

**Interdisciplinary Opportunities Mini-Grants
Proposal Cover Sheet**

Project Title: An Interdisciplinary Analysis of the African American Male
and the Public School Classroom

Institution: Morehouse College

Faculty/Staff Name: Michael Hodge; Marcellus Barksdale; Hasan Crockett; Vincent Fort;
Howard Grant; Charles Meadows; Harold Braithwaite; Zaid Ansari

Faculty/Staff Department: Center for Teacher Preparation

Faculty/Staff Address: 830 Westview Drive, S.W.; Atlanta, GA 30314

Phone: 404-681-2800 Fax: 404-614-8573 E-mail: cmeadows@morehouse.edu

Student(s) Name(s): Year Classification:

Phone: E-mail:

Amount requested: \$8,500

Please check the appropriate boxes: curricular proposal co-curricular proposal
 planning & implementation planning only

Date grant submitted: February 14, 2007

Proposed grant period: January - October 2007

Type of project: Course Design & Development of an Interdisciplinary Course

Signature of faculty/staff submitting proposal Charles Meadows Date 02/14/2007

Signature of student submitting proposal _____ Date _____

John K. Haynes

Name of appropriate dept./div. chair
Or chief student affairs officer

J.K. Haynes
Signature of above chair or officer

Date J.K. Haynes 2/14/07

David V. Taylor

Name of Chief Academic Officer:

David V. Taylor
Signature of Chief Academic Officer

Date 02/14/07

Evidence of institutional support is required for each curricular mini-grant proposal in the form of a letter of support from the proposal author's Department/Division Chair. For co-curricular proposals institutional support is required in the form of a letter of support from the faculty/staff mentor/sponsor and a letter from the chief student affairs officer. All proposals must be signed by the chief academic office.

For Office use only

Date received _____ By _____

Date sent to review Committee _____

Action _____ Notification sent _____

SUMMARY

Problem: Newspapers, magazines, radio talk shows, and other so-called authoritative reports constantly remind us of the frightening status of young African American males. One is tempted to ask: Are things really as bad as reported or are they possibly even worse? If things are less critical than the reports, then we are perhaps suffering needless fear. If they are worse, then are we perhaps basking in a sea of unperceived danger. In either case, the accuracy and validity of the reported problems must be addressed and solutions must be sought. **Goals:** The learning and social concerns of the African American K-12 male population are multidimensional and should be addressed using an interdisciplinary approach. **Objectives:** To design an interdisciplinary course the purposes of which are: **1.** To teach college students how to use an interdisciplinary approach in assessing the accuracy and validity of reports of the personal, social, and educational performance of K-12 African-American males. **2.** To teach how to employ the interdisciplinary approach to identify the causes of the observed behavior. It should be emphasized that the objective is not to EXCUSE negative behavior. The objective is to employ biological, psychological, historical, sociological, cultural, and political concepts to develop a theoretical frame of reference that explains and perhaps even predicts many of the conditions and behaviors of K-12 African-American males observed and or reported. **3.** To teach how to utilize this interdisciplinary approach to construct a theory base enabling them to systematically develop and identify possible solutions to the problems. The course will consist of three phases: Interdisciplinary Theory and Concepts, Document Analysis, and Policy Recommendations. **Expected Outcomes:** Increased Faculty Skills in Interdisciplinary Instruction; Increased college student skills in interdisciplinary analysis of information reports; Increased university based involvement in the formation of theory-based legislative policy recommendations.

PROJECT DESCRIPTION

This interdisciplinary course will be developed by a team of experienced professionals which includes historians, political scientists, sociologists, psychologists, and education specialists. The lecture, seminar discussion, modeling and group task format will be used.

Goals and Objectives:

Develop and implement a course that will

- Train college students majoring in any academic area to perform a preliminary assessment of the accuracy of research reports and related documents concerning information in general, and on K-12 African-American males, in particular;
- Train college students majoring in any academic area to consider the use of insight from two or more academic disciplines in attempting to more clearly understand possible underlying causes of observed behavior whether positive or negative.
- Train college students majoring in any academic area to use insight and techniques from two or more academic disciplines to develop theoretical constructs from their findings and to translate these theoretical constructs into policy recommendations designed to proactively address certain problem issues.

