

**FROSTBURG STATE UNIVERSITY
OFFICE OF HUMAN RESOURCES
MINORITY RECRUITMENT AND RETENTION
STATUS AND STRATEGIES**



JANUARY 2009

I. Introduction

As an institution of higher education committed to the intellectual and personal growth of all individuals, life-long learning, and the solid preparation of students to enter and succeed in a global economy, Frostburg State University (FSU) considers recruitment and retention of diverse faculty, staff, and students a top priority. While successful by any measure in the recruitment and retention of a diverse student body (approximately 26% for Fall Semester 2008), despite our best efforts we have been less successful in our mission to recruit and retain a diverse faculty and staff. In fact, in its 2006 report on Frostburg State University, an evaluation team representing the Middle States Commission on Higher Education made the following recommendation:

Frostburg should develop and implement a comprehensive plan for improving the recruitment and retention of diverse faculty. This effort requires special emphasis on the coordination of campus-wide initiatives to expand the size and diversity of applicant pools.

As we approach the midpoint of the Middle States evaluation process, the Office of Human Resources (OHR) has been asked to evaluate FSU's efforts to attract a more diverse workforce. By analyzing current and previous minority recruitment and retention efforts, noting successes and failures, and assessing current impediments and opportunities in this area, we can make balanced recommendations and seek to develop new strategies designed to improve the diversity and multi-culturalism of our campus.

II. Findings

Prior to preparing this document, members of the OHR staff reviewed a variety of sources regarding minority recruitment and retention efforts in higher education. We examined minority recruitment plans from various colleges and Universities, pertinent articles from *The Chronicle of Higher Education* and the Society of Human Resources Management, and internal documents and reports. We scoured the internet for pertinent articles. In addition, we personally contacted all USM schools and conducted a survey among them to determine what efforts are being made on a system-wide basis to better attract and retain minority faculty and staff. (See Appendices 1 and 2.)

Among our findings:

- While it would be presumptuous to state that *all* institutions of higher education place a priority on recruitment and retention of minority faculty, staff and students, we believe it is accurate to state that the great majority do and have devoted - and continue to devote - significant efforts to achieving stated goals in this area.
- While obstacles to achieving the goal of a more diverse faculty and staff vary based upon the location, size, and mission of the institution, the one obstacle affecting everyone is the limited pool of minority PhD's. Too many institutions are competing for too few qualified minority candidates.
- Surprisingly, even when institutions are located in metropolitan areas with large minority populations and/or have significant financial resources to support diversity initiatives, results (% wise) are not that much better than those for schools without such advantages.

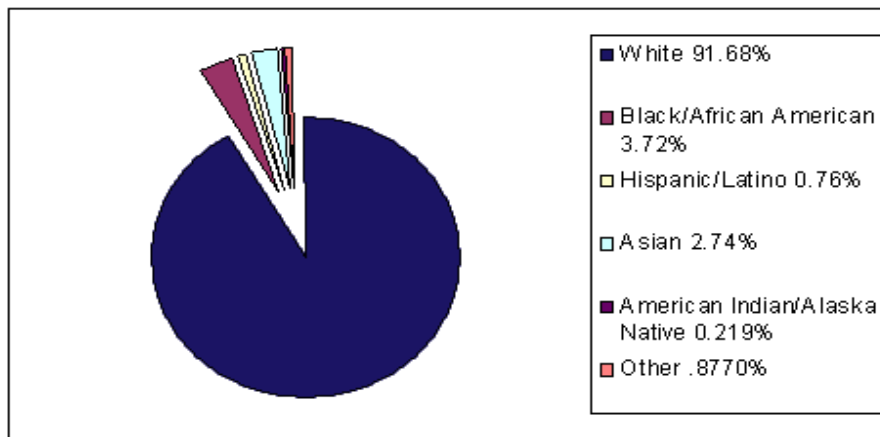
- Success rates vary by academic discipline.
- On the recruitment side, personal outreach appears to translate into greater success than advertising in standard venues or minority publications. Attendance at seminars and conferences combined with outreach to minority colleagues and HBI's establishes the relationships necessary to bring minority candidates to campus.
- On the retention side, a strong commitment from the top, with established goals, follow-up, and regular communication is essential for success.

