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### HOWARD 2000: A Blueprint for Action

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**HOWARD 2000**

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# **HOWARD**

# **2000**

**A Blueprint for Action**

# I. The Rationale

By Franklyn G. Jenifer

**A**s Howard University begins its 124th year of service to African Americans, to the nation, and to the world, it takes great pride in its achievements. These achievements have resulted from the collective efforts of many talented and dedicated people over the years: trustees, presidents, administrators, faculty, staff, benefactors, and, of course, those without whom no university would exist—the students.

The stalwart founders of our university established Howard as a means of opening the doors of higher education to the nation's newly emancipated slaves and their descendants. Viewing education as a tool of liberation, they developed a concept for the university that was broad in scope. In their precise words, Howard was to be "a university for the education of youth in the liberal arts and sciences." Through the years, that original concept has been broadened even further, as evidenced by this most recent mission statement approved by our Board of Trustees:

*Howard University is a comprehensive, research-oriented, historically black private university providing an educational experience of exceptional quality to students of high academic potential, with particular emphasis upon the provision of educational opportunities to promising black students. Further, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching and research, committed to the development of distinguished and compassionate graduates and to the quest for solutions to human and social problems in the United States and throughout the world.*

Today's Howard University reflects the complexity of this mission. To list some of the most obvious indicators:

□ It enrolls approximately 12,000 students who come from virtually every state and from 107 foreign countries.

□ Its full-time faculty of 1,200 includes the largest concentration of African American scholars of any single institution in the world.

□ Its 58,000 living alumni include leaders in just about every field of human endeavor. Among them, as we know, are such trailblazers as U.S. [now retired] Supreme Court Justice Thurgood Marshall, Governor of Virginia L. Douglas Wilder, New York City Mayor David N. Dinkins, and District of Columbia Mayor Sharon Pratt Dixon.

□ It includes 18 schools and colleges [now 17], and operates a number of research institutes, a major teaching hospital, a public television station, a commercial radio station, a scholarly publishing house, and a full-service hotel.

□ It has four campuses, encompassing 241 acres, and other important real estate holdings as well.

□ Its annual budget (for the university and the hospital combined) has grown to almost \$450 million, while its endowment has grown to approximately \$85 million.

□ Its buildings and equipment have a replacement cost in excess of \$812.4 million.

In its evolution, Howard can point to any number of distinctions. Its most notable distinction, of course, is its unchallenged position as the most comprehensive university in the world dedicated to the education of peoples of African descent.

But it has earned many lesser-known distinctions as well. One example: Howard University has trained approximately 22 percent of the nation's Black physicians and 30 percent of its Black dentists. Another: It has produced more Black Ph.D.'s in science, engineering, and communications, and more Black certified public accountants than any other institution in the nation. Still another: It is a major producer of Black judges, bishops, military leaders, and



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world-class performing artists.

These examples represent the "tip of the iceberg." They also fail to draw attention to still another significant role Howard has assumed through the years: serving as a crucible of leadership for the Third World, particularly the nations of Africa and the Caribbean.

In sum, the testaments to the greatness of Howard University are many and varied. Given this, it would be tempting to rest on our laurels. But to do so would be a serious mistake.

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### Seeking the Higher Ground

It is, indeed, a truism that Howard University has carved out for itself an important and influential place in the higher education community in general, and in the family of Historically Black Colleges and Universities in particular.

It is also a truism in higher education, as in most other major fields of human endeavor, that those institutions that do not dare to get better will not merely remain the same, but will deteriorate. That is why it is imperative that Howard University reach for even greater heights of importance and influence in the years ahead. This is not a utopian dream, but a goal that I firmly believe is well within our reach. Many of the elements that can help us achieve that goal are already in place, and we are buttressed by our unique and precious history.

The need for Howard University to seek this higher ground is particularly compelling in light of the myriad challenges facing the nation in the years ahead. These include being able to respond to changes in demography, technology, international competition, and geopolitics that are reshaping the economy and the work force.

