Administration, VII.2.h*)

The University's Code of Ethics policy (1998) governs the conduct of members of the University. Section IV.B explicitly prohibits conflicts of interest, including in business relationships/partnerships with vendors.

Howard University takes seriously the avoidance of conflicts of interest in its academic, research and administrative enterprises. Through a coordinated network of policies and organizational controls, there are established high standards and safeguards to prevent conflicting loyalties or bias in its operations. The Conflict of Interest Policy originates with the Bylaws of the Board of Trustees and states, "Any duality of interest, conflict of interest, or potential conflict of interest on the part of any Member of the Board, Officer, faculty, student, or employee shall be disclosed and made a matter of record at such time and in such manner as may be prescribed in the Article IX, Conflict of Interest in Bylaws and in any subsequent action of the Board." The Bylaws require the annual submission of personal disclosure statements by Trustees, Officers, and other Senior Administrative Personnel (Bylaws, Article IX, sec. 2(b).

Page 8, of the Code of Ethics and Conduct requires the amendment of personal disclosure statements in case of any "material change in the circumstances of the reporting person that would make the form then on file materially false or misleading." The *Employee Handbook* (§10.11) requires employees to "disclose potential conflicts of interest in writing and obtain advance approval to proceed before initiating any transaction or engaging in any decision on behalf of the University that may present such a conflict or potential conflict."

COMPLIANCE

Faculty members, administrators, and supervisors are required to adhere to all local, state, and federal laws and regulations, as well as to Howard University policies and procedures. Federal laws relevant to higher education include, but are not limited to *Family Educational Rights and Privacy Act* (FERPA),

the *Americans with Disabilities Act*, the *Rehabilitation Act*, the *Civil Rights Act of 1964*, *Title IX of the Education Amendments Act of 1972*, *The Family Leave Act of 1993*, and the *National Labor Relations Act*. Applicable policies include, but are not limited to, the *Howard Employee Handbook*, The Code of Ethics and Conduct, The Equal Employment Opportunity policy, the Title VII policy, the Title IX policy, and all other applicable policies. Faculty members, administrators, and supervisors must also comply with any codes of conduct or ethics of professional associations or societies to which they belong. These include, but are not limited to, any established code required by the Department of Health for those licensed as health professionals in the District of Columbia and any other jurisdiction in which they hold a professional license.

SHARED GOVERNANCE (*Governance, Leadership, and Administration*, VII.4.e)

Howard University's governance philosophy is rooted in the goal of preparing a body of diverse, talented and ambitious students to learn, lead, and exhibit the motto of "Excellence in Truth and Service." Howard University has a tradition of shared authority and responsibility. To uphold the mission and achieve institutional goals, each major constituency, including faculty, students, and the administration, must be involved in decision-making.

Howard University's shared governance system includes the Board of Trustees (Board), President's Cabinet, Faculty Senate, Howard University Staff Organization (HUSO), and Howard University Student Association (HUSA). Each of these bodies has a well-defined purpose and memberships that are clearly articulated and defined in their respective Bylaws, which are publicly available at [Howard University's Policy Office](#) website.

- [Howard University Student Association](#) (HUSA) is the governing body for students and is composed of student representatives from the schools/colleges elected by their peers. In addition to HUSA, student governance is carried out through the Undergraduate Student Assembly (UGSA), the Graduate Student Assembly (GSA), and through School/College Student Councils. In addition, HUSA nominates two affiliate trustees, one graduate and one undergraduate, to serve on the board of trustees.
- The [Faculty Senate](#) is the governance arm of the faculty composed of voting representatives from each school/college elected by full-time faculty. The Steering Committee and the Council are the decision-making bodies of the faculty senate.
- Howard University Staff Organization (HUSO) is the governance body of the non-faculty employees. HUSO Bylaws delineate the goals and operations of the official staff organization. As an advisory body, HUSO facilitates communication between staff and administrative officers.

Each entity carries out separate, but complementary, roles and responsibilities.