III. Current Composition of FSU Faculty and Staff

Frostburg State University's workforce includes 912 employees. Minorities are employed at a rate of 8.6% which represents a 2.0% increase since 2006. Minorities are represented in 22% of the University's administrative departments, and 70% of all academic departments.

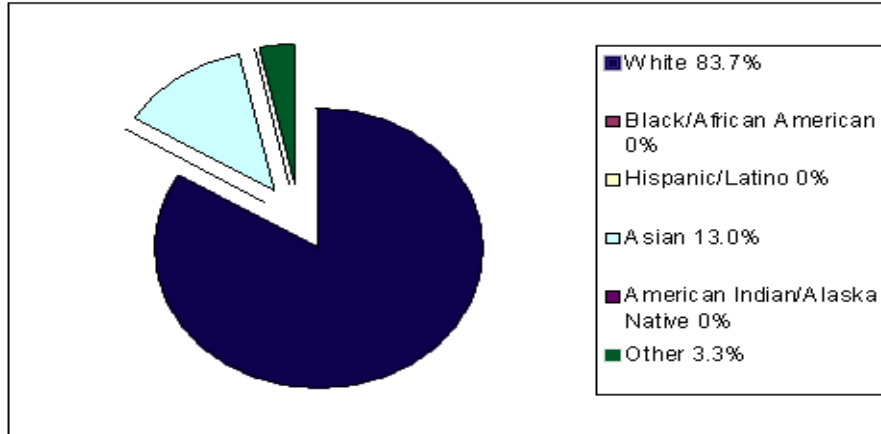
The minority workforce broken down by ethnic background is comprised of Black/African Americans representing 3.72% (34), Hispanic/Latinos 0.76% (7), Asian/Pacific Islanders 2.74% (25), and American Indian/Alaska Natives 0.219% (2). Also included is the category "Other" which includes white faculty and staff from countries other than the United States who broaden the cultural diversity on our campus. This category includes individuals from Iran, Turkey, Romania, and Great Britain and represents 0.887% (8) of FSU's faculty and staff.

FSU Employment Demographics

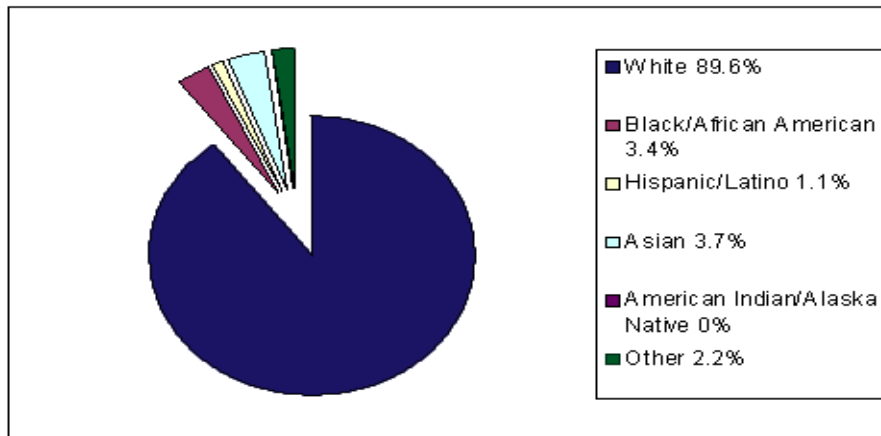


Minority representation has remained fairly consistent for the past three years within Academic Affairs. The College of Business has four academic departments. Minority faculty are represented in three of the four departments (75%). Similarly, the College of Liberal Arts and Sciences has minority faculty representing 72%, with 13 out of 18 departments having minority faculty. Within the College of Education, minority faculty are represented in the Department of Educational Professions, while the Department of Health and Physical Education and the Department of Recreation and Parks Management have no minority faculty.

