

Dr. Amy Yeboah Quarkume

Howard University
Associate Professor
Afro-American Studies
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Professional Positions

Associate Director for Student and Community Engagement, Howard University, The Center for Women, Gender and Global Leadership. (August 2022 - Present).

Director of Graduate Studies for the Masters Program in Applied Data Science, Howard University, Graduate School. (July 2022 - Present).

Director, University. (July 1, 2022 - Present).

Advisory Committee AP African American Studies Higher Education, College Board, AP African American Studies Higher Education. (August 2021 - Present).

Editorial Board Member, Columbia University Press, Black Lives in the Diaspora: Past / Present / Future Series. (August 2021 - Present).

Advisory Search Committee- Ron Walters Endowed Chair for Race and Black Politics, Howard University, Provost. (June 2021 - Present).

Associate Professor, Howard University, Afro American Studies. (August 2020 - Present).

Peer Reviewer, CHOICE Association of College & Research Libraries. (June 1, 2017 - Present).

Pre-PhD Summer Enrichment Program Instructor, Howard University, Office of the Provost. (May 30, 2017 - August 1, 2021).

Assistant Professor, Howard University Dept. Afro-American Studies, Afro American Studies. (August 1, 2014 - August 1, 2020).

Lecturer, Howard University, Afro-American Studies. (August 1, 2013 - August 1, 2014).

Peer Reviewer, Journal of Negro Education. (August 1, 2013).

Graduate Instructor/ Teaching Assistant, Temple University, African American Studies. (August 1, 2011 - August 1, 2013).

Education

Certificate, Data Science. Harvard University Extension School, 2023.

MS, Data Analytics and Computational Social Science. University of Massachusetts, 2023.

PhD, African American Studies, Literature, Education and Gender. Temple University, 2013.

MA, African American Studies. Temple University, 2011.

MA, Sociology. Temple University, 2008.

BA, Sociology. Temple University, 2006.

Licensures and Certifications

CETLA: Canvas Certification, Howard University. (June 2022 - Present).

CETLA: Distance Learning Certification, Howard University. (2015 - Present).

CETLA: Blackboard Certification Seminar, Howard University. (2014 - Present).

Professional Memberships

Alpha Kappa Alpha Sorority, Inc. (June 5, 2022 - Present).

Black Women in A.I. (2019 - Present).

Association Black Women Historians. (2019 - 2021).

National Association of University Women. (2014 - 2019).

National Council of Negro Women. (2014 - 2019).

National Council of Black Studies. (2009 - 2019).

College of Language Association. (2013 - 2014).

Awards and Honors

College of Arts and Sciences Faculty Excellence Award, Howard University. (May 2016).

Extraordinary Woman Award, National Council of Negro Women, HU Section. (May 2016).

Digital Humanities Initiative Faculty Fellow, Howard University. (2015).

HBCU All-Star Mentor, White House Initiative on Historically Black Universities and Colleges (HBCU) All-Star. (2015).

Howard University College of Arts and Sciences CETLA Fellow, Howard University CETLA. (2015).

Media Appearances and Interviews

"About Our Kids: Juneteenth," SiriusXM Radio. (June 23, 2022).

"Police Brutality, Anti-Black Racism and Reform," The 2020 Show. (June 24, 2020).

"Books to Read for Juneteenth, as Recommended by DC's Black Educators," NBC Washington. (June 19, 2020).

"Juneteenth," KCBS News Radio San Francisco. (June 19, 2020).

"Juneteenth," ABC 7. (June 19, 2020).

"Juneteenth Protests, Celebrations Planned in Major Cities," The Wall Street Journal. (June 17, 2020).

"Will George Floyd's death with a knee on his neck become nation's 'Emmett Till moment?'," Chicago Sun Times. (June 9, 2020).

"Push for Preservation: Home of 1920's African-American educators could become DC landmark," ABC7 WJLA. (February 26, 2020).

"Visitors flock to Eastern Shore center, after 'Harriet' movie released," ABC7 WJLA. (November 29, 2019).

"Nipsey Hussle's Memorial Was a Celebration of African Spirituality," VICE. (April 16, 2019).

"Who is black in America? Ethnic tensions flare between black Americans and black immigrants.," The Philadelphia Inquirer. (October 19, 2018).

"The African, Hindu and Roman goddesses who inspired Beyoncé's stunning Grammy performance.," The Washington Post. (February 13, 2017).