Consider, for instance, demographic projections that point to a work force that increasingly will be composed of members of minority groups. Consider another set of projections that show that only with a highly educated and highly trained work force will America be able to compete successfully in the global marketplace. Consider what the nexus of these two sets of projections means for Howard University. Surely, if there is any higher education institution in this nation that can play an instrumental role in producing this work force and addressing its changing needs, it is Howard University. To quote that proverbial query: "If not Howard, then who? And if not now, then when?"





The future well-being of *all* Americans also hinges on how well the nation is able to respond to such pressing societal changes as an aging population; the growth of what has been described as a permanent underclass; the high rate of functional illiteracy; and the toll that crime, drug addiction, fractured family structures, inadequate health care, and disease, most dramatically AIDS, are taking on society. Surely, again, Howard University is uniquely positioned to furnish the new leadership required to respond to such significant changes in our society.

But to do all this, Howard University must itself become a much more focused institution. It must channel its existing resources into those areas where its academic and scholarly strengths exist and where the nation's future challenges and opportunities lie. This is essential from an economic as well as a philosophical point of view. Given the harsh fiscal constraints of the day, no university—including those with endowments far larger than Howard's—can afford to do everything and to do it well. What this means for Howard is that we have to make difficult choices.

At the same time, Howard must prove flexible enough to respond to significant changes in the nation and in the world. One of our art department faculty members has shared with me a proverb from his native Ghana that sums this up very well: "A tradition that makes room for transition is a tradition that ever lives on."

We are committed to ensuring that Howard University "ever lives on," and that it do so from a position of strength. Howard University is not a weak institution lamenting its "past glory," as some have claimed. It is a strong institution seeking to become even stronger. And *that* is a crucial difference.

### The Commission's Charge

Such is the underpinning for my decision to establish The Howard University Commission. Its formal charge [see Winter '91 *New Directions*] was to evaluate our academic programs in light of the university's stated mission and the role it must play in responding to the challenges facing the nation today and in the years ahead. Thus, the commission set out to identify both the strengths and the shortcomings of the university's programs, and to make recommendations for the changes it deemed necessary to create a stronger, more

focused Howard University and to reposition it to face the challenges of the 21st century. I asked the commission to take a bold approach, and it did.

The 22 university faculty members and 12 prominent business and civic leaders who made up the commission are to be applauded for the dedication, thoroughness, and speed with which they tackled this task. The timetable for their work was as follows:

□ In May 1990, the university received an initial grant from The Andrew W. Mellon Foundation to support the work of such a special group.

□ In June, I appointed one of the university's most distinguished and respected faculty members, Dr. LaSalle D. Leffall, Jr., to head up the commission.

□ In July, I appointed the other members of the commission, based on nominations from deans and directors, and the work of the commission began.

□ By November 15, the commission completed its preliminary report, which was then distributed to a wide constituency: members of the board; full-time faculty members; vice presidents, deans and directors; elected student leaders; editors of student and campus publications; members of the support staff; university libraries; and alumni chapter presidents.

□ By January 15, 1991, the commission received both individual and group responses to its report.

□ By February 21, the commission submitted final modifications to its report.

That the commission could do so much in such a short time is a reflection of its hard work. But it also reflects the fact that it did not have to "reinvent the wheel." It was able to draw from a number of previous reports conducted by various faculties, agencies, and accrediting bodies—reports that were already familiar to people on campus, as well as members of the board. Thus, while some of the commission's recommendations did, indeed, prove controversial, they were firmly grounded in data that had been collected and observations that had been made in the past. And, while I personally do not agree with all the commission's findings, I know they were made neither capriciously nor cavalierly. Nor were they made to denigrate the previous contributions made to this institution by so many.

The dialogue encouraged by the commission report, albeit sometimes highly charged, has been healthy. Its vigor is yet another indication of how many people view Howard University as an institution that *can* make a difference—in this nation and in the world. To put it another way, the vigor of the dialogue demonstrates that there are many, many people who care deeply about Howard University—its past, its present, its future. The written comments I have received about the report from students, faculty, administrators and alumni have been voluminous. They also have been insightful, often eloquent, and extremely helpful to me in formulating my own responses to the report.

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### Issues and Answers

Some anxiety has been expressed about the necessity for Howard University to elevate its commitment to research in the years ahead. We should not forget, however, that the founders envisioned Howard as a *university*, and that today it stands as the only historically Black comprehensive university in the world. By definition, comprehensive universities are research institutions.