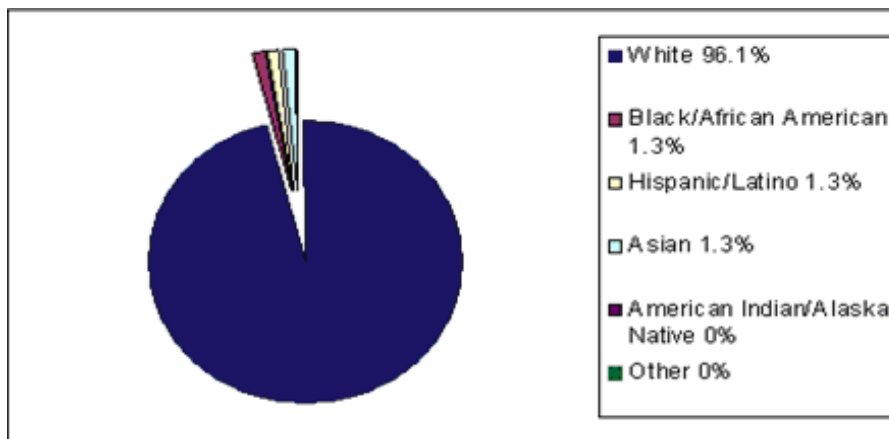
Minority Representation College of Business



Minority Representation College of Liberal Arts and Sciences



Minority Representation College of Education



The underrepresentation of minority faculty in higher education is not unique to FSU, it is challenge that most universities face. However, the data presented in the table below shows that FSU's minority faculty compares favorably with three universities within the University of Maryland System that are comparable in mission and size; Salisbury University, Towson University and University of Maryland, Baltimore County.

	Black/African American		Asian		Hispanic		American Indian		White	
	#	%	#	%	#	%	#	%	#	%
Towson University	39	5.3	64	12.0	19	2.6	0	0	600	80.1
	28	4.4	121	19.0	10	1.56	0	0	480	75.4
University of MD Baltimore Co.	21	5.8	14	3.0	0	0	0	0	312	91.2
	10	2.7	19	5.2	5	1.4	1	.03	334	90.67
Salisbury University										
Frostburg State University										

The greatest challenge is retaining our minority faculty since they are highly sought after at the national level and receive substantial offers from competing institutions. Retaining minority faculty is a significant challenge to retaining the progress we have made toward faculty diversity

IV. Current Recruitment and Retention Strategies

A. Recruitment – At present the following strategies are employed:

- Departments are encouraged to send announcements to listservs and other professional groups and organizations to target as broad and diverse an applicant pool as possible.
- In order to reach as many qualified applicants as possible, departments are encouraged to use online advertisers - particularly advertisers specific to the discipline/position.
- OHR posts ads with HigherEdJobs.com and utilizes its Affirmative Action email option:

*The **Affirmative Action Email** is a weekly email newsletter sent to job seekers who have asked to receive job listings from employers actively recruiting candidates in accordance with affirmative action plans or diversity plans. Employers can have a position listed in this email to increase its exposure and help recruit a more diverse applicant pool.*

*The **Affirmative Action Email** recipient list currently includes **120,968 job seekers** and is exclusively owned and maintained by HigherEdJobs.com.*

- OHR posts ads on Diverse.com (formerly Black Issues in Higher Education). Ads remain on the website for 30 days.
- The EEO Director consults with search chairs before candidates are invited to campus for interview to ensure that all efforts have been made to develop a diverse applicant pool.
- All open positions are posted on the FSU website for the duration of the application period.
- FSU lists an “Institutional Profile” with both *The Chronicle of Higher Education* and HigherEdJobs.com to provide job seekers more detailed information about the University.
- OHR e-mails ads to historically black colleges and universities.

In addition, certain departments make a practice of recruiting at their discipline’s annual conference (a strategy which has proven very successful). OHR stresses the importance of diverse search committees when meeting with department heads/chairs and the priority of a diverse applicant pool when training search committees.

B. Retention – At present the following strategies are employed:

- The College of Liberal Arts and Sciences and the College of Business assign mentors to all new faculty members.
- FSU hosts a thorough orientation program for all new faculty and staff members and a welcoming reception immediately preceding the fall semester.
- Various individual efforts and informal initiatives occur throughout the year.

V. Impediments to Minority Recruitment and Retention

- Financial – limited recruitment budget, faculty and exempt staff salaries, lack of monies ear-marked for diversity initiatives.
- Small applicant pool of quality minority candidates combined with intense competition for those candidates.
- Failure of certain units to execute searches in a timely and efficient manner thereby losing good candidates.
- Location – small, rural college town.
- Demographics – small, rural minority population. Surrounding area is predominately white.
- Lack of opportunities for spouse or partner.
- Failure to effectively market our “positives.”
- Lack of formal mentoring and retention efforts.