"Black Teachers Matter," Mother Jones. (October 16, 2016).

"What Beyoncé teaches us about the African diaspora in 'Lemonade,'" PBS NewsHour. (April 29, 2016).

"Goodbye to City Schools," Michael Coard Radio Show WRD. (October 2013).

"Goodbye to City Schools A Four-Part Series," Philadelphia Community Access Media. (June 6, 2013).

"Michigan Teacher," Roland Martin TV One News Show. (June 4, 2013).

Peer-Reviewed Publications

Yeboah Quarkume, A. (2022). The Movement: the African American struggle for civil rights. *Book Review* (1st ed., vol. 60).

Yeboah Quarkume, A. (2022). Kamala's Way. *Book Review* (9th ed., vol. 59).

Yeboah Quarkume, A. (2021). Vanguard: how Black women broke barriers, won the vote, and insisted on equality for all. *Book Review* (4th ed., vol. 59).

Yeboah, A. (2021). Would You Send Your Daughter to Howard? Historically Black Colleges and Universities Advancing Black Women in Leadership. *Advancing Women in Leadership Journal*, 40(1), 56-64.

Yeboah Quarkume, A. (2021). The campus color line: college presidents and the struggle for Black freedom. *Book Review* (1st ed., vol. 59).

Yeboah Quarkume, A. (2021). Howard University & the Challenge of the Black University: A Conversation with Andrew Billingsley & Greg E. Carr. *The Black Scholar*, 51(3), 25-38. <http://dx.doi.org/10.1080/00064246.2021.1929036>

Yeboah Quarkume, A. (2020). Why the West Could Not Hear Beale Street: Baldwin's World-Sense of Female Sexuality. *Humanities*, 9(1), 9. <http://dx.doi.org/10.3390/h9010009>

Yeboah Quarkume, A. (2019). Beyond the Black Study Abroad Experience Developing the Young AfricanA Leadership Initiative at Howard University. *International Journal of Multidisciplinary Perspectives in Higher Education*, 4(1), 1-21. <http://dx.doi.org/10.32674/jimphe.v4i1.1165>

Yeboah, A. (2018). Review of Remaking Black Power: How Black Women Transformed an Era by Ashley Farmer. *CHOICE* (12th ed., vol. State).

Yeboah Quarkume, A. (2018). Reflections on the Second Wave of "Make America Great Again": A Glimpse from a Historically Black College and University. *Women, Gender, and Families of Color*, 6(1), 136-143. <http://dx.doi.org/10.5406/womgenfamcol.6.1.0136>

Yeboah Quarkume, A. (2018). 400 Years after the Coming: Daniel Black's &em>The Coming: A Novel&em> as a Guide for "we, a people" to Return to Africa. *CLA Journal*, 61(3), 223. <http://dx.doi.org/10.34042/claj.61.3.0223>

Other Publications

Yeboah Quarkume, A. (2022). *Reflections from A Race Woman: Joyce Ladner by Dr. Amy Yeboah Quarkume*. Association of Black Sociologists.

Yeboah, A. (2018). Review of We Wanted a Revolution; black radical women, 1965-85: A New Perspectives ed. by Catherine Morris and Rujeko Hockley; texts by Connie H. Choi et al Brooklyn. *Book Review* (4th ed., vol. Local).

Yeboah, A. (2018). Review of We Wanted a Revolution; black radical women, 1965-85: A Source Book ed. by Catherine Morris and Rujeko Hockley; texts by Connie H. Choi et al Brooklyn Museum. *CHOICE* (State ed., vol. State).

Yeboah, A. (2018). Shauna Morgan Interview: Poems That Travel Across and Through the Diaspora. *Mosaic Magazine*. New York: Mosaic Magazine.

Presentations

Yeboah Quarkume, A. (Presenter), Yuli, P. (Student Researcher), DC History Conference, "The New Howard Woman: Lucy Diggs Slowe in Her Own Words," DC History Center, Washington, DC, United States. (April 23, 2022).

Yeboah Quarkume, A. (Presenter), "Lunch & Learn Webinar: Lucy Diggs Slowe," Museum of the Shenandoah Valley, Winchester, VA, United States. (April 21, 2022).

Yeboah Quarkume, A. (Respondent), Ubuntu Dialogue Seminar, Stellenbosch University, South Africa. (September 14, 2021).