Student Governance

Howard University student government is organized under the Howard University Student Association (HUSA). Founded in 1961, this body is responsible for advancing the interests of both undergraduate and graduate students. Within its domain, HUSA includes a legislative branch known as the HUSA Senate. The HUSA Senate consists of representatives from all undergraduate and graduate schools and colleges: The Undergraduate Student Assembly (UGSA); the Graduate Student Assembly (GSA); a judicial branch known as the Policy Board, which interprets the HUSA constitution; and the executive branch, which includes the HUSA President, Vice President, and their staff. HUSA nominates two

affiliate trustees, one graduate and one undergraduate, to serve on the Board. Each School and College has its own Student Council with respective officers who are elected annually. In the spirit of shared governance, HUSA representation is included in discussions related to a variety of issues, including the development of policies that impact the welfare and academic success of students. It is customary for students to have representation on search committees for faculty, department chairs, deans, provost or president, and to serve on other critical institutional committees.

Faculty Senate

The Faculty Senate is an independent organization, incorporated under the Senate Constitution, with the objective of engaging the University administration in shared governance. The Faculty Senate is comprised of faculty members, including both tenured and non-tenured, who are currently serving in full-time faculty appointments or positions, or as department chairpersons.

In keeping with the spirit of shared governance, the Chair of the Faculty Senate is invited to participate in the President's cabinet meetings. The Faculty Senate nominates affiliate trustees to serve on the Board. It then elects the two affiliate trustees from the set of nominees, one representing graduate and professional schools/colleges and the other representing undergraduate schools/colleges. The Faculty Senate holds full-senate meetings every semester, and elections each year; it also hosts the President's State of the University address each spring. Adjunct faculty and other temporary faculty are represented by the Service Employees International Union Local 500 (SEIU). The conditions governing the employment of temporary faculty are covered by a Collective Bargaining Agreement (CBA) negotiated with Howard University in 2018.

Howard University's faculty is regarded as an essential partner in assessing priorities and decision-making processes. Faculty also share responsibility with the administration in several critical areas: 1) matters related to academic programs, including faculty recruitment and development, 2) faculty evaluation, 3) program development and review, 4) student advising, 5) class schedule planning, and 6) the general supervision of the research, teaching and outreach activities of the schools and colleges. The process for faculty involvement in these matters is outlined in the Bylaws of the respective schools and colleges.

The faculty also has significant input in selecting key administrators, in particular the dean and department chairs. This role is outlined in the *Faculty Handbook*. Since 2015, the majority membership of all dean search committees has been comprised of faculty, primarily from the respective school/college, but also from other schools and colleges as well, plus students, staff and alumni representatives. Additionally, the search committees for the University's senior officers includes a cross representation from the University community.

The University leadership supports the principle of shared governance and continues to involve faculty in a wide range of initiatives, largely by means of working with the Faculty Senate. Examples of successful engagement endeavors include Faculty Senate participation in revision of the 2019 Faculty Handbook as well as serving as active member of the Academic and Administrative Program Prioritization Process. Although the effectiveness of the Faculty Senate in representing faculty interests is limited by the rather low faculty participation rate in Faculty Senate affairs, the University leadership will continue to engage Senate leadership to solicit faculty participation.

The President and the Provost endeavor to consult with the faculty at key points in the decision-making process, particularly in those areas that directly impact the academic mission. This approach is consistent with the *Faculty Senate Constitution*, which specifies that “The University Trustees and Administration act in collaboration with the collective University Faculty, through the Senate, with regard to the development, review and revision of general educational policy.” The following are a number of areas that demonstrate how the administration and faculty have shared decision-making:

The Budget Advisory Committee (BAC). This committee is a 19-member advisory group consisting of representation from faculty, students, and administrators, representing all Schools and Colleges. BAC is tasked with recommending changes to the budget process and advising the president regarding the process of constructing annual divisional and school budgets. The committee discusses the University’s academic and institutional priorities and their relationship to the University’s current financial condition and potential future financial capacity. The BAC receives detailed and up-to-date briefings from senior University leadership regarding the most critical financial issues facing the University and their implications for the University’s academic program and its operations and provides advice to the President regarding academic and operational policies, strategies, and objectives.