NOTE: Many of the aforementioned impediments apply to recruitment and retention in general, and while even larger factors when attempting to recruit and retain minority faculty and staff are not exclusive to the minority experience.

VI. New and Recommended Strategies

A. New Strategies

- The OHR has enlisted the assistance of Bernard Wynder, who has played an outstanding role in FSU's success in recruiting and retaining minority students. In an attempt to develop working relationships with historically black institutions (HBI's) offering doctoral programs in the region, Bernie has made contact by phone with the Program Chair and the Dean of Graduate Programs at Bowie, Morgan, UMES and Howard Universities. The individuals were asked if they would be willing to distribute FSU job announcements to their doctoral candidates and if they would be willing to accept a visit by FSU OHR staff. All welcome both the announcements and the visits. UMES and Morgan have both indicated they will provide opportunities for OHR staff and any FSU faculty who may be interested to meet with their doctoral candidates. Establishing these contacts gives FSU an opportunity to describe our desire to develop a more diverse faculty and staff and to promote the opportunities FSU may provide to interested doctoral students and the many benefits of living and working in Western Maryland. OHR representatives and Bernie Wynder plan to visit all four campuses this spring to make personal contacts with the individuals we have spoken with, establishing a more effective relationship and beginning a continuous dialogue regarding how working together can be beneficial to both FSU and doctoral students at HBI institutions.
- The variety of doctoral programs offered at the four institutions referenced above (see Appendix 3) should provide qualified candidates for many if not most of the positions offered at FSU. Once initial contacts have been made and relationships established, it is our intention to make this list of Department Chairs and Deans available to our Department Chairs and Deans so they too will be able to forge relationships with these institutions and their doctoral candidates.
- The OHR is working with the Office of Communications and Media Relations to create a template for a brochure which will list a current employment vacancy *and* provide information of interest to potential applicants, highlighting positive reasons for working and living in this region.
- The OHR is planning to place a marketing piece in *Profile* extolling the benefits of living in Western Maryland and working at Frostburg State University.
- The OHR is developing a formal mentoring program, hopefully to be in place by Fall Semester 2009, which will ensure that new employees are welcomed and made to feel a part of the campus community. Most importantly, by establishing a formal mentoring program, new employees will have someone to guide them through the

first and perhaps most critical year of employment at FSU as they seek to adapt to new surroundings, people, and job requirements.

B. Recommended Strategies

The commitment to a diverse community must permeate all facets of University life. It must be a priority for *everyone* reinforced through words, actions, and financial commitment to the degree possible. In that vein we recommend the following:

- Appointment of an “equity officer” in each division. This is not a stand-alone position but rather an additional duty which may be rotated among senior staff. The role of this person shall be to monitor diversity initiatives within the division and to work with FSU’s Director of Compliance, ADA/EEO to ensure that current recruitment and retention strategies are in place and that new ones are developed and implemented as appropriate and necessary. Each July, the Director of Compliance shall complete an annual report detailing achievements of the previous year and establishing goals for the coming academic year.
- Establish the requirement that each search committee designate one member as responsible for ensuring that minority outreach is a priority. The Chair of the Search Committee, when submitting applicants for interview to our Director of Compliance, will also submit documentation regarding what efforts have been made in this regard. Suggestions include:
 - Contact colleagues at other institutions and seek nominations of students nearing graduation, recipients of fellowships and awards, or other interested persons. Stress the importance of diverse applicants.
 - Make personal contacts with minorities at professional conferences and invite them to apply.
 - Broaden job announcements, removing unnecessary qualifications which may make the position unduly restrictive and limit the number of applicants.
 - Establish relationships with colleagues at HBI’s.
- Increase the OHR’s budget for recruitment so that new and different initiatives may move forward such as receptions for potential applicants, attendance at job fairs, and travel to HBI’s. Establish a separate retention budget to be used for mentoring activities, receptions for new employees, and social events designed to increase a sense of “community” among faculty and staff.
- Invite professors from HBI’s to deliver lectures on campus, thereby elevating an awareness of FSU among those lecturers.
- As appropriate, build diversity goals into the employee evaluation process.

