

HOWARD UNIVERSITY

GOALS AND OUTCOMES

The goals of the Alliances for Graduate Education and the Professoriate Program is to assist Ph.D. students from underrepresented groups in the STEM disciplines to complete their degrees in a timely fashion and to prepare them for entry into the professoriate. PFF is a major component of this program- all AGEP funded students who have completed 30 credits of graduate coursework are required to make a two-year commitment to participate in this program.

The desired outcome is that these students will have a better understanding of the life of a faculty member and will become better prepared in all aspects of academic professional responsibilities and life: research, teaching, advising etc.

KEY COMPONENTS

The PFF Program consists of several key components. These include:

1. Coursework

*Two required courses:
Seminar in College Teaching
Teaching in the Online
Environment*

2. Seminars and Workshops

3. Visitations to Institutions

One visitation each semester
Past trips have included:
*Catholic University of America
Tougaloo College
Jackson State University
University of Maryland
-Eastern Shore
Morgan State University
Xavier University of Louisiana
Dillard University*

4. Exchange Programs with other institutions.
Howard University predoctoral PFF scholars have opportunities to spend up to a year having a supervised teaching experience at other universities across the country. A sample of the institutions that have partnered with Howard on this program include:

Hope College- Holland, Michigan
University of Wisconsin-Madison, WI
DePauw University- Greencastle, Indiana
The Pennsylvania State University- University Park, PA
George Mason University- Fairfax, VA
James Madison University- Harrisonburg, VA
Northwestern University- Evanston, IL

OUTCOMES OF THE PROGRAM

AGEP is the program to prepare STEM graduate students for possible careers as academic professionals. The Howard University AGEP Program requires all of the AGEP funded students to participate in the Preparing Future Faculty Program AGEP was first funded at Howard University in 1998.

- Since that time we have had a total of 36 funded fellows.
 - There are 29 current fellows,
 - 3 have received Ph.D. degrees and
 - 4 left the program prior to receiving a doctorate.
 - The majority of the students are in the life sciences

IMPACTS ON THE PROGRAM PARTICIPANTS

- All have participated in annual Teaching Assistant Training Workshops
 - Introduced to Scholarship of Teaching and Learning
 - Participated in site visits
 - Enrolled in Seminar in College Teaching and Teaching in Online Environment credit bearing courses
- Students were introduced to the challenges of teaching in the STEM disciplines at Historically Black Colleges and Universities through the site visits

IMPACTS OF PROGRAMS ON THE INSTITUTION

- All STEM Departments (with the exception of Engineering) now require all Ph.D. students to have a teaching experience.
- MOU with Northwestern was developed specifically for students in Engineering
- Currently elaborating a PFF program specifically for STEM graduate students with emphasis on:
 - Techniques for teaching in the sciences
 - Application of technology in scientific instruction
 - Assessment within the scientific environment (laboratories etc.)

IMPLEMENTATION OF PROGRAM

Key factors and Challenges

- Changing the orientation in the culture of the STEM disciplines, which undervalues teaching and other activities that are not directly related to the research agenda.
- Convincing laboratory mentors that these other activities have value
- Demonstrating the intimate connection between one's research and teaching
- Extending the collaborative practices of laboratory research to include interdisciplinary course projects and service to undergraduate students
- Making interdisciplinarity a part of the institutional mission

What Resources Are Needed

- Stipend and tuition funding for participating students
- Administrative staff
- Full time Director
- Full time Program Manager
- Endorsement from university and departmental administration
- Discretionary budget
- Faculty to teach the seminars, workshops, and credit courses
- Rosters of collaborative faculty and staff both at the home institution and partner institutions
- Mentoring component which include
 - Needs Assessment
 - Alerting program to students who are having difficulties