Background and Campus Context:

For almost 140 years, Morehouse College has been a pioneer in preparing young Black males to assume roles of responsibilities and leadership in higher education, science, and local, state and national government. The College enrolls approximately 3,000 students and confers bachelor's degrees on more black men than any other institution in the world. The young leaders have included, Atlanta's first African-American Mayor, Maynard Jackson, the first African-

American U.S. Secretary of Health and Human Services, Dr. Louis Sullivan, Human Rights Activist, Dr. Martin L. King, Jr., and U.S. Surgeon General, Dr. David Satcher.

Morehouse vows to continue (and indeed intensify) efforts in these important areas. However, Morehouse is keenly aware of and significantly concerned about the vast numbers of young black males who never make it to any college or even graduate from middle or high school.

Course Proposed Structure: The course will consist of three phases.

Phase 1 – Introduction of Course Overview and Disciplines. The interrelationship of disciplines in problem solving with emphasis on concepts and strategies as tools.

Phase 2 – Review and Analysis of Literature. Studies, documents and other writings, construction of field data and informal tools for collecting this data. Examples: Teacher checklist and perception report of productive and nonproductive classroom behavior of study population.

Develop a guide for review and analysis of research studies and other literature regarding K-12 African-American males.

Phase 3 – Compilation and analysis of data

- Discussion of Findings
- Recommendations (school, local, state, or national legislative policy changes)
- Rationale for Recommendations

Student Expected Behaviors:

- Students will read and discuss text and other assigned sources of information regarding the disciplines, their relationship and the interdisciplinary approach to problem solving.

- Students will read, review and analyze literature, studies and reports regarding the productive and non-productive behavior of African-American males in grades K-12.
- Students will develop an informal checklist for commonly occurring miscalculations and reporting conventions related to the educational and social development of K-12 African-American males.
- Students will collect and analyze data (see 3 above)
- Students will suggest school, local, state, and national legislative policy changes and present and defend rationale for such changes.
- Students will attend class and other class related activities.
- Students will demonstrate mastery of all course related skills at or above the level required by the college for course completion.

Instructional Team Expected Behaviors:

The instructional team, as a whole, will demonstrate the following behaviors:

- Select interrelated topics, concepts and strategies to be emphasized in each discipline.
- Select course resources including text, supplementary resources and guest professionals (example: test and research specialists).
- Approve all major changes of the course in process.
- Make final decisions regarding any problems related to the course.
- Participate in all phases of the course and course activities.
- Make decisions regarding student and course evaluation.
- Confer with students on a one-to-one and group basis.
- Attend the class at least 80% of the time.

Rationale for Course:

We feel that it is totally appropriate for us to use our 140 years of cumulative experience in training young Black male college students and our well trained faculty to assist in understanding the equally complex issues contributing to the increasingly serious problems of Black male academic and social performance within the K-12 environment. More specifically, we will employ an interdisciplinary research and interdisciplinary instructional approach to examine certain psychological, sociological, historical, physiological, political, socio-economic, cultural and/or other factors in an attempt to theoretically explain and even predict a significant portion of the problematic behavior manifested by African American males in the vast majority of the nation's Kindergarten through 12th grade classrooms.

Interdisciplinary Plan:

Morehouse College has a well-trained faculty consisting of economists, historians, psychologists, political scientists, sociologists, statisticians and others. Two years ago, eight of these academicians came together to form an interdisciplinary team around the basic issue of the increasingly dismal picture of the academic and social performance of African American students, in general and of African American males, in particular, within the Kindergarten through 12th grade classroom environment. This project is an outgrowth of that initial activity two years ago.

Prior Activities and Research Related to this Proposal:

Morehouse College has a significant history of prior activities and research related to this proposal. In April of 2001, Morehouse College developed and hosted a national symposium on higher education's shifting gender balance. This 2-day conference focused on certain disturbing trends occurring within the male student population, including the dwindling representation of

males among the nation's college students, the tendency for male students to drop out of school at rates that surpass their female counterparts; the alarming rates at which African American, Latino and Native American males are being outpaced educationally by their female counterparts; and the disproportionate tendency for boys to be identified as learning impaired at the elementary and secondary levels. Morehouse College has also initiated the development of the first pre-service teacher preparation program that focuses on the training of African American males as specially sensitized teachers of high-risk students in general and of African American males, in particular.