VII. Conclusion

This paper attempts, through internal and external analysis of minority recruitment and retention efforts, to evaluate where FSU is positioned at this point in time. Where have our efforts been focused, where should they be focused, and what steps should we take to achieve the goal of a more diverse faculty and staff? We have reviewed current strategies and suggested new ones, borrowing from what our research has shown to be among the more successful initiatives undertaken by institutions of higher education, within the USM and beyond. We have been honest about what impediments we face when it comes to the recruitment and retention of minorities yet believe that with focus, they can be overcome.

As we work toward greater success in the recruitment and retention of minority faculty and staff, Frostburg State University faces the challenges of a rural location, a small minority population, and a flat budget. Regardless, we can and we must do better. We have much to offer – a beautiful campus, a committed faculty and staff, and a proud academic heritage, all located in a safe, family-friendly environment. A strong and solid commitment at the Executive level, backed financially to the extent possible and incorporated into the performance evaluation process, will send a necessary message to the campus community: Diversity makes us better, stronger, and more prepared to prepare others for a global economy. Our commitment to multi-culturalism must extend beyond recruitment to the classroom, the faculty committee, the organizations we support, the social functions we organize, and the goals we set as an institution. All things must reflect our commitment which begins by supporting the individual employee from day one with mentoring, opportunities for engagement, and community support. FSU will only make strides in this area when the realization of a more diverse community is no longer the “problem” or “purview” of the OHR and the PACD, but rather is a priority for all departments and individuals at FSU.

Respectfully submitted:

Kathy Snyder, Director Human Resources

Beth Hoffman, Director Compliance, ADA/EEO

Tina Rafferty, Assoc. Director Human Resources

Bernard Wynder, Assoc. V.P. Student & Educational Services

January 30, 2009

Appendix 1 – Sources Other than USM Institutions, FSU Documents

- North Carolina State University - *Guidelines for Recruiting a Diverse Workforce.*
- Virginia Commonwealth University - *Strategies for Successfully Recruiting a Diverse Faculty.*
- Ben Gose, *The Chronicle of Higher Education* - *Whatever Happened to All Those Plans to Hire More Minority Professors?*
- Auburn University, Samuel Ginn College of Engineering - *Recruiting.*
- Marshall University, Multicultural Affairs - *Recruitment of Underrepresented Minority Group Faculty Survey, Final Report.*
- University of Oregon - *Underrepresented Minority Recruitment Program.*
- University of Arkansas - *Minority Recruitment and Retention Plan, 2006- 2011.*

Appendix 2
 Minority Recruitment
 Survey Results – USM Institutions
 Fall 2008

	Contact(s)	Specific Actions	Best Results	Role of Comm./Special Charge	Mentoring	Obstacles	Other	Comments
Bowie	Sheila Hobson	No reply	No reply	No reply	No reply	No reply	No reply	No reply
Coppin	Tammy Flowers	No reply	No reply	No reply	No reply	No reply	No reply	No reply
Frostburg	Beth Hoffman Tina Rafferty	<ol style="list-style-type: none"> 1. Diversity journals and websites. 2. Search chairs encouraged to strive for diverse applicant pools. 3. Ads placed at HBC's. 4. Recruitment at professional conferences. 	Best results have occurred when the search/dept chair is committed to diversity and when one-on-one contacts are made at conference.	The search committee handles the process once applications are received and logged in by OHR. EEO officer reviews and approves all candidates selected for interview/hire.	OHR is currently working on establishment of a formal mentoring program to be rolled out at the start of the 2009 fall semester. *Staff only – CLAS has established a program for their faculty.	<ol style="list-style-type: none"> 1. Location 2. Salary 3. Demographics of area. 4. Limited pool of minority PhD's. 5. Difficulty getting commitment from search chairs/depts. 6. Recruitment budget. 	N/A	New ideas in the works including visits to leaders of PhD programs at HBC's; more specific requirements for searches,
Salisbury	Marvin Pyles	Nothing out of the ordinary. Post ads with EEO Statement.	No empirical evidence to show anything specific.	HR provides a charge to the committee.	No – hope to develop one soon.	Internal culture change about “recruiting” and eliminating disparate impact.	Currently re-engineering processes and evaluating diversity initiatives.	No reply
Towson	Karen Gilbert Debra Seeberger	<ol style="list-style-type: none"> 1. Diversity Issues in Higher Ed. 2. The Hispanic Outlook 3. Search committees must identify and utilize 2 specific outreach sources for minority and female applicants. 4. Mandatory on-line training module for managers and search committees. 	Additional outreach has worked well for faculty searches.	Debbie meets with search committees and department chairs upon request. See #2 under specific actions.	<ol style="list-style-type: none"> 1. The Director of the Institute for Academic Diversity and inclusion in Academic Affairs works with and builds relationships with new faculty members. 2. Mentoring Program 3. Employee Orientation 	<ol style="list-style-type: none"> 1. Getting everyone on board. 2. Building diversity goals into the annual evaluation process. 	No reply	No reply