Yeboah, A., Brookings Institute, "The Role of Technology in Improving Higher Education." (March 1, 2017).

Yeboah, A., Howard University, "Mellon Foundation Community Symposium," DC, United States. (January 26, 2017).

Yeboah, A. (Speaker), reForm exhibition, "Goodbye to City Schools," reForm, Philadelphia, PA, United States. (March 16, 2016).

Yeboah, A., A Dream Deferred: The Future of African American Education, "Above the Threat: The Effects of Stereotype Threat on College Enrollment." (March 6, 2016).

Yeboah, A., Howard University Research Day, "The Mis-education of Moynihan: The Role of Black Women in the Academic Excellence Gap." (April 16, 2015).

Yeboah, A., WHBC Internal Affairs, "Colorism." (April 13, 2015).

Yeboah, A., Al Jazeera America The Stream, "Revisiting Malcolm X." (November 4, 2014).

Yeboah, A., BET News, "Don't Wear My Culture As Your Custom." (October 24, 2014).

Yeboah, A., National Black Child Development Institute, "(Re)Inscribing Meaning: Closing the Excellence Gap." (October 1, 2014).

Yeboah, A., A Documentary produced for Direct TV, "Commonwealth." (October 1, 2014).

Yeboah, A., CAMERA UPENN Film and Media Festival, "Goodbye to City Schools." (October 1, 2014).

Yeboah, A., National Council for Black Studies, "Closing the Excellence Gap for Black Youth." (March 7, 2014).

Yeboah, A., Scribe Video Center's Storyville series funded by the National Endowment for the Arts, "(Re)Inscribing Meaning." (October 16, 2013).

Yeboah, A., Scribe Video Center's Storyville series funded by the National Endowment for the Arts, "Goodbye to City Schools." (October 16, 2013).

Yeboah, A., Michael Coard Radio Show WRD, "Goodbye to City Schools." (October 1, 2013).

Yeboah, A., Roland Martin TV One News Show, "Michigan Teacher." (June 4, 2013).

Contracts, Fellowships, Grants and Sponsored Research

Quarkume, A. (Principal), "UChicago and Data.org Capacity Accelerator Network Partner," Sponsored by Data.org, Private, \$115,000.00. (June 1, 2022 - December 31, 2023).

Yeboah, A. (Principal), "Early Career Faculty Innovator," Sponsored by NCAR, Private, \$400,000.00. (September 2021 - September 2023).

Yeboah, A. (Principal), "Mellon New Direction," Sponsored by Andrew Mellon, Howard University, \$296,000.00. (April 1, 2021 - August 31, 2023).

Yeboah Quarkume, A. (Principal), Jones, M. (Supporting), Moulite, J. (Supporting), "Bezos Earth Fund - Environmental Justice Data Collaborative Grant Program," Sponsored by Georgetown-Howard University, Private, \$180,000.00. (June 1, 2022 - May 31, 2023).

Yeboah Quarkume, A. (Supporting), "Friends of Pierce Mills," Sponsored by DC Humanities, State, \$60,000.00. (February 2021 - March 2022).

Yeboah, A. (Principal), "Vision Grant," Sponsored by DC Humanities, Private, \$60,000.00. (March 1, 2021 - February 28, 2022).

Taylor, N. (Principal), Yeboah, A. (Co-Principal), "Just Futures Initiative," Sponsored by Andrew Mellon Foundation, Federal, \$5,000,000.00. (2021 - Present).

Yeboah Quarkume, A. (Supporting), Williams, D. (Principal), "Reviving the Bethel Literary and Historical Society in the 21st Century ("Bethel 21")," Sponsored by National Endowment for the Humanities Project Grant, Federal, \$100,000.00. (2018 - 2021).

Yeboah, A. (Principal), "Faculty Enhancement and Enrichment Grant," Sponsored by Department of African Studies, Howard University, \$5,000.00. (2018).

Yeboah Quarkume, A. (Supporting), Williams, D. (Principal), "Inscribing the Institute for the Arts and Humanities' National Black Writers Conference," Sponsored by National Endowment for the Humanities Project Grant, Federal, \$100,000.00. (2016 - 2018).

Yeboah Quarkume, A., Williams, D. (Principal), "Seshat: A Digital Humanities Initiative at Howard University," Sponsored by National Endowment for the Humanities, Federal, \$100,000.00. (January 2016 - December 2016).

