THE FACULTY SPEAKS

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Headliners

Special points of interest:
- Curriculum Committee is asked to update computer science electives.
- TSU Honors College inauguration event.
- Faculty Senate is asked to implement a standardized election challenge procedure.
- TSU chronicles the history of Buffalo Soldiers.
- Fiftieth book review.
- The MFA defined.
- Dr. Kossie's discovery.

Inside this issue:

On The Table

HISTORY COULD REPEAT ITSELF
Robert Ford, PhD

In recent years, the TSU Faculty Senate (FS) has struggled in its efforts to provide leadership on issues important to the faculty. On the bright side, the Senate commissioned development of a campus wide student and faculty mentoring initiative that is now a contender for University SACS QEP status.

On the other hand, the TSU FS leadership has been hampered by election challenges and the subsequent diminishing credibility.

It should be pointed out that the most

(Continued on page 7)
Town and Gown

Dr. Shirley Moore, Dean James Ward and the School of Communications
Document the Buffalo Soldiers

Trooper Shirley Walker Moore, Ph.D., in conjunction with the Buffalo Soldiers National Museum, Captain P. J. Matthews, curator and founder, as well as the School of Communications under the direction of Dr. James Ward, Dean, is currently making audio-video interviews documenting the African American presence in the United States Armed Forces. The tapes, archived in the Library of Congress, are a part of the Veterans History Initiative.

Originally established to record the oral history of World War II veterans, male and female, the activity has been expanded to include veterans of all wars involving the United States.

TSU History

THE MISUNDERSTOOD MFA DEGREE

Dianne Jemison-Pollard, MFA

What do the following scholars/artists working at eminent universities throughout this nation have in common? James Bundy, Dean of Yale School of Drama; Robert Storr, Dean of Yale School of Art; Gail Beach, Dean of the School of Drama at Catholic University of America; Barbara Drooker, Associate Dean of Academic Affairs at UCLA; Frederick B. Christofel, Chairperson and Professor of Theatre in the College of Visual & Performing Arts at Texas Tech University; Steven W. Wallace, Director of the School of Theatre and Dance at the University of Houston; Jack Young, Head of Graduate Acting and Directing at the University of Houston; Brian Byrnes, Head of Undergraduate Programs in Theatre and Dance at the University of Houston.

(Continued on page 3)

Book Review

Fifth Born by Zelda Lockhart.
New York: Pocket Books, 2002. $24.00

Dr. Iris Lancaster, Reviewer

In her debut novel, Zelda Lockhart writes the disturbing, emotionally moving tale of a young African American girl, Odessa, who struggles to find a safe haven within a family where she is treated like an outsider. On the outside, Odessa's family seems happy, but inside the home there is sexual abuse and violence. Set in Mississippi, the story begins just after the death of Odessa's grandmother. Grandmama showers Odessa with unconditional love, a love that Odessa's parents, Lonnie and Bernice, were incapable of showing her. Sexually abused by her father and verbally and physically abused by her mother, Lockhart does a credible job of communicating Odessa's psychological turmoil. Life for Odessa becomes even more difficult once Lonnie finds out that Bernice is having an affair with his brother, Uncle Leland. Lonnie kills Uncle Leland, and Odessa, the only witness to the crime, crawl, further inside herself when she is forced to hide the truth about the murder and about her father's molesting her.

(Continued on page 3)
Updates from the Chair

First, WELCOME back to the University. I would like to say hello to the entire faculty, especially the new Senators. We convened the first meeting of the Faculty Senate on September 8, 2003. All Senate meetings are held on the first Thursday of each month in room 111, Hannah Hall at 3:00 p.m., unless otherwise noted. All Senate Meetings are open to the entire faculty.