Projected Timetable:

Immediately upon notification of funding approval, this project will resume development of the curricular program for the proposed course. Course development will occur during the spring semester of the 2006-2007 academic year (January 2007-April 2007).

Budget:

The modest amount of \$8,500 will be used to:

- Pay six (6) Morehouse College staff members representing such disciplines as psychology, sociology, history, and political science to develop individual analyses of one or more issues regarding the performance of African American males within the K-12 classroom.
- Pay an Administrative Assistant to assist in operational support activities prior to, during and at the end of the proposed instructional activities.
- Purchase a limited amount of instructional support items in direct support of the project.
- Provide refreshments for group meetings in support of the proposed project.

Item Description	Quantity	Cost of Item	Extension
Honorarium to each Faculty Participant to develop his/her analysis of specified target issue(s) in preparation for Seminar: An Interdisciplinary Analysis of the African-American Male and the Public School Classroom	6	\$1,000	\$6,000
Administrative Assistant	1	1,500	1,500
Instructional Materials	7	100	700
Luncheon Meetings	4	75	300
Total Budget Amount	-	-	\$8,500

Interdisciplinary Offering in Curriculum and/or Faculty's Research Agenda:

Although this is the College's first academic course to be formally developed and offered as a interdisciplinary course, it is totally appropriate to our stated mission and strategic goals. Morehouse College is strongly committed to training our students as local, state, national and indeed, world leaders. We fully recognize the critical role of the interdisciplinary approach in viewing and understanding the role of leadership. We have stated and demonstrated our genuine interest in training our students to be critical thinkers. We are fully aware of the critical need for an interdisciplinary approach in developing insight on issues that inhibit the development of young people in general and African American males in particular to their full potential. Finally, Morehouse College is committed to developing the nation's first teacher preparation program that focuses on training African American male teacher candidates in specialized techniques for promoting high-level academic as well as personal development of students in general and African-American males, in particular.

EVALUATION, DISSEMINATION, AND CONTINUED SUPPORT

The course will be evaluated using the following evaluative measures:

- Students in-process and end of course evaluations
- The number of students who drop the course at or prior to mid-term
- The number of students who complete the course successfully
- The instructional team's evaluation of the course
- The college's decision to include or not include the course as a part of the college's curriculum
- The college's decision to use the course as a model for similar courses

The course will be disseminated through conference presentations and journal publications. It is hoped that the pre-service teachers who enroll in this course will apply the interdisciplinary approach to teaching in their school settings.

CURRICULUM VITAE

Michael E. Hodge
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Stockbridge, GA 30281
(770) 507-6452
Email: mhodge@morehouse.edu

Morehouse College
Department of Sociology
830 Westview Dr., S.W.
(404)215-2624

Educational Background

- 1992-- Ph.D. University of Florida, Department of sociology.
"From Beneath the Veil: Toward an Afrocentric Sociology of African Americans."
- 1989-- M.S. University of Florida, Department of psychology.
"Schemas of Non-Prejudice."
- 1984-- B.A. University of Cincinnati, Department of psychology.

Areas of Specialization/Expertise

Minority Health: HIV/AIDS
Racial and Ethnic Relations
Ethnic Entrepreneurship
African American Cultural Experience
Inequality and Social Conflict

Academic Work Experience

- Current Associate Professor, Dept. of Sociology, Morehouse College, Atlanta, GA.
1996-2001 Department of Sociology and the Institute for the Study of African Americans.
The University of Georgia, Athens.
- 1999--2000 Visiting Research Associate. University of Tennessee, Chattanooga.
(on leave from the University of Georgia)
- 1998 Research Associate. Morehouse Research Institute.
- 1992--1996 Assistant Professor, Department of Sociology, Georgia State University, Atlanta, GA.

TEACHING

Courses Taught

Undergraduate: Introductory sociology; Introduction to African American Studies; Social problems; Racial and ethnic relations; Racial and ethnic relations (Honors division); American racial and ethnic groups; Social research methods; General sociological theory; Sociology of African Americans; Black Entrepreneurship

Graduate: Graduate seminar in race relations; Classical sociological theory; Sociology of oppression and liberation; Sociology of African Americans; Black Entrepreneurship

SCHOLARSHIP

Articles and Chapters

Published:

Hodge, M.E., M. Dawkins, and J. Reeves (2006). Discrimination in refinance mortgages. Sociological Inquiry.