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 Fall 2008

	Contact(s)	Specific Actions	Best Results	Role of Comm./Special Charge	Mentoring	Obstacles	Other	Comments
UB	Rebecca Spence	No reply	No reply	No reply	No reply	No reply	No reply	No reply
UMB	Patty Ilowite	No reply	No reply	No reply	No reply	No reply	No reply	No reply
UMBC	Elmer Falconer, Adrienne Mercer	1. Local newspapers 2. Higher Ed Jobs.com 3. MHERC 4. Baltimore Examiner	All equal	Typical	No reply	Limited pool of applicants for higher level /faculty jobs.	No reply	We are all in the same boat.
UMBI	Kathy Deshong	All openings are broadly advertised and include EEO/AA statement.	No reply	No reply	Do not do anything more to foster retention of minority employees than for non-minority employees.	No reply	No reply	No reply
UMCP	Karen McDonald	1. Baltimore Sun 2. Washington Post 3. Chronicle 4. Diverse Issues 5. Hispanic Outlook 6. Women in Higher Ed. 7. Search and selection plan approved by equity officer.	Placement of ad on website is usually sufficient to attract a diverse pool of candidate.	1. Committee must be diverse. 2. Receive charge from equity officer.	No	Do not track success rates.	1. Exempts and faculty are handled by the unit. 2. Every position has a "search and solution" plan.	No reply
UMES	Mary Ames`	1. Word of mouth 2. Journals 3. Newsletters 4. Newspapers 5. All targeting minority populations.	Depends upon position. UMES really does not have a problem.	HR performs initial screening; search committee does secondary and conducts interviews. May offer advertising suggestions.	No. Orientation program for ALL new faculty and staff.	1. Salary 2. Location 3. Opportunity for advancement.	No reply	No reply
UMUC	Ernesto Santos-DeJesus, Jackie Anderson	1. Specifically target minority sites. 2. Attend diversity conferences and	Best results have come from attending	Nothing specific; typical search committee	No. Currently working to develop a program for all	1. No one site provides an adequate number of	No reply	No reply

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 Fall 2008

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		sponsored events. 3. Look for sites that have the capability to target minority applicants.	sponsored events targeting minority applicants.	duties. Only used for higher level positions.	staff.	responses. 2. Use of multiple sites is very expensive. 3. Intense competition in Baltimore/Washington corridor.		

Appendix 3

UMES

Dr. Harry Hoffer
410-651-8361
410-651-8368
443-614-3412 (Cell)

www.umes.edu/ORLD
Hhoffer@umes.edu

EDLD

Career Tech
Guidance Counselors
Special Education

ORLD

Govt.
Health

Has graduated 228 over the last six years. Mandate to graduate 20 per year.
Willing to accept a visit from us and should try to come on a weekend to meet staff.
(Must meet Dr. Attoh).
Willing to advertise opening here at FSU.

BOWIE STATE UNIVERSITY

Dr. Barbara Jackson
Dept. of Education Leadership
301-860-3246

MORGAN STATE UNIVERSITY

Dr. Glenda Prime
Advance Studies Leadership & Policy
443-885-1908
GlendaPrime@morgan.edu

PROGRAMS

Number of Students 227

Higher Education Administration, PhD
Community College Leadership, Ed.D
Mathematics Education, Ed.D
Science Education, Ed.D
Urban Education Leadership Ed.D
Willing to accept Job Posting
Willing to host as visit from us

BUSINESS ADMINISTRATION

Dr. Leyland Lucus
443-885-3007

HISTORY (Ph.D)

African American Studies

Dr. Jeremiah Dibua

443-885-3400/443-885-1156

Will accept a visit

Will make arrangements for us to meet w/doctoral candidates

Will accept Job Postings

PSYCHOMETRICS (PH.D)

Dr. Pamela Scott Johnson

443-885-3290

Pamela.Scottjohnson@morgan.edu

Two year old program

Psychology

Education

Math

Will accept Job Postings

Willing to host a visit from us

PUBLIC HEALTH (DR. P.H.)