Second, we have a number of items that we plan to address this semester, but the main issue is the revision of the University's Faculty Manual. Professor Carroll Robinson, Public Affairs, is the Chair. We urge you to work with the Chair, the Committee, and the Senate to ensure that OUR voice is clearly heard. Thus, we invite and challenge you to get involved with the Senate so that we can work closely with the ‘Manual Revision Committee’.

Also, we are trying to revamp the Assembly’s space in Hannah Hall. As you know, the Faculty Senate/Assembly House on Tierwester is uninhabitable. As a result, we were assigned a few offices and a small conference room on the third floor in Hannah Hall, suite 338. We want to convert the small conference room into a “Faculty Small Business Center” (FSBC) so that the faculty can congregate to have coffee, discussions, and work on small projects. Our goal is to install a few computers, office equipment, and comfortable chairs so that you can do small projects in an atmosphere that is conducive to scholarly productivity.

Finally, I want to thank all the Senators who made it to the first meeting, and I want to encourage the faculty to read the Faculty Voice Updates; Dr. Brooks de Vita is the new Editor. Also, we will continue to update Faculty information after we move the Faculty Assembly Tab to the TSU webpage; the Faculty Senate Tab (link) is currently under construction – we intend to post Senate minutes, faculty news, and other relevant information in an effort to keep you abreast of the Senate’s progress and faculty accomplishments. We are interested in ALL news that touches and concerns the faculty; therefore, we invite you to contact the Editor, or the Faculty Senate/Assembly office, if you have pertinent information for the electronic newsletter or the website. Josie DeGuzman, Sr. Administrative Assistant to the Faculty Senate, can be reached at 713-313-7124. STAY TUNED.

Edith Y. Wu
Chair
TSU Faculty Senate/Assembly

(Continued from page 2)

the University of Houston; and many more. All of these well-respected professors have the Master of Fine Arts (MFA) degree.

In our very traditional world of academia, many intellectuals insist on receiving the appropriate recognition and respect for holding a terminal degree, the highest degree in a given field. Such a degree is also designated as a doctorate, which is an academic degree or professional degree. For example, the familiar Doctor of Philosophy degree (Ph.D.) is the highest academic degree anyone can earn, resulting from extended study and intense intellectual effort. Like the Ph.D. degree, the Doctor of Education degree (Ed.D) or D.Ed.) is a discipline-based doctorate that prepares the student for academic, administrative, clinical, or research positions in education. It is recognized by the National Science Foundation as equivalent to the Ph.D. Society shows respect for a person who holds these terminal degrees by addressing them with the title “Doctor.”

Less familiar to intellectuals in some academic venues is the Master of Fine Arts degree (MFA); therefore, it is frequently misunderstood, perhaps from the word, “mater.” It requires postgraduate study (usually two to three years to amass 48 to 60 credit hours) beyond the bachelor’s degree level and is usually awarded in visual arts, creative writing, filmmaking, or theater/performing arts. Like the Ph.D. and the Ed.D degrees, the MFA is a terminal degree, that is, the highest degree in its field. United States advocacy, intended to give proper recognition and respect to those scholars holding the MFA, does not address

(Continued on page 7)

While Odessa is fighting to stay mentally and physically alive, she discovers a letter in her grandmother’s Bible that helps her understand that the cycle of abuse in the family did not begin with her. Odessa decides to run away from home and runs right into Ella Mae, a woman who has the key to Odessa’s past, present, and future. As Ella Mae begins to tell her own story, Odessa discovers a truth that sets her free from the demons of her past.

Lockhart’s decision to use the voice of Odessa to tell this compelling, troubling story only intensifies the horror of the level of abuse Odessa endures. In her first novel, Lockhart manages to shed light on the consequences of sexual and domestic abuse committed not only against Odessa but against young women today.