The result is a more robust budgeting process that is facilitated by budget officers and attended by academic and operations directors and managers. Budget Officers meet one-on-one, twice per year, with administrators, directors and managers to discuss their budgets. Based on projected revenue for the upcoming year, University priorities and prior annual spending, budget allocations are made through an iterative process between departmental units and the budget office.

Tuition and Rate Advisory Committee (TRAC). The TRAC is a 24-member advisory committee composed of deans, students, and enrollment management leaders who are convened annually to examine relevant tuition rates and charges. In the spirit of shared governance, student members of TRAC are appointed by the President based on recommendations from HUSA, as well as faculty nominees recommended by the Faculty Senate. Recommendations on housing and meal plan rates are developed by Student Affairs and Auxiliary Services and reviewed by the TRAC so that the impact of all proposed rate changes on the total cost of attendance can be considered. The TRAC makes its recommendations to the Chief Financial Officer and the President. The President presents formal recommendations on tuition, housing and meal plan rates to the Board of Trustees, who has the final authority for setting these rates. The President approves other fees.

Strategic Plan Planning Committee. This 52-member group is another example of partnership in decision-making. All members were appointed by the President based on recommendations from appropriate constituencies, including the Faculty Senate and HUSA. Faculty and student input was sought during the nascent stages of strategic planning. In his communication to all University constituencies, President Frederick stated that the strategic plan is intended to drive a culture of continuous improvement and create an environment that connects employees to Howard University’s mission and reinforces the importance of focusing on strategy and measurable objectives that are rewarded with success. The effective operation of the University must therefore be measured against its plans and operations for advancing and attaining its goals. To that end, Howard University has implemented a comprehensive process to develop the fundamental documents and plans of action necessary for assuring effective administration and communication.

Faculty Handbook Revision Committee. The make-up of this 12-member group included mainly faculty and several administrators. The role of the administrative staff members was limited and was mostly related to ensuring that the handbook's content was consistent with existing rules and regulations contained in the University Bylaws. The faculty members were appointed by the Provost based on recommendations from the Faculty Senate. The committee undertook the revision of the 1993 *Faculty Handbook* to bring it in line with current social and legal best practices. As an active and engaged committee partner, the Faculty Senate, in a collaborative process, critiqued, challenged, debated, and amended content where needed. After several iterations spanning a decade, and the formation of a Faculty Handbook Working Group, formed by the Provost to produce a consensus document, the final revised handbook was approved by the Board on June 7, 2019. Both the Provost and Faculty Senate provided regular updates throughout the process.

Middle States 2020 Self-Study Team. The Self-Study Team collaborated with eight working groups representing one standard each (1-7) with an additional small, specialized Working Group (8) that is charged with addressing verification and compliance with federal regulations. The working groups are comprised of faculty, staff, and administrators drawn from all the schools and colleges. In seeking input from all constituents, including undergraduate and graduate students, the team visited and sought input from all schools and colleges and from other constituents in several town hall meetings that were held across campus. Additionally, the evidence-gathering process sought to involve a broad array of experts to inform the effort of the working groups.

Faculty Appointments, Promotions, and Tenure (APT). Issues related to faculty appointments, promotions, and tenure are driven entirely by the department, with minimal input from the department chair and dean. When a department determines that there is a need for additional faculty, department faculty will agree on the field or specialty in which the new hire must demonstrate proficiency. The department chair then appeals to the dean for permission to hire; the dean then consults with the Provost, and finally, the department, without outside pressure or influence, selects the candidates for campus visits. Once a candidate has been approved at all levels and interviewed by the department, the chair, and the dean, the department Appointments, Promotion & Tenure committee recommends which of the candidates to hire. The chair then makes an independent recommendation. Both recommendations are forwarded to the dean who makes the offer based on the department's recommendations. This process is enshrined in the *Faculty Handbook*, Section C2,1-5 (pp. 49-55).