Yeboah, A. (Principal), "Young AfricanA Leadership Program Common Text," Sponsored by Howard University Center for African Studies, Howard University, \$5,000.00. (May 1, 2016 - August 31, 2016).

Yeboah, A., "Distance Learning Course Transformation," Sponsored by Howard University CETLA, Private, \$9,000.00. (2015).

Yeboah, A., "Hybrid Course Transformation," Sponsored by Howard University CETLA, Private, \$10,000.00. (2014).

Yeboah, A., "Summer Research," Sponsored by Howard University Council of Research, Private, \$10,000.00. (2014).

Exhibits and Performances

Yeboah, A., "(Re) Inscribing Meaning," Philadelphia, PA, United States. (August 1, 2013 - December 31, 2018).

Yeboah, A., "Howard University in the Decades of the 1970s: A Symposium in Celebration of the 90th Birthday of Andrew Billingsley, PhD," Washington, DC, United States. (March 1, 2017 - April 1, 2017).

Yeboah, A., "The Wilson Baker Way: Reclaiming the Spaces to Educate Black Children," Upper Marlboro, MD, United States. (July 1, 2016 - December 1, 2016).

Yeboah, A., "Above the Threat: The Effects of Stereotype Threat on College Enrollment," Philadelphia, PA, United States. (September 1, 2015 - March 1, 2016).

Yeboah, A., "Goodbye to City Schools," The Philadelphia Notebook, Philadelphia, PA, United States. (May 1, 2013 - December 1, 2013).

Research Activity

"What's Up With All the Bias in the Air" (On-Going). (September 1, 2021 - Present).
Artificial Intelligence (AI) has enhanced and privileged industries worldwide, at astonishing speeds utilizing data. In recent years, AI infiltration into Earth Science has spiked dramatically, helping researchers achieve improved weather forecasts, imagining the Earth's system and climate, enhancing the energy efficiency, and high-speed climate models. Ben-Shahar (2019) defines data pollution as the harms the data economy creates. As algorithms provided incredibly fast answers, they also simultaneously disenfranchised marginalized

communities. This research study examines, how can we detect and quantify the extent of societal, cultural and historical bias in earth science data, which negatively impact Black, Brown, and Tribal communities. Data is powerful. Yet, without the context that constructs its meaning, ethical standards, and equitable representation, data becomes dangerous. Through in-depth interviews, mapping, data modeling and analysis of the issues of air and water quality, heat, weather and pollution will be examined to identify the extent of societal consequences for marginalized communities.

"Lucy Diggs Slowe" (On-Going). (September 2018 - Present).

Lucy Diggs Slowe was a gift given to a generation of women, the institution of education, and a culture of people, a gift that transcended simple teaching and learning. Like many, I first came to know about Dean Lucy Diggs Slowe because of her reputation. Her work, dedication, and ambition spanned and echoed across color and gender lines. As an educator, Slowe became a pioneer in the field, giving birth to quintessential models of teaching and learning in Baltimore. When she returned to Washington, D.C., she created and lead the District's first junior high school. Alongside teaching, Slowe's source of passion to eliminate racism was like a deep-sea undercurrent, agitating the status quo. But it was her journey back home to Howard University as the first dean of women in 1922 that would set the bar for her accomplishments. As a dean, Slowe perfected her ability to lead, learn, and envision a better quality of education for Black women within a male-controlled and centered institution. Additionally, Slowe was a founder and first president of three national organizations, held high leadership positions within over eight organizations, and was an active member of at least eleven community organizations that still exist today.