Hodge, M.E. (2006). The political economy of black business development: African American urban representation and black business prosperity. Challenge.

Hodge, M.E. (2000). A Comparison of Risk Behaviors between Upward Bound participants and other high school children. Journal of Educational Opportunity (18, 2: 75-89).

Professional Reports

2000 M. Hodge. "Community Outreach Partnership Center: The state of research in urban university and community alliances."

1998 M. Hodge. "Social Infrastructure Impact Analysis: State of Tennessee Social Services Complex," Prepared for the City of Chattanooga, Tennessee.

Recognitions/Awards/Honors

1998-1999 Student Appreciation Award (UGA office of Student Services)

1998-1999 Handicap Services Recognition for services to this student population. (UGA Handicapped Student Services Office)

MARCELLUS CHANDLER BARKSDALE, Ph.D.
Professor of History and Director of African-American Studies
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Facsimile Number: 404-215-3480
E-Mail Address: mbarksdale@morehouse.edu

EDUCATION:

Ph.D., History (with emphasis on African-American Social History), Duke University, Durham, North Carolina, 1977

Dissertation title: "The Indigenous Civil Rights Movement and Cultural Change in North Carolina: Weldon, Chapel Hill and Monroe, 1945-1965"

M. A., History, Atlanta University, Atlanta, Georgia 1972

Thesis title: "The Negro in Gainesville (Hall County), Georgia, as Reflected in the Gainesville Press and Other Related Sources, 1897-1908"

B. A., History, Morehouse College, Atlanta, Georgia, 1965

WORK EXPERIENCES:

1977 to present, Assistant, Associate and Full Professor, Morehouse College

1977 to 1993, Visiting Lecturer and Adjunct Professor, Emory University and Tuskegee University

1980, Lecturer on the history of medicine at the Morehouse School of Medicine

1972 to 1974, Instructor, Clark College, Atlanta, Georgia

PROFESSIONAL AFFILIATIONS:

The National Council of Black Studies

The Southern Conference on African-American Studies, Inc.

The State Committee on the Life and History of Black Georgians

The Association for the Study of African-American Life and History

The Association of Social and Behavioral Scientists

The Georgia Association of Historians

The Southern Historical Association

The Organization of American Historians

The Atlanta Historical Society

PROFESSIONAL ACTIVITIES:

Secretary and Board Member, National Council of Black Studies, 2001-Present

President, Georgia Association of Historians, 1991-1992

Chairman, State Committee on the Life and History of Black Georgians, 1985 to

present

President, Atlanta branch of the Association for the Study of African-American Life and History, 1987 to present

Co-chairman, Local Arrangements Committee, 79th Convention of the Association for The Study of African-American Life and History, Atlanta, Georgia, 1994

Member of the Executive Council of the Association for the Study of African-American Life and History, 1994 to 2001

Book Review Editor, *The Journal of Negro History*, 1989-1993

Associate Editor for Book Reviews, Administration and Evaluation, *The Journal of Negro History*, 1993 to 1999

Historian and Archivist, Association of Social and Behavioral Scientists, 1994 to present

Board Member, National Council of Black Studies (2000 to present); and the Association of Social and Behavioral Scientists (1994 to present)

Member, Editorial Board, *The Griot*, the publication of the Southern Conference on African-American Studies, Inc. (2000 to present)

PUBLICATIONS:

Marcellus C. Barksdale, Editor. *Black Georgians in the Twentieth Century*. New York: Vantage Press, Inc., December 2004.

“Toward a National Black Agenda: A Contemporary and Historical View of Black Impact on the U. S. Presidency”, *Black Southerner Magazine* (1984)

“The White Image in the Black Mind”, *Black Southerner Magazine* (1985)

AWARDS, HONORS and RECOGNITIONS:

Member, *Phi Beta Kappa, Delta* of Georgia

Member, *Phi Alpha Theta, Rho Epsilon*, Morehouse College

Member, the Golden Key Honor Society

Member, the Learned Society, Atlanta University

The [Georgia] Governor’s Award in the Humanities, 1993

Outstanding Young man in America, 1979

Excellence in Teaching Awards, Morehouse College Summer Science Institute, 1990
And 1992