This should not and does not mean that we abandon our historical responsibility to ensure that our students receive quality instruction and that those who have the potential to benefit from such instruction are given the opportunity to do so. This should not and does not mean that Howard transform itself into a “publish or perish” mill. This should not and does not mean that we blindly model ourselves after other research universities, without taking into account Howard’s unique history, mission, and constituency.

We must never, ever forget that Howard was founded to improve the socioeconomic conditions of African Americans. And we must continue to honor that legacy through word and deed. So, too, must we never, ever forget the importance of infusing our teaching and learning with a deep appreciation of the history, culture, and contributions of people of African descent. I am referring, of course, to our continuing commitment to *Afrocentricity*.

Strengthening Howard’s research posture is particularly acute in light of the critical need to increase the size of the Black professoriate in the nation. In 1985, for example, the most recent year for which data are available, only 4.1 percent of the nation’s full-time faculty members were





universities attract hundreds of millions of dollars from both the private and public sectors. Surely, it is time, past time really, for Howard University to take a prominent place in this latter arena.

The commission report has raised other anxieties as well, most notably with regard to phasing out particular programs. It should be noted that the commission's recommendations are just that: *recommendations*. They do not constitute policy. It is my responsibility, as president of Howard University, to present to the members of our Board of Trustees, a set of [82] recommendations that I believe will achieve, in large part, the goals of the commission and will address the concerns expressed by various segments of the university community. In some cases, my recommendations mirror those of the commission; in other cases, they do not. In still other cases, I cite the necessity for further study before any concrete recommendations can be made.

One final point: Change, as we all know, is often difficult and sometimes painful. In all honesty, I must say that some of the changes I am recommending may—in the short term—inconvenience or hurt individual faculty members, administrators, and students. I assure you, however, that every attempt will be made to mitigate this, should it occur. But to make recommendations that would have no impact would be a frivolous exercise.

Although some of the choices we must make may prove initially unsettling, I am confident that they are necessary to move Howard to that "higher ground" of importance and influence. It is better to make the difficult choices now, and have a brighter future, than to delay and have a lesser future. And, yes, I am confident that a brighter future lies within our grasp.

African American, yet African Americans constituted some 12 percent of the total population. In science and engineering fields, which are so vital to bettering the nation's competitive position in the global marketplace, the percentage of African American faculty is even lower. Given all this, what better institution is there to produce this professoriate than Howard University?

The truth of the matter, though, is that you cannot train doctoral-level people in a non-research environment. Of necessity,

doctoral programs and research go hand-in-hand. Howard University, thus, must foster an environment that encourages, supports, and promotes world-class research. It must do so for itself, for other Historically Black Colleges and Universities, for higher education, for the African American community, for the nation, and for the world.

There is a second, more pragmatic reason for us to become far more research-oriented. Institutions whose predominant mission is teaching traditionally attract few corporate and federal funds, while research

## II. Summary of Recommendations

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1. Beginning with the fall 1992 freshman class, each school or college must ensure that the average Howard University Index score for that class and all succeeding classes be equal to or greater than that of the previous year, and that the board, through the president, be provided with an average Howard University Index goal for each school or college for the 1995 academic year. By January 1, 1992, the board, through the president, also should be provided with five-year goals for each school and college. [The HUI is a "tool for selecting the best candidates for admission," based on high school GPA, class rank and SAT score.]

2. By November 1, 1991, the university establish a university-wide Honors Program for entering freshmen. Eligibility for consideration for the Honors Program should be determined by an Honors Council to consist of individuals from each of the undergraduate schools and colleges.

3. By January 1, 1992, the university establish a university-wide Howard Scholars Program. Eligibility for consideration for the Howard Scholars Program should be limited to those students who have completed a minimum of 32 credit hours of course work at Howard, who have achieved the status of being a junior, and who have achieved a grade point average of 3.5 or higher. The university should develop an appropriate program of recognition, incentives and challenges for the Howard Scholars.

4. By July 1, 1991, the president appoint a task force to work with outside consultants to study the effectiveness of the university's present program for identifying and assisting undergraduate students in need of academic support services. The task force should report its findings to the board, through the president, by January 1, 1992.