Lockhart does a credible job of communicating Odessa’s psychological turmoil as she struggles to live inside a home where she is treated like an outsider.
EDITOR'S CHOICE


With the publication of The Diary of Lillian B. Horace, Dr. Karen Kossie-Chernyshev opens a fascinating chapter in the intellectual history of African American women in Texas. Lillian Horace, educator, journalist, and novelist, lived from the end of the war-ravaged Union’s failed Reconstruction through the most revolutionary years of the Civil Rights movement. Horace’s Diary chronicles her unique sensitivity to her historical moment: “Grandfather dead; died of pneumonia brought on by exposure as he slept around in the woods, fields fleeing from the Ku Klux Klan” (13), and her gift for expressing the universal search for the transcendental: “[W]hatever their religious belief be it must move them to live better in this world and approach whatever the future holds with serenity” (108). With her discovery of this intellectual pioneer, Kossie-Chernyshev ushers academia into brave new territory.

TSU HONORS COLLEGE—INSPIRATION REVEALED
October 1, 2009
The Wortham Center
Lillie & Roy Cullen Theater
On October 1, Texas Southern University (TSU) will host a unique and entertaining celebration to pay well deserved homage to an extraordinary educator and a gifted vocalist. The inaugural TSU Honors will be an electric evening and unlike any event the University has hosted before.

TSU will present the inaugural Inspiration Award to the legendary Dr. Thomas F. Freeman, Distinguished Professor, Debate Team coach, and founding Dean of the new TSU Honors College. The first Revelation Award will be presented to Yolanda Adams, TSU alumna, former debater, and GRAMMY Award-winning gospel vocalist.

In a fitting tribute to these two brilliant artists, this performance-packed show will feature a montage of art expressed in word, song, and dance and showcase University, local and national talent, including actor Roger Guenveur Smith. Following the show, honorees and performers will join guests to culminate the evening with a celebratory dessert after party. Proceeds will benefit the outstanding TSU Debate Team and the new Honors College.

Maroon Carpet Arrivals: 6pm / Tribute Show: 7:30pm
(Theater Doors open at 7pm)
Dessert After Show: 9pm

TICKETS - $100 Orchestra $85 Mezzanine
PURCHASE TICKETS NOW
HONOREES / PERFORMERS / DIRECTIONS & PARKING

(Continued from page 1)

ability to place its own interpretation on the course and faculty would be more inclined to develop capacity in the computing aspects of their respective fields. A tutorial version of the course would help address the retention problem, since many students are freshmen and need to be taught in smaller classes where more individual attention can be given.

In many cases, our students come to TSU with operational knowledge of word processing and spreadsheet applications from high school. College level computer literacy is intended to teach students much more than the simple operation of the applications. College level computer literacy is intended to teach students to solve problems using computers. Unfortunately, we have been inadvertently trapped into teaching the operations of the desktop applications as the academic foundations core curriculum course. As a result, most of the students who take only the academic foundations course in computer science never get to develop the problem solving capability in computing. The development of these skills takes time and more instruction than that provided in one three semester hour core course. In fact, the entire academic foundations core needs to be reconsidered in the light of this "digital world view."

Is it job training or is it higher education?

The conceptual part of computer applications must be separated from the operational part. We should require a placement examination in computing for all incoming students. If students do not make an acceptable score on the applications operations, they should take a remedial course in the personal productivity applications. This course should be a one-semester-hour laboratory course taught in the General University Academic Center (GUAC) and not in the Department of Computer Science. This course should contain basic word processing and spreadsheet operations. For students who cannot type, GUAC can offer a course in keyboarding.

(Continued on page 8)
ing also. Just as we have an academic placement for English and mathematics, there should also be a placement for basic computer applications. Most of the graduates of TSU have very limited computing skills and some are barely computer literate and this is our significant failing. Since computing applications are the drivers of the economy, such students are in no way ready to take on the leadership roles in the contemporary organizations with which they seek employment.