Hasan Crockett, Ph.D.
4604 Fountainhead Drive
Stone Mountain, Georgia 30083
404-296-1450
hasancrockett@hotmail.com

EDUCATION

1995 Ph. D. Clark Atlanta University Political Science
1988 Masters Arts Atlanta University African American Studies
1979 Bachelor Arts Southern Illinois University General Studies

ACADEMIC APPOINTMENTS

2006
Associate Professor
Political Science Department, Morehouse College, Atlanta Georgia

1996 – 2005
Assistant Professor
Political Science Department, Morehouse College, Atlanta Georgia

1991 – 1995
Instructor
Political Science Department, Morehouse College, Atlanta Georgia

1994 – 1995
Teacher Assistant
Political Science Department Clark Atlanta University

1990 – 1994
Teacher
Social Science Mangum Program Terrell High School Atlanta Public School System

Administrative Responsibilities

July 2004 - Present

Director

Bonner Office of Community Service Morehouse College

Director

2001 –Present

Brisbane Institute Morehouse College, Atlanta Georgia

Associate Director

1995 – 2001

Brisbane Institute Morehouse College, Atlanta, Georgia

Chair

2002 – Present

Library and Media Committee

Morehouse College,

Recent Publications

Spring 2005

"The Incendiary Pamphlet: David Walker's Appeal in Georgia." Journal of Negro History Vol. 83, No. 5.,

July 2004

"Experiential Learning and Simulations: Critical Pedagogy and Transforming the Political Culture of African American Male Students." Education International, vol. 1 No. 1,

Awards

Teaching Excellence Award Georgia Legislative Black Caucus 2002

Who's Who Among American Teachers 1999

Outstanding Presenter Student for Black Unity 1997

Most Outstanding Senator Atlanta University 1986

Professional Memberships

National Conference of Black Political Scientist

American Political Science Association

Georgia Political Science Association

Senator Vincent D. Fort
Senate District 39

Vincent D. Fort was first elected to the State Senate from the 39th District in 1996. He represents part of Fulton County. Sen. Fort serves as on the Appropriations, Education and Youth, Reapportionment and Redistricting, Retirement and Special Judiciary committees.

In 1998, Senator Fort chaired the Senate Study Committee on Public Education Disciplinary Reform. Moreover, he is the chairman of the Georgia Legislative Black Caucus Committee on Education.

Senator Fort continues to be a highly active member of the General Assembly, pursuing and successfully achieving a number of legislative objectives, most notably the passage of what is commonly known as the Georgia Hate Crimes Law. This legislation is designed to provide for enhanced penalties for defendants who intentionally select their victim due to bias or prejudice such as crimes based on race, religion, ethnicity, disability, and sexual orientation.

In addition, the senator is the first author of Georgia's predatory lending law, which, until recently, was the strongest law in the country. He has been on the forefront for providing a safer Georgia, sponsoring and co-sponsoring bills against prostitution, drug-related nuisances, discrimination against citizens with disabilities, and racial profiling.

Senator Fort currently is a professor of history and political science at a local college in Atlanta. He received his Bachelor of Arts Degree from American History at Central Connecticut State College and his Masters Degree in African-American History from Atlanta University. He also has continued his education at Emory University, where he is researching the post-World War II Civil Rights Movement. He also served as assistant director of the Martin Luther King, Jr. Papers Project.

Senator Fort's unwavering commitment to making Georgia a better place to live has been recognized by several organizations such as the National Association for the Advancement of Colored People (NAACP); Georgia Council on Aging; The Georgia Commission on the Holocaust; the American Association of Retired Persons (AARP); the National Association of Consumer Advocates; and the Anti-Defamation League.

HOWARD WINSLOW GRANT, PH.D.

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SUMMARY

A seasoned professional with over 12 years of extensive hands-on experience in governmental and non-profit management, project management and community and public affairs. A proven leader who achieves results. A self-starter and team player who is highly motivated and thrives on the challenge of exceeding goals. An active listener with polished communication skills.