5. By April 1, 1992, the president, with the advice of the respective faculties and

the University Senate, provide the board with a statement of university-wide expectations of the skills and knowledge every Howard student should master prior to graduation.

6. In consultation with the University Senate, a new governance structure be created for involving faculty in an advisory and consultative role to the administration and the board. The board, through the president, should be provided with a plan for this new governance structure by November 1, 1991.

7. By January 1, 1992, the board, through the president, be provided with a comparative study of faculty salaries and with a fiscal strategy and timetable for addressing existing salary inequities.

8. In consultation with the appropriate faculties and the University Senate, planning get underway for a new office and classroom building for faculty in the liberal arts and humanities, and for a new classroom and experimental research building to house certain programs in engineering, chemistry, physics, and biology.

9. In consultation with the faculty, a university-wide policy be formulated that provides for a minimum salary supplement for faculty recipients of research grants. A policy statement should be presented to the board, through the president, by December 1, 1991.

10. In consultation with the University Senate, a faculty development program be established by July 1, 1992 to enhance faculty skills and productivity.

11. In consultation with the faculty and the University Senate, a set of uniform criteria (including external peer review) be developed for the evaluation of faculty being considered for appointment, promotion, and tenure. A statement specifying these criteria should be presented to the board, through the president, by May 1, 1992.

12. A moratorium be placed on the ad-



mittance of any new students into the graduate programs of the School of Architecture and Planning until it can demonstrate that it is capable of raising the necessary external funds to make any such programs financially and educationally affordable.

**13.** The central administration provide the School of Architecture and Planning with the funds necessary to improve its recruitment efforts, and the school strive to increase its enrollment of undergraduate students by 100 by the fall of 1994, an increase of 50 percent. It will be necessary to allocate additional funds for faculty and scholarships if this goal is to be attained.

**14.** The School of Business expand the size and course offerings of its MBA program, with a goal of an enrollment of approximately 250 by 1994 (an increase of more than 150 students).

**15.** By November 1, 1991, the School of Business establish an Institute for Entrepreneurial Studies that would have a dual purpose: offering credit and non-credit courses and programs for Howard students and members of the greater Washington community; and serving as a national resource and study center for entrepreneurship activities.

**16.** The School of Communications refrain from introducing another area of specialization, regardless of demonstrated student demand, until its current programs are fully staffed and equipped, and the resources are in place to initiate a new specialization.

**17.** By October 1, 1991, the central administration identify—in order of priority—the facilities and equipment needs of the School of Communications, and provide the board, through the president, with a schedule of when and how these needs will be met.

**18.** By January 1, 1992, the board, through the president, be furnished with a detailed analysis of the performance of the

School of Continuing Education relative to the goals and timetables established by the Task Force on Continuing Education, an analysis that should identify any problems and propose how they should be remedied.

**19.** Starting in September 1991, the School of Continuing Education advertise and subsequently initiate credit-bearing courses (in conjunction with the appropriate department) in areas of indicated need and interest.

**20.** By November 1, 1991, the School of Divinity develop and present to the central administration a plan for the establishment of an interdisciplinary Institute for Islamic Studies.

**21.** The central administration work with the School of Divinity to identify the resources necessary to increase its enrollment to approximately 500 by 1996.

**22.** Beginning with Fall Semester 1992, no further undergraduate students be allowed to major in elementary education, and, effective Fall Semester 1995, the undergraduate degree in elementary education be eliminated.

**23.** By November 1, 1991, the School of Education provide the board, through the president, with a plan for a one-year master's degree program leading to elementary teacher certification for liberal arts graduates.

**24.** By July 1, 1991, the School of Education provide the board, through the president, with a program that will provide undergraduate liberal arts majors with the essential skills necessary for certification as elementary school teachers in most states. The program should take effect Spring Semester 1992.

**25.** Effective July 1, 1991, the School of Education's graduate programs in Adult Education, Education Technology, and Student Personnel in Higher Education be discontinued, and any currently enrolled students be allowed to complete their degrees within the established time frame.



26. By July 1, 1991, the School of Education provide the board, through the president, with a plan for strengthening its graduate programs in Educational Administration.