Prior publications scratch the surface of acknowledging who Slowe is and what she has achieved. But none offers a full picture of Slowe or her accomplishments, especially not in her own words. Her speeches, articles, and letters, as presented in this text, carry us deep into the thoughts, fears, hopes, hurt, and determination of a woman who relentlessly explored uncharted territory, even in sports. To date, *Faithful to the Task at Hand: The Life of Lucy Diggs Slowe* (2012) is the only full-published book on the life of Slowe; *Lone Voyagers: Academic Women in Coeducational Universities, 1870-1937* (1989), *Colored No More: Reinventing Black Womanhood in Washington Part III* (2017), and *Baltimore Sports: Stories from Charm City* (2016) have chapter sections about her, and many educational journals have published articles on her work. Yet, at a time of #metoo, where women are physically, emotionally, socially and legally (i.e. Title IX) under threat, the question remains "what was she thinking?" If we really understood the genius of Lucy Diggs Slowe, named the 20th century's most significant force in the higher education of African American women in the United States, we would have an answer. As the nation prepares to celebrate the 19th Amendment and Women's Right to Vote, Lucy Diggs Slowe's raw and untold stories shall refute the misconceptions about women's silence and rectify Black women's invisibility. I anticipate that this book will have a major impact on the fields of education, women's studies, organizational development, race politics, and philosophy. Publishing a text such as this now builds on the momentum of interest in women's movements generally, charts a new course for how we use women's own words to reveal the springboards that launched the women's movement, and foreshadows the role race discourse and black women in particular has played in new understandings of democracy. In an era where more black women than ever are running for and winning political offices and where black women are viewed as one of the most reliable voting blocks, it is critical that we understand the tradition out of which black women as change agents emerge.

"O, Ye Daughters of Africa Awake Daughter of Africa" (Complete). (November 5, 2015 - September 2019).

While there are a small number of digital humanities projects that focus specifically on the History of Black Women, there is a noticeable absence of projects that meet the needs of both researchers and the general public. The Schomburg's digital archive focuses only on Black women in literature, while no other website examines Black women in the field of

STEM. As it pertains to the armed services, the History Channel's section on Women in the Civil War states, "Slave women were, of course, not free to contribute to the Union cause. Moreover, they had never had the luxury of 'true womanhood' to begin with." Lastly, most digital website or archives documenting the history of Black women lack an interactive audio-visual platform, detailed biographical narrative, or reference information for further research. In short, while there is digital information about Black Women, they are largely untraceable on the Internet and hidden among other general digital archives. In a personal correspondence email Dr. Quintard Taylor's of BlackPast.org (the largest website for black history) concedes:, "We don't have a section on black women but perhaps we should...As I indicated in my earlier email, the website is vast, over 13,000 pages, but my colleagues and I, and especially my daughter, think that your inquiry should prompt a rethinking of the way we organize BlackPast.org so that researchers like you can easily find information on Black Women. Right now, typing "black women" in the search bar does not come close to doing justice to all the resources we have on African American women." To help fill this void and begin to create a robust digital archive about the impact of the long heritage and traditions of Black Women on America, the O, Ye Daughters of Africa Awake Daughter of Africa project, in partnership with the Howard University's Moorland-Spingarn Research Center (and its Digital Howard initiative dh.howard.edu), HU Advance It, African American Civil War Museum, Mary McLeod Bethune Council House National Historic Site, and the Humanities Council of Washington, D.C., and Girl's Inc., are working to develop an innovative, intergenerational and integrated outreach project and public programs to enhance and increase awareness of the impact of Black Women.

"Student Activism and the Black Radical Tradition" (Complete). (October 5, 2015 - September 2019).

Student Achievement and the Black Radical Tradition Survey. This research study examines the impact of a civic, service, and cultural engagement program grounded in an Africana Studies framework on graduation rates, retention, and satisfaction.

"Above The Threat: The Role Historically Black Colleges and Universities play in Reducing Stereotype Threat for Black Students between High School and Postsecondary Education" (Complete). (November 19, 2015 - September 2017).

The self-fulfilling prophecy of stereotype threat has been used to explain why Black students sometimes struggle and fail to succeed academically. Despite increases in Black attendance at colleges and universities, enrollment, student retention and graduation rates remain lower than other groups. Could investing in Dual-Enrollment programs at Historically Black Colleges and Universities (HBCUs) for Black youth be the key to close the education gap? In recent years, higher education institutions have been under increasing pressure to demonstrate stronger pathways to success. In the Fall of 2015, District of Columbia Public Schools (DCPS) and Howard University launched a New Dual Enrollment Partnership Program offering free college courses and dual credit for Benjamin Banneker and McKinley Technology High School Students (a predominately Black school). This research project will explore the impact of providing students a head-start on their college career (Dual Enrollment Program) in an environment that goes against the stereotype to increase enrollment, graduation rates, retention, satisfaction, and engagement of students of African descent.

Teaching Experience

AFRO 006, Intro Afro-America Studies II, 15 courses.
AFRO 120, Educ. in Black America II, 3 courses.
AFRO 121, Black Exp. Film, 6 courses.
AFRO 122, Education in Black America, 4 courses.
AFRO 185, Black Women in America, 1 course.
AFRO 186, Black Women in America II, 12 courses.
AFRO 795, Comp Black Literature-Wrtg, 1 course.