Undergraduate Computing Education across the Curriculum

One fact that is not very widely known is that as higher education is currently structured, it will never produce the numbers of computer qualified persons that are needed in society. Further, the embedding of computing into the social fabric of society is too intertwined and interrelated to be extricated. The process cannot be reversed and it cannot be ignored. This causes me great concern for our students and faculty. We seem not to have internalized the depth of these phenomena. We seem not to understand that there needs to be a significant curriculum redesign or our students will be left far behind.

Texas southern University has around 10,000 students. The Department of Computer Science has less than 200 majors. This amounts to less than 2% of the student body. In an era where computers are so ubiquitous and a dominant driver of the economy, this is a travesty. Obviously our students do not have a view of the reality of the economic system. The Chinese and the Indians and other countries seeking to enter the digital world realize the dominant position of computing, science and technology in the world’s economies and so do the major technological companies. I believe that it is incumbent upon our faculty to provide students with a view of this reality. Our programs should be designed to reflect and correspond to this economic reality.

A proposal for a universal minor in information science

In this paper, I want to set forth an argument that the entire faculty should become proactive in the fundamental changes in how computing is taught and what students should know as a part of their general knowledge and contemporary literacy as well as knowledge of advanced computing in the depth of their professional or major study.

Problem solving skills with computers cannot be limited to those who major in computer science alone. Indeed, a major cause of the scientific and technological workforce shortfall and the outsourcing phenomena is the mistaken idea that these problems should be left only to the engineers and computer scientist. Many other people, trained in other areas, could perform these tasks if they possessed the skills.

There will never be enough computer scientists to satisfy the need for people who can solve problems with computers. Furthermore, most problems do not need the skills of a professional computer scientist. Most problems need the skills of a subject matter specialist who can construct the computing solutions. I am suggesting that every academic field needs its subject matter specialists who are capable of constructing computing solutions to problems in the field.

It is not in my curriculum

In my attempts to get students to study these areas I most often get the response that “it is not in my curriculum.” Therefore, I am asking my colleagues to consider the computing needs of their respective fields and revise the curriculum to include sufficient computing to make the students competitive. What computing and problem solving skills are needed to make your graduates more effective, competitive, and employable in your fields?

There are many positions that are not strictly named computing positions in every field of study. Sociologist, psychologists, educators and others need to be able to analyze data using the mathematical and statistical tools available on the desktop and create solutions and computer models. Business students need to be able to write management reports. Mathematicians, biologists, and other scientists need to be able to solve problems and analyze data in their fields. In short, everyone needs to have these skills.

Computer literacy across the curriculum

A fact of life in these times is that Microsoft is the dominant influence in the computing and information systems industry. No matter how much we like UNIX, LINUX, Macintosh, Solaris, or Windows, the Microsoft operating system is on 95% of the desktops in the world and that is over 300 million desktops. Microsoft is not likely to go away and there are no challengers on the horizon.

Problem solving on the desktop is not generally taught as a part of computer science. Computer scientists may write specific applications for the desktop and may integrate the desktop into larger systems. But writing desktop applications is not what a computer scientist generally does.

(Continued on page 6)
(Continued from page 6)

Therefore, there is a large gap between the professional information technologist or computer scientist and the user of the desktop. I recognized this gap in 1995 when I designed four courses in computer science to address this opportunity. The opportunity has not gone away; instead the demand has become larger. The Microsoft Office Suite of Applications has become the dominant set of applications on the desktop. In most companies today, the users of information technology are becoming much more sophisticated and demanding as to what they want from computing systems.

The professional information technology function has a larger set of problems at the enterprise level and cannot address the needs of user at the department or user level very rapidly. Indeed, many companies have large backlogs of requests for informational technology (IT) services for which professional computer scientists are not available because of IT priorities. I have had many calls for assistance in major corporations from people who have this problem. The problem is so large that Microsoft has seen fit to develop a focus on the interface between the front office and the back office.

What should the curriculum look like?