In matters regarding promotions and tenure of faculty members, the department APT Committee and chair make the initial recommendations in accordance with the *Faculty Handbook* and the school/college Bylaws. The school/college APT Committee makes its recommendations to the dean following the recommendations of the department chair and the department APT Committee. Recommendations from all levels in the school/college are forwarded to the Provost for review, and for tenure-track appointments/reappointments, the Provost forwards his recommendation to the President for a final decision.

Assessment of Leadership (Governance, Leadership, and Administration, VII.2.f, VII.4.f)

Faculty Evaluation. The issue of faculty evaluation is a critical component of regular faculty assessment that allows the University to evaluate the extent to which faculty members are advancing its

mission and goals. Members of the faculty are evaluated using a variety of criteria in the areas of teaching, research, and service, as determined by the nature of the faculty appointment, the school college Bylaws, the *Faculty Handbook*, the President, and the Board. Each school/college has criteria and guidelines that are used to conduct a regular performance review of all full-time and part-time faculty members. These performance reviews are intended to promote faculty development. In addition, such performance reviews may be used to provide guidance when determining whether a faculty member will be recommended for reappointment, promotion, and/or tenure.

The evaluation process begins before the start of each academic year, when the department chair meets with each faculty member and agrees to the workload distribution and related goals and objectives that will be used during the evaluation period. In schools and colleges without departments, the dean meets with the faculty member. In preparation for the end-of-year evaluation, the department chair or dean reviews the faculty member's performance using the performance evaluation rubric that has been approved by the school or college. Upon completion of his/her review, the chair or dean meets with the faculty member to discuss the evaluation results. The faculty member is required to sign the evaluation to indicate that he/she has received and examined it; if the faculty member is unavailable to sign, then a suitable acknowledgment of receipt, such as an email communication, will suffice. When a faculty member disagrees with the evaluation results in part or whole, he/she may provide a written statement of rebuttal, explaining his/her agreement or disagreement with one or more parts of the evaluation results. This written statement will be added to the faculty member's personnel file. Subsequently, the chair or dean will inform the faculty member of the right to appeal the decision by submitting a written request to the dean of the school/college for reconsideration; if the matter is not satisfactorily resolved, the faculty member may appeal to the Provost.

Evaluation of Chairs. Incumbent chairs are eligible for reappointment at the expiration of their three-year term, while chairs generally are subject to performance evaluations by their respective dean at least every two years. In addition, during the final year of a department chair's term, the dean seeks input from the full-time faculty of the department in evaluating the chair's performance, using procedures established by the full-time faculty. The evaluation procedure is local to each department and varies between departments and between schools/colleges. On the basis of this evaluation, the full-time faculty may recommend reappointment or replacement of the chair to the dean. The dean's recommendation, along with that of the faculty, is forwarded through the Provost for a recommendation, and then on to the President for a final decision.

Evaluation of Deans and Provost. As further evidence of shared governance, the evaluation of deans is carried out by the faculty of their academic units, in writing, at least once every two (2) years. The evaluation is developed and coordinated by collaboration between the Office of the Provost and Chief Academic Officer and the Executive Committee of the school/college. Evaluation rubrics are distributed to faculty within each school/college to provide them the opportunity to give feedback on their decanal leadership. The evaluation rubric consists of a series of questions in which participating faculty assigns a score and is given an opportunity for discursive comments. The discursive comments allow faculty to state any reasons they have for believing that the decanal leadership has or has not helped the school or college make progress in meeting its mission and goals. The Executive Committee will tabulate the results of the evaluation and submit a summary report and all completed evaluation rubrics to the Provost. The rubric responses and comments are anonymous and will not be edited. The Provost will communicate the results of the evaluation to the full-time faculty within the school or college within

sixty (60) days of the completion of the evaluation. The results shall be used by the Provost to improve the effectiveness of deans and make recommendations to the President regarding their continuation or replacement. It is important to remember that the Provost is evaluated on an annual basis by the President. The President evaluates the Provost and the Provost evaluates the Deans. The Provost being evaluated prepares a statement of activities and goals; and the content of that statement is used as a basis for a discussion between the Provost and President. Inasmuch as the Provost serves at the pleasure of the President, this evaluation serves as the basis for the decision regarding a provost's continuation or replacement.