Dr. Allen Noonan

443-885-3638

SOCIAL WORK (PH.D)

Dr. Jerome Schieler

443-885-3537

English (PH.D)

Dr. Wendell Jackson

443- 885 -3165

443-885-1747

Nursing (Proposed)

Dr. Galbraith

443-885-4144

Graduate Studies

Mark Garrison (Dean)

443 885 3185

Will accept job postings from FSU

Send to: Office of Graduate Studies

1700 E. Cold Spring Lane

McKeliden Center Suite 310

Baltimore, Md. 21251

HOWARD UNIVERSITY

Dr. Paul Pressley, Director
Office of Retention, Mentoring and Support
202-806-9603
202-806-4676 (Administrative Assistant)
ppressley@howard.edu
Will accept job postings from FSU
Will accept a visit

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HOWARD
UNIVERSITY

Graduate School

GRADUATE PROGRAMS, SPECIALIZATIONS AND CONTACTS

African Studies M.A., Ph.D. specializations: Development Studies and Public Policy Studies; Africa in World Affairs and Language, Literature and the Arts; redgar@howard.edu; mcham@howard.edu; 202-238-2324/2356

***Anatomy** M.S., Ph.D., M.D./Ph.D. specializations: Cell & Molecular Biology, Developmental Biology, Neuroscience, Evolutionary Biology; theinbockel@howard.edu; jbaker@howard.edu; 202-806-6555

Art M.A. specialization: Art History; geverett@howard.edu; 202-806-7047

Atmospheric Science M.S., Ph.D. Specializations: remote sensing, aerosol physics and chemistry, air quality modeling, climate modeling and analysis, tropical meteorology; eglakpe@howard.edu; 202-806-7741

***Biochemistry and Molecular Biology** M.S., Ph.D., M.D./Ph.D. specializations: Biotechnology; Enzymology, Metabolic Regulation; Molecular Biology; Biochemical Nutrition; and Clinical Biochemistry; biwashington@howard.edu; mgeorge@howard.edu; 202-806-6289

***Biology** M.S., Ph.D., M.D./Ph.D. specializations: Cellular and Molecular Biology; Evolutionary, Ecologic and Systematic Biology; fampy@howard.edu; aduttaroy@howard.edu; 202-806-6933

Chemical Engineering M.S. specializations: Nanomaterials, nanotechnology and nanoprocessing, Environmental Engineering and Bioprocess Engineering, Energy Systems and Fuel Cells, Process Control and

Reactor Modeling, Transport Phenomena; jtharakan@howard.edu; 202-806-4811/6624

***Chemistry** M.S., Ph.D., M.D./Ph.D. specializations: Analytical Chemistry, Atmospheric Chemistry, Biochemistry, Environmental Chemistry, Inorganic Chemistry, Laser Chemistry, Nanotechnology, Organic Chemistry, Physical Chemistry, Polymer Chemistry, Materials Chemistry, Theoretical Chemistry, Pharmaceutical Chemistry; fayorinde@howard.edu; jfortunak@howard.edu; 202-806-6900/6880.

Civil Engineering M.S. specializations: Environmental and Water Resources Engineering, Structural and Engineering Mechanics, Transportation Systems Engineering, and Geotechnical Engineering; enoel@howard.edu; kljones@scs.howard.edu; 202-806-6570

Communication and Culture M.A., Ph.D. specializations: Intercultural Communication, Organizational Communication, Rhetoric, and Health Communication; lffleet@howard.edu; mcummings@howard.edu; 202-806-6711

Communication Sciences and Disorders M.S., Ph.D. specializations: Speech Pathology, Audiology (M.S. or Ph.D.); smartinez@howard.edu, kpayne@howard.edu, wwright-harp@howard.edu, 202-806-6990/6967

Economics M.A., Ph.D. specializations: Development, Human Resource, International, Monetary/Fiscal, and Urban Economics; swadhawan@howard.edu; wspriggs@howard.edu; 202-806-7256

Education M.A., M.S., Ph.D. specializations: Counseling, School Psychology, Educational Psychology, Educational Administration and Policy, Curriculum and Instruction; and (M.S.) Human Development; rsaravanabhavan@howard.edu; hrashid@howard.edu; rtrapp-dail@howard.edu; psola@howard.edu; 202-806-7340.