Several years ago I had a conversation on this subject with my friend Kofi Bota, of the physics department at Atlanta University and who served as acting president for a time. We both had observed this extreme lack of participation of our students in the coming digital world. Professor Bota suggested a possible solution wherein the curriculum be designed so that every student graduated with a minor in information science. I have given a lot of thought to that idea and, as the years have passed, it seems more like a viable solution. While we may not get every student, a significant number could have a minor in information science as suggested below.

In the early 1990s I designed a set of course for TSU that could make up half of the minor.

- **CS 116** – Introduction to Computer Science I
  - Beginning study of the desktop personal productivity tools and the fundamentals of computer science

- **CS 117** – Introduction to Computer Science II
  - Introduction to desktop programming using Visual Basic for Applications (VBA) and personal productivity tools Excel

- **CS 216** – Advanced Applications I
  - Programming using VBA and Access and Excel

- **CS 217** – Advanced Applications II
  - Programming in VBA using Access and Excel with emphasis on object oriented and event driven product development

We intend to propose four more courses to complete the universal information sciences minor.

- **CS 316** – Programming in the Dot Net Environment
- **Programming in VBA using the Microsoft Visual Studio tools for Microsoft Office**
- **CS 317** – Advanced Databases and ADO.net
- **CS 416** – Web Development and ASP.NET
- **CS 417** – Software Development and Best Practices

**Computers is no longer the afterthought, but the main thought**

A generational shift has occurred in business that has not yet occurred in the academic world. For a long time, computing was considered as an “afterthought” by business people. It was an appendage to a process and only needed after the process was designed. Today, one cannot design a business process without considering information technology as an integral component of the process. One cannot think of banking today without computing. Indeed, some businesses could not exist without the computer systems that make them competitive. Indeed, people are beginning to take the cashless society for granted, as if it was always there.

Many academic programs treat computing as an afterthought added only when there is a need to do some calculation. Early business applications did the same thing until business began to use the information systems to gain the competitive advantage. Companies that implemented the full spectrum of the available technologies became the most successful, while those that did not suffered a significant decline in their market share. The digital world view is not included in the presentation of the theoretical material of most subjects. Academic institutions must integrate computing across the curriculum and view computing technologies as an inseparable component in all of their programs. This perspective will ensure that their graduates will have a modern world view and contemporary skills, regardless of their field of study, and that the academic programs will be contemporary and up to date.

We suggest an examination of the state of computing in each of the academic fields of the University and to determine where computing could be integrated into the curricula. This would place our institution on a track to use the competitive advantage in higher education and provide leadership to the “digital world view.”
recent challenge for the Senate chairship is not so much an unexpected occurrence; however, given that the same challenge occurred two years earlier, one might have expected an improved resolution process.

Two years ago, the election that installed Dr. Alex Swan as Senate chair was challenged by an opponent. It seems there is a missing provision in the FS By-laws for contesting an election result. Recognizing this oversight, Dr. Sanders Anderson, who served as Faculty Senate Chair from 2005 to 2007, established an ad hoc committee to review complaints and identify desirable improvements in FS policy to address the deficiency. The ad hoc committee submitted its observations and recommendations for addressing the election flaw. Though the FS accepted the committee's report, actions were never taken to implement the recommendations.

Well, there is a TSU FS in town, and maybe it is time for faculty members to insist on a progressive Senate and Assembly. Even the new FS is the product of general Assembly apathy. In all but one instance, FS officer candidates were unopposed, though there were no popular incumbents to warrant such a bare ballot. Could it be fortunate that only one officer election drew competition, limiting the number of election challenges? By the way, a similar level of low participation was observed in election college and school senators.

TSU is experiencing unprecedented challenges requiring all elements of our institution to share governance and add value. With "college readiness," the rise of new "research status institutions," reaffirmation of accreditation, decline in enrollment, and financial challenges, we need leadership from all corners of the academy. I am encouraging my colleagues, members of the Assembly, to join with the Senate in synergizing our collective contributions to reorganization, strategic planning, and reaffirmation.