27. By July 1, 1991, the board, through the president, be presented with a plan—including a timetable—for upgrading the School of Engineering's laboratories and for purchasing laboratory equipment to be used by undergraduate engineering students.

28. By July 1, 1991, the board, through the president, be presented with a plan for expanding and renovating the School of Engineering's research and teaching space.

29. By July 1, 1991, the College of Fine Arts provide the central administration with a recruitment plan for increasing its enrollment, and the plan include goals and timetables. It would be reasonable to expect a one-third increase in enrollment by 1993 in each of the three departments.

30. Under the leadership of the dean of the Graduate School of Arts and Sciences, a committee be established to determine which graduate programs should be maintained, downsized, merged or eliminated. The program outcomes should be determined by the faculty-student ratio, facilities, available funding, results of the administrative peer review, and other demands. The committee's report should be delivered to the board by November 1, 1991.

31. As a general administrative guide, the university concentrate on fewer graduate disciplines and fewer graduate specializations within departments in order to maximize the academic stature of both. Thus, the emphasis should not be on more programs, but better programs.

32. Full membership in the faculty of the Graduate School of Arts and Sciences be restricted to those members of the regular faculty at the rank of assistant professor or higher who are recommended to the dean of the graduate school by its faculty. The credentials of all candidates for membership in the graduate school should include comments from external reviewers. In those cases where the dean of the graduate school disagrees with the decision of the faculty, the final arbiter should be the respective vice president.

33. Only full members of the faculty of the Graduate School of Arts and Sciences serve as primary sponsors/directors of graduate students and chair thesis and dissertation committees.

34. The concentration in art education offered through the Graduate School of Arts and Sciences be phased out, beginning July 1, 1991. Any currently enrolled art education students will be allowed to complete their degrees within the established time frame.

35. Effective July 1, 1992, the botany and zoology departments in the Graduate School of Arts and Sciences be merged into a single Department of Biology, and that new department allow for concentrations in the two sciences.

36. Effective June 30, 1991, the School of Human Ecology be closed. Currently enrolled students will be transferred with their programs to other schools or colleges and will be allowed to complete their degrees within the established time frame.

37. The program in nutrition and dietetics in the School of Human Ecology be transferred to the College of Allied Health Sciences, effective July 1, 1991.

38. The program in environmental science in the School of Human Ecology be transferred to the Department of Civil Engineering in the School of Engineering, effective July 1, 1991.

39. The program in interior design in the School of Human Ecology be transferred to the School of Architecture and Planning, effective July 1, 1991.

40. The program in consumer economics in the School of Human Ecology be transferred to the Department of Economics in the College of Liberal Arts, effective July 1, 1991.

41. The program in fashion design in the School of Human Ecology be transferred to the College of Fine Arts, effective July 1, 1991.

42. The program in human development and the Pre-school Center in the School of Human Ecology be transferred to the School of Education, effective July 1, 1991.

43. The core courses in human ecology be terminated, effective June 30, 1991.

44. The university's central administration and the administration of the School of Law continue to direct attention and resources to ensuring the school's total compliance with ABA and AALS accreditation standards.

45. By October 1, 1991, the School of Law provide the board, through the president, with a feasibility plan for the establishment of a program in constitutional law.

46. By January 1, 1992, the School of

Law develop a comprehensive program designed to raise the bar passage rate of its students to that achieved at comparable law schools.

47. By January 15, 1992, the School of Law work with the central administration to identify new funds to establish a legal clinic that will provide clinical training to law students (primarily through client contact) and also provide legal services to impoverished District of Columbia residents. Educational objectives will be the primary determinant of the cases accepted by the clinic.

48. Effective July 1, 1991, the College of Liberal Arts be renamed the College of Arts and Sciences to emphasize better the importance of the sciences and the complementary relationships that exist between the sciences and the liberal arts.

49. The university's central administration work with the faculty of the College of Liberal Arts to develop a comprehensive restructuring plan, using as a guide the excellent plan the college already has formulated. A new configuration for the college should include such components as a freshman seminar, a streamlined administrative organization that significantly reduces the large number of high-level administrators, and a general education program that exposes students to technological, cultural, and international subjects and issues, and assures the attainment of the knowledge and skills expected of every student. The plan for a restructuring of the college should be completed and presented to the board, through the president, by September 1991, and fully implemented by September 1992.