Evaluation of President. The Bylaws of the Board, in article (V.(c).5) clearly outline the review process for the President. The Board's Total Compensation and Succession Committee annually reviews the performance of the President based on the University's goals and objectives and sets compensation based on its findings regarding the President's performance in light of the stated goals and objectives. The Total Compensation and Succession Committee makes its recommendation to the Executive Committee.

Opportunities for Stakeholder Feedback and Engagement

Howard University's adherence to shared governance invites the voices of internal constituents in key decisions. Moreover, the administration's transparency, directly and frequently communicated, is designed to ensure that people are aware of what is happening on campus and why it is necessary to evolve or make difficult or unpopular decisions. Despite those best efforts, University leaders understand that a certain degree of criticism is built into institutions and welcome it because of their belief that a healthy critique can strengthen the University. The *Faculty Handbook* protects faculty's right to criticize the University. Town Halls for both students and faculty are held regularly throughout the academic year. For example, a 2015 Presidential Webcast Series provided live webcasts as another avenue to enhance the community's interaction with the President.

These open forums may become more frequent in moments of crisis, as they were during the Steam Event of winter 2018 that led to several buildings being taken offline. Yet even then, the President and the Provost interacted with the community directly.

Key Relationships between Governance Structure and Mission and Vision

Howard University's governing structure incorporates policies that directly support its stated mission and core values. The mission and values can be broken down into three key areas: 1) founding mission and inclusion, 2) quality of educational experience and 3) national and global impact of research, teaching and service.

1. Founding mission and inclusion

- A. *Educational Opportunities for Black Students:* Howard University maintains an Office of Institutional Research and Assessment under the Office of the Provost and Chief Academic Officer. The institutional data on student enrollment and graduation collected by this office are used to track how well it continues to meet its mission to be a culturally diverse institution that maintains an emphasis on educational opportunities for Black students. Presently, the report includes data on binary gender and citizenship. The Office of Institutional Assessment provides a mechanism to quantitatively report the proportion of students who self-identify as Black. The institutional assessment can also provide data relative to the many types of diversities that exist

on the campus. The office is currently piloting a new faculty instructional evaluation instrument that will eventually be used for all courses that are taught at the University.

The University maintains a large number of initiatives designed to engage students of color in higher education. Presently, there is no coordinating office or governing structure that monitors or manages these activities at an institution-wide level. This presents an opportunity to track the effectiveness of these programs toward the goal of engaging and retaining students from socially and ethnically diverse backgrounds, specifically Black students in higher education.

- B. *Cultural diversity*: The Office of Intercultural Affairs (OIA) supports the mission by encouraging a safe and inclusive environment. OIA celebrates various cultural heritages, promotes intergroup dialogue, builds community, and contributes to students' academic and social development. Its purpose is to promote a student-centered global learning experience via a culturally conscious campus climate. The OIA consists of working groups committed to cultural competency training. The OIA also maintains an International Student Task Force and an LGBTQ+ Advisory Council.
- C. The Office of International Student Services (OISS) assists individual international students, faculty, staff members and their families by advising them on federal immigration, taxation and labor regulations, and by providing counseling on personal, academic, financial and social matters. It promotes cross-cultural awareness for the Howard University community through educational programming, such as cultural adjustment, and cross-cultural communication among diverse populations from many different backgrounds. OISS also serves as an information resource for the University and surrounding communities in promoting the benefits of international educational exchange.
- D. The Office of Human Resources administers the Equal Employment Opportunities policy for faculty and staff. The EEO policy prohibits discrimination on the basis of disability against a qualified individual. The *Student Handbook* also outlines policies that govern fair access to all educational opportunities and benefits available at the University. Together, these governing policies assure an environment that is safe and free from harassment, discrimination or intimidation based on gender, race, religion, ethnicity or any other personal characteristic. In addition to university-wide policies, some Schools and Colleges have published additional diversity policies which align with the institutional policies and give additional guidance for supporting the University's mission. To address diversity of abilities, the Office of Student services provides services that address the needs of students who require individualized learning plans. The Center for Excellence in Teaching, Learning, and Assessment (CETLA) provides guidance to faculty on engaging students from diverse backgrounds.