Electrical Engineering: M. Eng. specializations: Electromagnetic, Materials and Solid State Electronics, Power Systems and Control, Motion Controls & Drives, Computer Engineering, Communications and Signal Processing. Ph.D. specializations: Communications and Signal Processing, Motion Controls and Drives, Applied Microelectronics and Solid State Electronics, Power Systems and Control; mchouikha@howard.edu; arubaai@howard.edu; 202-806-6615/6585

English M.A., Ph.D. specializations: African American Literature, American Literature, Caribbean Literature,

British Literature, and Literary Criticism; nkamwangamalu@howard.edu; etraylor@fac.howard.edu; 202-806-7253/7750

French (See Modern Languages and Literatures)

***Genetics and Human Genetics** M.S., Ph.D., M.D./Ph.D. specializations: Biochemical and Molecular Genetics, Clinical Genetics-Genetic Counseling, and Psychosocial Aspects of Genetic Disorders; vheadings@howard.edu; rmurray@howard.edu; 202-806-9814

Health, Human Performance and Leisure Studies M.S. specializations: Exercise Physiology, Health Education, Sport Management, and Sociology of Sport; dcorbett@howard.edu; dalloway@howard.edu; 202-806-7142

History M.A., Ph.D. specializations: United States History, Africa, African Diaspora, Latin America and the Caribbean, and Modern Europe (M.A. only); dscott@howard.edu; eclark-lewis@howard.edu; 202-806-6815

Mass Communication and Media Studies M.A., Ph.D., Advertising, Communication Policies, Journalism, Media Effects, Media Studies, new Media Technology, Public Relations, Radio, Television; bahines@howard.edu, 202-806-5122

Materials Science and Engineering Ph.D. specializations: Nanotechnology, Device Characterization & Fabrication, Materials Assessment, Materials Growth, and Circuits & Subsystems; gharris@howard.edu; 202-806-6618

Mathematics M.S., Ph.D. specializations: Analysis, Combinatorics, Differential Geometry and Lie Theory, Differential Equations, Dynamical Systems, Fluid Mechanics, Number Theory, Probability, Statistics, Topological Semigroups, Algebra, and Mathematical Biology; ayakubu@howard.edu; tdiagana@howard.edu; 202-806-6830

Mechanical Engineering M.Eng., Ph.D. specializations: fluid and thermal sciences; applied mechanics; and design and manufacturing; hwhitworth@howard.edu; eglakpe@howard.edu; 202-806-6600

***Microbiology** Ph.D., M.D./Ph.D. specializations: Immunology, Virology, Pathogenic Microbiology, Cell and

Molecular Biology (Cancer), and Genomics; ebloch@howard.edu; aday@howard.edu 202-806-6284

Modern Languages and Literatures M.A. specializations: French Language and Literature, French Language and Linguistics, Afro-French Literature, Spanish Language and Literature, Spanish Language and Linguistics, Afro-Hispanic Literature, and Foreign Language Education; jdavis@howard.edu; 202-806-6758

Nutritional Science M.S., Ph.D. specializations: Experimental Nutrition, Nutrition and Community Nutrition; ajohnson@howard.edu; 202-806-6238

Pharmaceutical Sciences M.S., Ph.D. specializations: Pharmaceutics, Pharmacy Administration, Medicinal Chemistry; kscott@howard.edu; mhabib@howard.edu; 202-806-7288

***Pharmacology** M.S., Ph.D., M.D./Ph.D. specializations: Neuro and Behavioral, Cardiovascular, Cancer, Toxicology (Cellular and Molecular); ytizabi@howard.edu; sidgreen@howard.edu; 202-806-6311

Philosophy M.A. specializations: Africana (African, African American, and Afro-Caribbean) Philosophy; Ethics and Public Policy; pgoodin@howard.edu; cverharen@howard.edu; 202-806-6811.

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