Education

CLARK ATLANTA UNIVERSITY Atlanta, Georgia

Doctor of Philosophy 1998

Specializations: Public Administration, Urban Planning, Governmental Affairs, and International Relations

CLARK ATLANTA UNIVERSITY Atlanta, Georgia

Master of Arts 1994

Concentration: Urban Management

MOREHOUSE COLLEGE Atlanta, Georgia

Bachelor of Arts 1991

Concentration: Public Policy, Business Law

Professional Experience

2002 – Present

Executive Director

The Atlanta Board of Education, Atlanta, Georgia

- Ensure compliance with personnel policies, state, and federal regulations;
- Supervise day-to-day decisions necessary to accomplish the Board's mission;
- Implemented a performance management process for the Superintendent and Board staff
- Created and Direct the Board of Education Ethics Commission and ethics policy;
 - Maintains and manages awareness and current status of ethics initiatives, priorities, projects and emerging practices;
 - Serves as the Board's representative and point of contact for ethics issues and their interpretation; supports the Ethics Commission in all aspects of its work;
 - Represents the Board of Education in the coordination of ethics initiatives with other agencies at Federal, state, other local levels and private sector;

- Ensures full and complete financial reporting by all officials, employees, members of boards, councils, commissions who are required to file disclosure statements;
- Work with the CFO/Comptroller to ensure that the office operates within budgetary guidelines;
- Develop and monitor the Board of Education's budget, approves expenditures, pay bills and track expenses;
- Maintain official records and document and ensures compliance with federal, state and local regulations and reporting requirements;
- Work closely with the General Counsel to ensure that Board members and Board functions are executed within State and Federal guidelines;
- Provide leader to the Board's Audit Commission, Accountability Commission, Facilities Commission and Budget Commission.
- Represent the mission and point of view of the Board to agencies, organizations and the general public;
- Act as a liaison with city and county governments, other public agencies, district staff, and the City of Atlanta community, to promote positive working relationships and link community issues with public education needs.

Teaching Experience

1998 - Present	Adjunct Professor, Department of Social Science ATLANTA METROPOLITAN COLLEGE, Atlanta, Georgia
1998-1999	Adjunct Professor, Department of Political Science GEORGIA PERIMETER COLLEGE, Atlanta, Georgia
1994-1998	Research Assistant / Adjunct Instructor, Department of Political Science CLARK ATLANTA UNIVERSITY, Atlanta, Georgia

Memberships/Affiliations

2003 - 2004	Site Review Team Leader United Negro College Fund Special Programs Corporation <i>"A National Comparative Study to Identify the Disparities that exist In Public Schools"</i> The Purpose is to identify the critical parameters that contribute to inequities in the nation's public school systems.
2001 - 2002	Chairman, Ways and Means Committee Omega Psi Phi Fraternity, Inc., Tau Chapter, Atlanta, Georgia Member Regional Leadership Foundation, Georgia Advisory Committee Member Community Foundation for Greater Atlanta, Inc.

Charles Leon Meadows

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Office:
Center for Teacher Preparation
Morehouse College
830 Westview Drive, SW
Atlanta, Georgia 30314
Telephone: (404) 614-8552
e-mail: cmeadows@morehouse.edu

Education:

Indiana University - Bloomington, Indiana
Ph. D. Degree, 1978
Major: Instructional Systems Technology
Minors: Counseling & Guidance and Telecommunications

Sophia University, Tokyo, Japan
Summer, 1969
Japanese Language and Culture

Seton Hall University, South Orange, New Jersey
MA Degree, 1969: Asian Studies – Chinese

Morehouse College – Atlanta, Georgia
BA Degree, 1965
Major: German Minor: Psychology

Yale University - New Haven, Connecticut. Institute of Far Eastern Languages; Mandarin Chinese Language Specialist, (Intensive Chinese Language Training). 1957

Experience:

Current Positions:

Director, Center for Teacher Preparation, Professor, Department of Modern Foreign Languages, Morehouse College

Previous Experience:

Georgia Department of Education: State Coordinator, National Assessment of Educational Progress (NAEP), also known as “The Nation’s Report Card (1995-1997)

Georgia Department of Education: State Coordinator: Iowa Tests of Basic Skills(ITBS), State-required Norm-referenced Testing (1994-1997)

Georgia Department of Education: State Coordinator, U. S. Department of Education Program (Public Law 100-297, “Eisenhower Act”) to improve teaching skills of Georgia public school teachers in areas of science, mathematics and foreign languages (1992-1994)

Georgia Department of Education: Staff Specialist Senior – Evaluation of College and University-Based Teacher Education Programs, State of Georgia (1990-1995)

Morehouse College, Chairman, Department of Modern Foreign Languages

Morehouse College, Director Foreign Language and Special Learning Laboratories
*Designed and implemented first foreign language and special learning laboratories at Morehouse College(1962). *Also developed and directed first media services program for Morehouse College.