The Service Employees International Union (SEIU) Local 500 currently represents part-time adjunct faculty and is currently in negotiations with Howard University to represent full-time non-tenure track faculty.

Though not stated in an explicit policy or governing structure, in recent years there has been increased focus by the University administration on gender equity in leadership and decision-making. Members of admissions committees and search committees for faculty and

administrative leadership do receive training related to unconscious bias. This practice further strengthens the capacity to adhere to the mission. As a result of the push to achieve gender balance, 55% of faculty, 40% of department chairs, 70% of the Deans, 80% of Associate Provost's, and 50% of the President's Cabinet are currently female. This is a dramatic improvement since the last self-study.

2. Quality of educational experience

The Provost and Chief Academic Officer established a Program Prioritization Task Force that is charged with strengthening the University's overall academic program portfolio, facilitating utilization of best practices in the development of new program offerings, and ensuring effective alignment of resources with University initiatives. The Task Force consists of faculty, students, and staff. We anticipate that the analysis of the data emerging from the Academic and Administrative Program Prioritization process will help ascertain institutional strengths as well as weaknesses; enable evidence-based decisions related to program development, continuation, or discontinuance; and support strategic planning. The new ERP system described earlier will play a significant role in capturing the necessary data to optimize some of the processes.

To assure that the technological environment supports a quality educational experience, the University established a new position, Chief Information Officer (CIO). The CIO oversees the Enterprise Technology Services, which manages the technology infrastructure and provides IT support to the academic and administrative units of the University. CETLA also provides routine training for faculty to improve the quality of instruction and instructional technology support for hybrid courses.

There is continuing effort to recruit and retain faculty who will have a national and global impact through research, teaching and service. The credentials and professional experience of faculty are reported and evaluated via the TaskStream (www.taskstream.com), a customizable, electronic portfolio, assessment management and performance-based instruction platform that also serves as a faculty data-collection portal. There is an Office of Faculty Development under the Office of the Provost and Chief Academic Officer that promotes and manages faculty professional development efforts for the University. A standardized faculty evaluation is used to measure faculty performance annually. A determination of merit is based on the faculty productivity captured in TaskStream. The data captured in TaskStream is also used for the annual Faculty Performance Evaluation System (FPES).

A new position of Vice President for Research was established to provide oversight over the university-wide research enterprise. Policies and procedures for sponsored programs are published online. The Office of Research Administration publishes annual research productivity and audit reports. The University has established an Office of Intellectual Property and Commercialization, which ensures that Howard University's brand, logo, and patents, and other intellectual and brand property are protected.

3. Global impact of research, teaching, and service

At the heart of its mission is the advancement of cutting-edge research that benefits the world, teaching that informs and prepares the next generation of leaders, and contemporary services that uplift the community. To this end, the University continues to prioritize and streamline sponsored

research efforts with significant impact as it pursues a Carnegie R1 research designation. Between FY16 and FY18, a total of 1353 proposals were submitted by faculty and 926, or 68% of these proposals--valued at \$162.8 million--were funded. The appointment of a VP for Research and the separation of the Sponsored Research effort from the Graduate School is an indication of the importance attached to the research endeavor. The University has invested significantly in faculty training and preparedness by creating the Office of Faculty Development under the Office of the Provost. The Office of Faculty Development is planning to institute a Grants Writing Academy, which will support up to twenty-four faculty members annually in developing their grantsmanship skills and immersing them in a community of scholars who are engaged in a considerable amount of externally funded research work.

Findings

1. Howard University is governed and administered in a way that benefits the institution and the students it serves. Its leaders are experienced, qualified, and committed to the mission.
2. The governance structure is coherent, dynamic, transparent, and allows for shared governance, critiques, and new ideas.
3. The *2019 Faculty Handbook*, which was unanimously approved by the Board on June 7, 2019, reflects best practices for faculty governance and academic integrity.
4. Howard University has a sophisticated evaluation process that holds officials accountable to the constituents they serve.
5. Howard's Code of Ethics and Conduct has not been revised since 1998.