50. The major in astrophysics in the College of Liberal Arts be phased out, beginning July 1, 1991. Any currently enrolled astrophysics majors will be allowed to complete their degrees within the established time frame.

51. The Department of Geology and Geography in the College of Liberal Arts be phased out, effective July 1, 1991. Any currently enrolled majors in the department will be allowed to complete their degrees within the established time frame.

52. Effective July 1, 1992, the Department of Botany/Microbiology and Zoology in the College of Liberal Arts be merged into a new Department of Biology, and contingent on student interest, that department should provide for a concentration in botany.

53. Effective September 1, 1991, the

program in dance, which is now housed in the Department of Physical Education in the College of Liberal Arts, be transferred to the College of Fine Arts.

54. The Department of African Studies in the College of Liberal Arts be enhanced along the lines of the plan submitted by the department to the college. A formal plan, approved by the college and the central administration, should be forwarded to the board, through the president, for review by October 1, 1991.

52 55. The acquisition of additional office and research space for the faculty of the College of Liberal Arts be given the highest priority.

56. The board, through the president, approve the request of the School of Social Work to phase out the undergraduate program leading to the Bachelor of Social Work degree, beginning July 1, 1991. Currently enrolled undergraduate students will be allowed to complete their degrees within the established time frame.

57. By September 1991, the School of Social Work submit to the board, through the president, a plan to increase its enrollment by one-third over the next three years.

58. The School of Social Work and the central administration work together to strengthen faculty, particularly to restore the position of Director of Practicum to the faculty, as mandated by the Council on Social Work Education, the accrediting body for the field.

59. Provided adequate funding is available at Howard University Hospital, the programs in radiologic technology and radiation therapy technology in the College of Allied Health Sciences be transferred to the hospital, beginning July 1, 1991. If this is not the case, the programs should be phased out.

60. The physician assistant program be transferred from the College of Allied Health Sciences to Howard University Hospital, provided that the requisite funding and other resources are secured. If the appropriate resources are not available, then beginning July 1, 1991, the program will be phased out. Currently enrolled students will be allowed to complete their degrees within the established time frame.

61. Effective July 1, 1991, the program in human nutrition in the College of Human Ecology and the nutrition programs in the Colleges of Medicine and Dentistry be transferred and merged with the program

in clinical nutrition in the College of Allied Health Sciences.

62. A significant portion of the revenues saved by the transfer of programs from the College of Allied Health Sciences to Howard University Hospital be reinvested in the college's remaining programs (medical technology, nutrition, occupational therapy, and physical therapy) in order to strengthen them.

63. By July 1, 1992, the central administration provide the College of Dentistry with the necessary funds to establish an aggressive and innovative recruitment program with Historically Black Colleges and Universities.

64. The central administration work with the College of Dentistry to identify the necessary funds to increase the number and amount of financial aid available to entering freshmen.

65. By July 1, 1992, the central administration advance the College of Dentistry the necessary funds to implement an equipment-rental program and a central equipment-sterilization program for students in order to eliminate the high initial cost of purchasing required dental instruments, and to improve the quality of patient care in the dental clinic.

66. The College of Dentistry develop a faculty Private Practice Plan that will incorporate utilization of the dental clinic. The plan, which should have provisions for revenue-sharing that are similar to that of the College of Medicine's Private Practice Plan, should be presented to the board, through the president, by November 1, 1991.

67. If the procedure for an assured admissions program proves successful in the College of Medicine, it should be implemented in the College of Dentistry.

68. The College of Medicine provide the board with a comprehensive plan to improve the quantity and quality of faculty research. The plan should involve the participation of researchers with related interests from other units of the university, and should be reviewed by outside experts in the appropriate disciplines. It should include but not be limited to a strategy to upgrade the Center for Sickle Cell Disease and the Cancer Center, and the identification of other areas that are important to the health status of African Americans. The plan should be forwarded to the central administration by February 1, 1992.