Morehouse College, Associate Professor, Department of Modern Foreign Languages (Mandarin Chinese)

Morehouse College, Assistance Professor, Department of Modern Foreign Languages (Chinese)

Morehouse College, Instructor, Department of Modern Foreign Languages (Chinese)

National Educational Technology Services, Program Design and Productions Specialist (1975-1979) *Special Productions: “Gandhi and Non-Violence Re-Examined,” 35mm slide set with synchronized sound, photographed in India, “The Computer Goes to College”, laboratory seminar for college faculty and administrators on the use of the computer for instructional and administrative purposes.

Nationalist Republic of China: (1958-1960) Chinese Language Specialist:
Provided language assistance to U.S. personnel in communicating with Chinese personnel and taught English to Chinese Nationals working for the U.S. Government.

PUBLICATIONS, SPECIAL PROJECTS, AND PRESENTATIONS:

Task-Specific Comprehension of Compressed Speech, (PhD Dissertation)

The Use of the Video Tape Recorder in the Teaching of Mandarin Chinese, (Masters Degree Thesis)

“Toward a Theory of Rate-Controlled Speech,” paper delivered at Annual Conference of Rate and/or Frequency Controlled Speech(1972), published by the American Foundation for the Blind, Louisville, Kentucky.

Acknowledged by Dr. Benjamin E. Mays for research assistance in writing “Born to Rebel, an Autobiography by Benjamin E. Mays, Charles Scribner & Sons, 1971.

“Guidelines for the Use of Audio-Visual Aids in Foreign Language Teaching,” Atlanta Public Schools, Atlanta, GA.

Produced a 12-minute professional quality video tape: “Am I My Brother’s Teacher?” sponsored by Southern Education Foundation.

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HAROLD O. BRAITHWAITE, Jr., Ph.D.
CLINICAL COMMUNITY PSYCHOLOGIST

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Atlanta, GA 30310

***PROFESSIONAL
EXPERIENCE:***

- Aug. '94 – Present **Associate Professor of Psychology Morehouse College,
Atlanta, GA**
Introduction to Psychology, Abnormal Clinical, African Centered,
Community Psychology, Senior Seminar.
- Aug. '87 - Aug. '94 **Assistant Professor of Psychology Morehouse College,
Atlanta, GA**
Full-time faculty member teaching the following courses;
Introduction to Psychology, Abnormal, Clinical, and Community
Psychology.

CURRENT AND RECENT CONSULTATIONS:

- Jan. 2001 – present **Evaluator:** Design and implementation of a Community
Revitalization Project for a HUD grant awarded to Morehouse
College.
- July 2000 – present **Coordinator:** REACH for Wellness - Eliminating Health
Disparities between African-American Adult Males and White
Middle Class Americans.
- 1991 – Present **Federal Peer Reviewer:** Reviewing program proposals for
Substance abuse treatment service for women and children, and
residents of public housing - Center for Substance Abuse treatment
CSAT) and the Center for Substance Abuse Prevention (CSAP).

EDUCATION:

- 1983 University of South Carolina - Ph.D.
Major: Clinical-Community Psychology
- 1977 Morehouse College - B.A. (Summa Cum Laude)
Major: Psychology
Certificate in Community Psychology and Drug Counseling
- 1975 Florida A & M University (No Degree)

Major: Psychology
Minor: Sociology

1972 Kingsboro Community College - A.A.
Major: Psychology
Minor: Liberal Arts

ASSOCIATIONS:

1998 – present Association of Heads of Departments of Psychology
1992 - present Association of Black Psychologists
1988 - present Southeastern Psychological Association

PAPERS PRESENTED:

The History of African/African American Contributions to Science in America: A Limited Overview. United States Department of Housing and Urban Development. Atlanta, GA, February 2004.