Bob Ford

Appendix 1

Final Report
TSU Faculty Senate Ad Hoc Election Committee
September 24, 2007

Greetings,

This transmittal represents the final report of the TSU Faculty Senate (FS) Ad Hoc Election Committee, impaneled to recommend Senate action to reconcile the FS spring '07 election contest. With the consensus of the faculty as expressed during the Faculty Assembly (FA) session, held in conjunction with the Opening Faculty meet on August 23, 2007, FS Chair Sanders Anderson appointed members of the Committee and requested that Robert Ford convene the group. See the attached Summary Report from August 31st convening of the Committee.

The TSU FS accepted the Ad Hoc Election Committee Report at its meeting on September 6, 2007, however, the FS declined to take action, referring the matter to the FA.

The FA was convened by Professor Anderson, at the conclusion of the Annual Fall Convocation on September 19, 2007 where the Ad Hoc Committee report was presented. In presenting the report, it was indicated that the Ad Hoc Committee concluded that no provisions existed for challenging FS elections and took as its charge the role of catalyst to offer one of several possible scenarios to prompt action by the FS. For FA consideration, three action options were proposed as described below:

1. Ratify Spring '07 Election results as reported

2. Declare Spring '07 Election null void and reschedule the election, restricting the ballot to only those candidates appearing on the spring '07 ballot. Declare Spring '07 Election null void and reschedule the election, opening nominations to all eligible office seekers.

With only two objections, a vote of the FA approved option #1 and thus ratified the Spring '07 election.

It should be noted that discussion of longer-term recommendations by the Ad Hoc Committee led to the conclusion that the FS/FA should consider modifying the Constitution and Bylaws of the Faculty Assembly and the Faculty Senate to clarify election procedures and to provide for election challenges.

As a result of these actions, the following officers assumed their positions immediately upon the vote of the FA.
Attached:

Ad Hoc Election Committee Summary Report

Appendix 2

Ad Hoc Elections Committee Meeting

TSU Faculty Senate/Assembly

August 31, 2007

This Summary Report, including Emergency Election Recommendations, is presented to Faculty Senate (FS) Chair Sanders Anderson pursuant to his request that a faculty committee deliberate and recommend actions for reconciling the spring 2007 FS elections.

Pursuant to deliberations by TSU Faculty Assembly members on August 23, 2007, during the Opening Fall Faculty Meeting, FS Chair Sanders Anderson appointed an Ad Hoc Elections Committee on August 28th to review spring election processes and to recommend to the TSU FS, actions to be taken to resolve election challenges. Committee members accepting the invitation to serve are listed below:

Robert Ford, Chemistry - Convener
James DuMond, Biology
Oscar Criner, Computer Science
Faith Jackson, Law School
Delores Oates, Consumer Science
Mamme Wildie, Business Administration
Karen Kossie-Chemyshue, History
Johnnie Williams, Business

The committee was not provided with specific claims or ballot box data, nor was its charge specific.

Dr. Robert Ford was requested by Chairman Anderson to promptly convene the committee in order that reconciliation of the election could be completed timely by the FS.

The committee met at 3:00 p.m. in Room 403Q, NSC, Friday, August 31, 2007. After debating its charge, brainstorming and deliberation occurred over a two-hour period, resulting in two sets of recommendations: (1) specific to a rescheduled election this fall; and (2) election procedure enhancements to be deliberated by the TSU FS/Assembly for the longer term. Recommendations follow:

Rescheduled Spring 2007 Election Emergency Election Recommendations

1. Declare FS spring 2007 elections void.

2. Reschedule elections to be held no later than September 11, 2007.

(Continued on page 9)
3. Only those candidates appearing in the spring ballot will appear on the rescheduled election ballot, taking into account eligibility.

4. For the purposes of the rescheduled election, persons serving as Provost, Associate Provost, Assistant Provost, Dean, Associate Dean, Assistant Dean, and Department Chair are ineligible to run for office.