69. By July 1, 1992, the administration

of the College of Medicine implement a joint program of assured admissions that would allow undergraduate students who meet basic criteria to be admitted to the college and take one course each semester during their senior year in college. Credit for these courses would be given in both the College of Medicine and the College of Liberal Arts. Periodic assessment of this pilot program should be undertaken. If successful, the program could serve as a model for other programs in the health professions.

70. The central administration work with the College of Medicine to increase the amount of financial aid available to students and the efficiency with which it is delivered.

71. Ways be explored for both faculty and administration of the College of Medicine to dismantle the artificial barriers of "discipline-based" research.

72. The central administration of the university work with the faculty of the College of Medicine to develop a compensation agreement, similar to the Faculty Practice Plan, for enhancing the compensation of basic science faculty. The plan for such an agreement should be submitted to the board, through the president, by October 1, 1991.

73. The central administration work with the dean of the College of Medicine to develop a plan for establishing a program in geriatrics and gerontology for submission to the central administration by September 1, 1991.

74. By October 1, 1991, the College of Nursing provide the board, through the president, with a budget and timetable to show how it will address problems related to student enrollment, faculty research productivity, and student performance on licensure examinations.

75. The College of Pharmacy and Pharmacal Sciences phase out its B.S. degree program in pharmacy, beginning July 1, 1991. Currently enrolled students will be allowed to complete their degrees within the established time frame.

76. The dean of the College of Pharmacy and Pharmacal Sciences and the executive director of Howard University Hospital jointly develop a plan, to be presented to the central administration by July 1, 1992, for expansion of the Doctor of Pharmacy program.

77. Beginning July 1, 1991, the College of Pharmacy and Pharmacal Sciences phase out its Ph.D. program. Any currently enroll-



ed students will be allowed to complete their degrees within the established time frame.

**78.** By March 1, 1992, the central administration, working in cooperation with deans, directors, and faculty, and drawing upon audits and other existing reports, develop a plan to decentralize authority and allow greater managerial flexibility. Given the wide implications of such a new plan, any implementation should occur in stages in order to permit careful monitoring and evaluation.

**79.** Plans be developed by October 1, 1991, with the assistance of non-university experts as appropriate, for the establishment of a Center for International Affairs and a Center for Urban Affairs and Research.

**80.** By November 1, 1991, the Division of Health Affairs develop a plan to activate the Institute for Health Policy Research so that it can become self-supporting.

**81.** By November 1, 1991, the central administration, in conjunction with the faculties and the University Senate, develop a plan for the University Libraries that includes but is not limited to the following: a long-term strategy for the effective organization of the library system; a cost-sensitive listing of the range of services to be provided by the libraries; a long-term strategy for the preservation of historically important documents and books; and the most cost-effective strategy for expanding the electronic linkage of the University Libraries to the libraries of other major local and national universities.

**82.** The central administration work with the administration of the Moorland-Spangarn Research Center to identify an appropriate new location for the center by September 1, 1992. This information should be presented to the board, through the president, by January 1, 1993.

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### III. Afterword

In the introduction, I quoted the university's mission statement. The words are not *pro forma*. They represent one of the few cases where a mission statement accurately reflects an institution's aspirations. But Howard is not there yet.

If Howard is truly to achieve national distinction as a comprehensive research-oriented university, and if it is truly to provide for its students "an educational experience of exceptional quality," it must make those changes that will enable it more fully to reach its aspirations.

Change is never easy. But no institution, of any kind, has ever reached its aspirations by refusing to change. There are changes, small and large, in the recommendations I have made to the Board of Trustees. These changes include the closure of one school and numerous programs in other schools. They include the strengthening of other schools and other programs. They include the creation of two centers, two new institutes, and the activation of a third. They also include measures to remove some of the obstacles that prevent Howard from being all that it can be. And they include measures to make the many, many fine things about Howard University even better.

It is my belief, my hope, and my dream that the implementation of these recommendations will lead to a stronger, more focused Howard University that is firmly positioned to face the challenges of the year 2000 and beyond. □

*The above was excerpted from Howard University President Franklyn G. Jenifer's report "Howard 2000: A Blueprint for Building a Stronger University to Face the Challenges of the Year 2000 and Beyond", which the Board of Trustees adopted unanimously on April 27, 1991. Some of the changes put forth in the president's recommendations to the board have since been implemented.*