PUBLICATIONS:

Coles, C., Green, A., and Braithwaite, H., The Relationship Between Personality, Anger Expression, and Perceived Family Control Amongst Incarcerated Juveniles, Adolescence, Vol. 37, No. 146, Summer 2002.

Braithwaite, H.; Foreman, K and Williams, N. Reconceptualization of African-American Self-concept. Challenge, 1994, Vol. 5, No. 1.

RECENT AND CURRENT RESEARCH:

2000 – Present Reach for Wellness: Eliminating Health Disparities between African American Adult Males and White Middle Class America. Funded by the Centers for Disease Control and Prevention to Fulton County Department of Health and Wellness.

ZAID ADIB ANSARI

Residence

5344 Zachary Drive
Stone Mountain, GA 30083
Tel: (770) 498-6354

Employment:

Morehouse College
Office of Strategic Planning
Assessment and Title III
Atlanta, GA 30332-0325
Tel: 404 (222-2588)
Email: zansari@Morehouse.edu

NOTABLE OF PROFESSIONAL ACCOMPLISHMENTS

- Conducted numerous research projects and evaluations of funded programs for university, state and federal organizations.
- Developed research and evaluation designs, protocols and instruments to collect and analyze a wide range of demographic, health and life style data for local, state and national prevention programs. Established collaborative partnerships involving universities, federal and state agencies, non-profit organizations, businesses, communities and private sectors serving at-risk-youth, adults and special needs populations. Raised over \$225,000 in matching funds from private and government funding sources to establish evaluation measures for projects and community development initiatives.
- Developed and conducted evaluations and assessment for 19 historical African-American higher education institutions that operate on-campus and off campus Family Life Centers located in twelve states across the nation to implement violence prevention and reduction strategies in high risk neighborhoods and university communities. Work closely with the Assistant Secretary for Planning and Evaluation (ASPE) within the U.S. Department of Health and Human service as the Evaluation Coordinator for a 10 million dollar funded Violence Prevention and Reduction Project.
- Conducted and developed violence, crime and drug prevention training modules and curriculums for universities, non profit organizations, board officials, government workers, correctional systems and corporate employees. Designed management policies and personnel manuals to assist with workforce diversity.

EDUCATION

Florida State University Tallahassee, Florida Ph.D. (ABD), Policy Science/Criminology 1990
University of Cincinnati Masters in /Policy Science-Criminal Justice 1985
University of Cincinnati Bachelors of Science Criminal Justice 1981

December 2002 to present; Office of Institutional Research, Morehouse College, Director of Assessment and Institutional Research: Office of Institutional Research and Strategic Planning: I am responsible coordinating the collection of assessment criteria for the campus-wide strategic plan and SACS compliance; conduct research for Senior Administration and Strategic Planning Committee; provide leadership in establishing benchmarks for institutional assessment; work collaboratively with faculty and staff conducting program reviews; coordinate and manage internal and external surveys including customer satisfaction surveys and campus climate surveys; coordinate campus-wide Balanced Score Card Methodology. Chair of the Data Integrity Committee.

June 2001 to November 2002; Office of Assessment, Georgia Institute of Technology, Senior Researcher and Evaluator: I am the lead researcher/evaluator for the management and coordination of multi-site and multi-year project to evaluate the impact of technical assistance and partner collaboration among information technology companies and telecommunication companies. I am also responsible for developing, planning, and overseeing the development of student outcome surveys in the Office of Assessment for the Department of Mechanical Engineering-Distance Learning program. I also coordinate several evaluations of programs funded by the National Science Foundations.

September 1999 to May 2001, San Francisco State University Public Research Institute, Senior Researcher: I am the Principal Investigator for several campuses based academic research projects for the Division of Academic Affairs and the Office of Sponsored Programs. I supervise research assistants, develop research designs, and supervise analyses of primary and secondary data. I also develop grant proposals to fund new projects, direct and train staff in advanced statistical procedures, and work collaboratively with other researchers on local and national research projects. I was ADAM Project Site Director for National Institute of Justice in San Jose County Jail. Responsible for management and administration of comprehensive drug and alcohol monitoring program for persons arrested.

TRAINING

Organizational Development and Strategic Planning
Active member of Society for College and University Planning
Active member of Association for Institutional Research
Planned changed facilitation

DISCLOSURE STATEMENT

I am unaware of any other on-going grant activities that will coincide with this submitted proposal.