5. Election to be held using Blackboard or MyWeb, if arrangements can be made timely.

6. The Ad Hoc Election Committee will supervise election, count ballots, and announce election results.

Current FS Officers shall continue to serve until their successors assume their roles. Newly elected officers shall assume their posts two weeks after the election results are announced.

Elections Reforms and Enhancement Recommendations

1. Reset elections dates to provide time for challenges, appeals and reconciliation.

2. An Election Committee should be appointed by the FS Chair as stated in the FS constitution with the following changes: a) the committee should be appointed prior to FS elections, b) the membership of the appointed committee shall be confirmed by the FS, and c) no person currently running for office shall be allowed to serve on the committee.

3. Clarify criteria for office holding eligibility.

Establish an election appeals process/procedure.

An official sign-in roster of committee members participating in the deliberations is attached.

Present

Robert Ford, Chemistry - Convener
James DuMond, Biology
Oscar Criner, Computer Science
Mammo Wolde, Business Administration
Karen Kossie-Chemychev, History
Johnnie Williams, Business

Revised Draft Report for review - Saturday, September 08, 2007

by Robert L Ford
them with the title "Doctor" but certainly with the title "Professor."

Let's approach clarification with additional information. MFA Professors in the fields of Painting and Drawing, Sculpture and Ceramics, and Printmaking have earned the highest degree in their field. A Ph.D. is awarded in Art History and Art Education. The persons with the MFA are Artists, not Art Historians and Certification Specialists. Likewise in Theatre, the highest degree in Performance, Acting, Playwriting, Directing, and Technical Theatre (Light Design, Set Design, Sound Design, Costume Design, and Makeup Design) is the MFA. One can only attain the Ph.D. in Theatre History, Criticism, and Dramatic Literature. Therefore, MFA scholars are not Theatre Historians or Dramaturges; they are artists.

The shallow complacencies that some persons harbor prevent them from reaching a plateau of understanding. Nevertheless, there are still many professors who understand and promote an educational culture in which all colleagues are respected for their academic preparation and contributions to universities, such as Texas Southern University (TSU). For instance, Dr. Joseph Jones (former Graduate School Dean) was very knowledgeable about the MFA degree and on many occasions, when in Self-Study deliberations, had to remind his colleagues that the degree is a terminal degree and the highest degree in the performance/artistic field. Dr. Llayron Clarkson also recognized this prestigious degree many years ago and granted promotions in rank to teachers who had earned the MFA.

As the first faculty member on the TSU campus to attain full Professorship with the MFA (Directing), I accepted and surmounted a personal challenge of diligent work achieved by my commitment to teaching and administrative responsibilities. Yet, I have had to exert strenuous efforts to receive deserved respect. Even if I complete a Ph.D. in Theatre History or attain a doctorate in another field, that degree will not be any higher than the MFA. I have the MA in Communications (Theatre) and a MFA in Directing. Both degrees are entirely different in weight, one is 36 credit hours, and the other one is 48 credit hours. One is a Masters degree, and the other is a terminal degree.

To the following TSU faculty: Leamon Green, a Full-Bright Scholar who taught and studied in Africa in 2008-2009 and is an Associate Professor in Painting (MFA Tyler School of Art at Temple University); Christopher Beineman, Assistant Professor in Technical Theatre (MFA University of Georgia); Rosario Rodriguez Gonzales, Assistant Professor in Performance (MFA Savannah School of Art and Design); Lenard Brown, Associate Professor in Drawing and Printmaking (MFA Ohio State University); and, Jesse Sefuentes, Adjunct Instructor in Sculpture, Ceramics and Mural Painting (MFA University of Houston), I hope that the foundation had been laid for a better understanding of your academic credentials. Strive for the highest academic rank. Soon your colleagues and those who are in positions of leadership will recognize the prestigious MFA and it will not be misunderstood any longer.