Directed Student Learning

Major advisor for undergraduate thesis, "Race Women: Lucy Diggs Slowe." (July 1, 2022 - Present).

Advised: Lisette Coley

Major advisor for undergraduate thesis, "DC Jazz Culture." (July 1, 2022 - Present).

Advised: Zoe Coker

Dissertation Committee Member, "Ghana's Year of Return: A socio-political examination on Ghana's efforts in diaspora engagement via tourism and migration." (April 2022 - Present).

Advised: Araba Aidoo-Apau

Major advisor for undergraduate thesis, "Urban Housing and HBCU's." (September 2021 - Present).

Advised: Shane Appiah

Supervised Research, "Conflicting Contamination: Examining Bias in Environmental Data." (September 2021 - Present).

Advised: Mikah Jones

Supervised Research, "'Sak Pasé Bias, Wi': Examining the Environmental Impacts of Data Bias on Miami's Little Haiti Neighborhood." (September 2021 - Present).

Advised: Jessica Moulite

Supervised Research, "Black on Black Leaning: Towards a 21st Century HBCU Aesthetic." (May 2018).

Advised: Sadiyah Malcolm

Undergraduate Honors Thesis, "An Intersectional Analysis of the Life of Ida B. Wells." (May 2018).

Advised: Sukhai Booker- Rawlins

Undergraduate Honors Thesis, "Interactions of African American Service Members of World War II." (May 2018).

Advised: Timmia King

Undergraduate Honors Thesis, "A Study of the Causes of Lynching and Mob Violence from 1870-1920." (May 2018).

Advised: Christopher Johnson

Undergraduate Honors Thesis, "Oppressed but Never Enslaved: Youth Unemployment at the Hands of a Post-Apartheid Nation." (May 2017).

Advised: Brittany Scott

Undergraduate Honors Thesis, "Neo-Colonialism at the Heart of the Pan-African Movement: Analyzing the effects of China's Economic Practices in the Republic of Ghana Utilizing the Triangular Approach and the Dependency Theory." (May 2015).

Advised: Danielle Scott

Mentoring

Mikah Jones (Graduate Student). August 2022 - Present.

Jessica Moulite (Graduate Student). August 2021 - Present.

Shane Appiah (Undergraduate). August 2021 - Present.

Kayla Waysome (Graduate Student). August 2014 - Present.

Sadiyah Malcolm (Undergraduate). August 2013 - Present.

Brittany Scott (Graduate Student). August 2021 - May 2022.

Kayla Waysome (Graduate Student). August 2021 - May 2022.

Paola Yuli (Graduate Student). August 2021 - May 2022.

Michaela Moore (Undergraduate). August 2018 - May 2021.

Christopher Johnson (Undergraduate). August 2015 - May 2018.

Kayla Waysome (Undergraduate). August 2014 - May 2018.

Sukhai Booker-Rawls (Undergraduate). August 2014 - May 2018.

Timmia King (Undergraduate). May 2014 - May 2018.

Dontea Bell (Undergraduate). August 2016 - May 2017.

Brittany Scott (Graduate Student). Approx. 100 hours. August 2014 - May 2016.

Layla West (Undergraduate). August 2014 - May 2016.

Danielle Scott (Undergraduate). August 2013 - May 2015.

Teaching Innovation and Curriculum Development

New Course. AFRO 123: Education in Black America II. January 2019 - Present.

This course provides students with an introduction to Black Education in America with a focus on contemporary issues. Organized around questions about teaching, learning, and schooling people of African descent, a critical eye is placed on current social structural arguments in education policy for people of African descent. In examining the cultural and structural foundations of education, students will also reflect upon and critique their own educational experiences and articulate their own beliefs and values about teaching, learning, and schooling, and critically engage in museums, artifacts and archives that connect to historical narratives of education in America.

New Course. AFRO: 186 Black Women in America II (. January 2016 - Present.