Recommendations for Improvement

Based upon an analysis of key documents, as well input from faculty and administrators, the following are critical areas of priority for improving the University's governance structure and processes, and for enhancing the University's ability to pursue its vision and strategic goals:

1. **Student Life:** The University might consider hiring an Ombudsperson for Student Life. That person would interface between students and the administration and be best poised to handle all manner of Student life complaints and mediate some of them before they escalate as they did in Spring 2018. Moreover, because there are third-party contractors managing the residence halls, it is even more necessary for students to have an advocate with empathy and the will to make change.
2. **Transparency:** Even greater efforts can be made to foster and promote openness and transparency of University's decision-making process, particularly related to the University's financial status and asset management. This can be accomplished by encouraging managers to communicate constantly and openly, make performance metrics available for feedback, encourage use of collaborative platforms like SharePoint, keep everyone in the loop to avoid surprise changes that interrupt normal operation.

3. Codes of Ethics and Conduct: The revision of the Codes of Ethics and Conduct, with an understanding of how technology and Social media have created new challenges to the existing code and leaves open countless opportunities for exploitation.

Supporting Documents

1. Board of Trustees membership <https://www.howard.edu/secretary/trustees/default.htm>
2. Board of Trustees' Statement of Responsibilities <https://www2.howard.edu/alumni-trustee-vote/responsibilities>
3. Bylaws of the Howard University Board Trustees
<https://www.howard.edu/secretary/documents/AmendedBylawsasofMarch22018.pdf>
4. Howard University Code of Ethics
<https://www.howard.edu/secretary/documents/Code%20of%20Ethics%20Policy.pdf>
5. Board of Trustee gifts to HU <https://newsroom.howard.edu/newsroom/static/8886/howard-university-fundraising-breaks-institutional-records>
6. List of HU executive officers: <https://www2.howard.edu/about/administration>
7. Documents and Reports from Office of Chief Financial Officer
<https://www2.howard.edu/offices/chief-financial-officer-treasurer/documents-reports>
8. HU Organizational Chart (2019)
9. Collective Bargaining Agreement
10. Faculty Handbook (2019)
11. Faculty Senate June 10, 2019 Letter Indicating Objections to Final Version of Faculty Handbook
12. Office of Provost summary of PCAR Outcomes
<http://www.provost.howard.edu/aapp/Summary%20of%20PCAR%20Outcomes.pdf>
13. Office of the Provost: Academic & Administrative Program Prioritization Task Force
<http://www.provost.howard.edu/AAPP/PPTF%20Process.rev.pdf>
14. Office of the Provost *Faculty Handbook* (1993): <http://www.provost.howard.edu/#>
15. Office of the Provost: *Faculty Handbook* update (2019)
<https://www2.howard.edu/sites/default/files/HUFacultyHandbook2019.pdf>
16. Howard University *Employee Handbook*:
<http://www.howard.edu/secretary/documents/HowardUniversityEmployeeHandbook-2016.pdf>
17. Constitution of the Faculty Senate:
http://www.howard.edu/faculty/senate/documents/ConstitutionoftheFacSen_110106.pdf
18. Faculty Senate Bylaws:
http://www.howard.edu/faculty/senate/documents/Bylawsofthefacultysenate_April_20_2010.pdf
19. Minutes of HU-LEARN meetings
20. Minutes of Strategic Planning Committee
21. Minutes from *Faculty Handbook* Revision Committee
22. Faculty Senate commentary of *Faculty Handbook*
23. Taskstream Rubric to score departments
24. Policy Office <https://www.howard.edu/secretary/policy/>
25. See SAP policy here: <https://www2.howard.edu/student-financial-services/satisfactory-academic-progress>
26. Communications regarding Department of Education Monitoring. <https://www2.howard.edu/pdates-regarding-department-education-program-review-process-and>
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