This course studies historical and contemporary experiences of African Women through the major concepts and methods of the stand-alone academic field, discipline and meta-discipline of African Studies. While the course primarily focuses on Black women in America, the readings include diverse experiences, perspectives and scholarships of women from the African continent, the Caribbean, and North and South American communities. Building off of historically African centered experiences, the readings will provide a social historical framework for the course and will draw from many disciplines including literature, psychology, sociology, science, as well as art. A focus will be placed upon contemporary issues such as the Politics of Health and Motherhood; Art and Culture; Media and Representation; Education and STEM; Wage and Equity; Politics and Power and Crime and Punishment. In examining the experience of Black Women in America students will also capture and reflect upon the story of Black womanhood over the years and critically engage

in museums, artifacts and archives that connect to historical narratives of Black women in America.

New Course. Special Topics: Study Abroad – AFRO 121. January 2019 - May 2021.

The Young AfricanA Leadership Initiative (YAALI) at Howard University mission is to allow young AfricanA (African American, Caribbean, and Latin American) student leaders to obtain the skills, research and service-learning experiences they need to be global citizens.

Through learning, researching, and visiting Africa, students gain an educational and enlightening experience. Upon return YAALI fellows continue Howard University's mission to produce global-minded citizens who can use their talents to search for knowledge and service the global community through Research, Education and Praxis. Fellows are provided a structured opportunity to take part in comparative analysis, critical and creative thinking, and problem solving around major issues facing the African Diaspora. In this course YAALI fellows are required (1) become IRB certified, (2) conduct qualitative or quantitative research, (3) submit a research paper, and (4) present during Howard University Spring Research Week

Revise Existing Course. Distance Learning Intro to Afro-American Studies II Course. August 2017 - May 2018.

Through the HU Teach II Cohort appointed by Department Chairs, I was selected to convert a traditional course that is at least 30% online to a 100% online course on Blackboard.

Revise Existing Course. Distance Learning Intro to Afro-American Studies II Course. August 2014 - May 2015.

Through the HU Teach II Cohort appointed by Department Chairs, I was selected to convert a traditional course at least 30% online course on Blackboard.

Faculty Development Activities Attended

Faculty Fellowship, "Oxford Machine Learning Summer School OxML Health," Oxford University, Oxford, United Kingdom. (August 7, 2022 - August 10, 2022).

Faculty Fellowship, "Brown University Born-Digital Scholarly Publishing Scholar," Brown University, Providence, RI, United States. (June 2022 - July 2022).

Workshop, "Trustworthy Artificial Intelligence for Environmental Science (TAI4ES)," AI2ES NCAR. (June 27, 2022 - June 30, 2022).

Faculty Fellowship, "Oxford Machine Learning Fundamentals Summer School," Oxford University, Oxford, United Kingdom. (June 27, 2022 - June 29, 2022).

Workshop, "Environmental Equity and Impact Data Collaborative (EEIDC)," Massive Data Institute (MDI) and Center for Open Data Enterprise (CODE), Washington, DC, United States. (June 22, 2022).

Seminar, "BisonOpen," Howard University, Washington, DC, United States. (June 8, 2022 - June 22, 2022).

Faculty Fellowship, "CAU Africana Digital Humanities Faculty Development Summer Institute," Clark Atlanta University, Atlanta, GA, United States. (June 6, 2022 - June 10, 2022).

Seminar, "Inter-university Consortium for Political and Social Research Summer Institute," University of Michigan, Ann Arbor, MI, United States. (June 2021 - August 2021).

Faculty Fellowship, "KU LEUVEN Summer School on the Law, Ethics & Policy of Artificial Intelligence," KU LEUVEN, Leuven, Belgium. (June 28, 2021 - July 3, 2021).

Seminar, "Pathways Programs - HBCU Faculty U.S. Office of Personnel Management Virtual Presentation," White House HBCU Office, Washington, DC, United States. (June 2018).

Seminar, "CETLA Professional Development: Building a Digital Portfolio," Howard University, Washington, DC, United States. (June 2017).

Seminar, "CETLA Professional Development: Building Online Programs," Howard University, Washington, DC, United States. (May 2017).

Conference Attendance, "Mellon Global Citizenship Education Summit," Mellon Foundation, Washington, DC, United States. (September 2016).

Conference Attendance, "CETLA Professional Development: Digital Humanities Seminar," Washington, DC. (June 2016).

Seminar, "Junior Faculty Forum "Tenure & Promotion: Putting Together the Teaching Portfolio for Your Application"," Washington, DC. (December 2015).

Seminar, "Junior Faculty Forum "Tenure & Promotion: Successfully Managing Your Several Lives as Scholar and Teacher"," Washington, DC. (November 2015).

Seminar, "Junior Faculty Forum "Tenure & Promotion"," Washington, DC. (October 2015).

Conference Attendance, "Junior Faculty Forum "Academic Support Resources for Howard University Students"," Washington, DC. (September 2015).

Seminar, "National Historically Black Colleges and Universities (HBCUs) Week Conference," Washington, DC. (September 2015).

Faculty Fellowship, "Howard University Research Retreat," Howard University, Wintergreen, VA, United States. (July 2015).

Conference Attendance, "CETLA: DLSI Best Practices in Distance-Learning Seminar," Howard University, Washington, DC, United States. (June 2015).

Workshop, "White House Initiative on Historically Black Colleges and Universities Innovators for Future Success Conference," White House, Washington, DC, United States. (September 2014).

Conference Attendance, "Office of Institutional Assessment & Evaluation Summer Assessment Institute," Howard University, Washington, DC. (June 2014).

Conference Attendance, "CETLA: CRSI Course Redesign Seminar," Howard University, Washington, DC, United States. (May 2014).

Conference Attendance, "CETLA: CA12 Assessing Online Courses," Howard University, Washington, DC, United States. (April 2014).

Seminar, "Graduate School's Fall "How To" Grant Writing Workshops," Howard University, Washington, DC, United States. (October 2013).

University Service

Office of Assessment Facilitator, Dept. Afro-American Studies Undergraduate Studies. (2021 - Present).

Co-Facilitator, Dept. Afro-American Studies Senior Comprehensive Exam. (2016 - Present).

Developer, Dept. Afro-American Studies Website. (2016 - Present).

Faculty Advisor, Young African Leadership Initiative. (January 1, 2014 - Present).

Co-Chair, Dept. Afro-American Studies Undergraduate Studies. (2013 - Present).

Quality Matters Member, CETLA. (2021 - 2022).

Committee Member, Undergraduate Retention Committee. (January 2021 - January 2022).

Committee Member, Clinton Foundation. (2020 - 2021).

Committee Member, Faculty Executive Committee. (2020 - 2021).

Committee Member, Ladies of Howard University Scholarship Committee. (2020 - 2021).

Committee Member, AKA Founders' Centennial Endowment Scholarship Committee (FCES).
(2018 - 2021).

Faculty Instructor, Pre-PhD Summer Enrichment Program, Office of the President. (August 1,
2017 - August 31, 2021).

Committee Member, Strategic Planning Committee. (2019 - 2020).

Faculty Delegate, Office of Student Life and Activities, Student Activity Fee Committee (SAFC).
(2018 - 2019).

Faculty Leadership Team, College of Arts and Sciences Freshman Seminar. (August 1, 2013 -
2019).

Faculty Leadership Team, College of Arts and Sciences Freshman Seminar. (2013 - 2019).

Faculty Marshall, Howard University 159th Commencement Convocation. (May 16, 2015 - May
12, 2018).

Committee Member, The College of Arts and Sciences Academic Policy Standards and
Education Committee. (August 1, 2014 - May 1, 2018).

Organizing Committee Member, Human Bridge: Daughters of Howard. (2017).

Committee Member, Drug Culture & Mental Health Task Force. (August 1, 2015 - December 1,
2015).

Committee Member, Women As Change Agent (WACA) Office of the President. (August 1, 2013
- May 1, 2015).

Committee Member and Judge, Research Week Symposium. (March 19, 2015).

Committee Member, College of Arts and Sciences Globalization Committee. (August 1, 2014 -
December 1, 2014).

Professional Service

Board of Advisors, NIH AIM-AHEAD/DSTC, washington, DC. (June 2022 - Present).

Reviewer/Referee, CHOICE Journal. (May 1, 2017 - Present).

Reviewer/Referee, Journal of African American Males in Education, washington, DC. (October 1, 2018 - 2020).

Reviewer/Referee, The Journal of Negro Education. (August 1, 2013 - 2015).

Public Service

Committee Member, DC History Center, washington, DC. (2021 - 2022).

Participant, Rock Creek Park Conservatory, Washington, DC. (2021 - 2022).

Volunteer, Microsoft TEALS Program, Laurel, MD. (September 2021 - December 2021).

Judge, Mayor Office on African American Affairs, Washington, DC. (2020 - 2021).

Speaker, Benjamin Banneker Middle School, Washington DC Black History Month. (February 7, 2014).