VITAE

SAPP, JOHN B.
Professor & Dept. Chair
Department of Chemistry
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Texas Southern University
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EDUCATIONAL EXPERIENCES:

1971 Ph.D., University of Houston-College Park, Houston, Texas
Major: Chemistry
Dissertation: "Butadiene Monoepoxide and Cyclopropane Carboxaldehyde: Pyrolysis and Structure"

1964 M.S., Texas Southern University, Houston, Texas
Major: Chemistry
Thesis: "The Synthesis of Flavones, Isoflavones and Certain Polyhydroxy 2,6-Diaryl-4-Pyrones"

1962 B.S., Texas Southern University, Houston, Texas
Major: Chemistry

EXTENDED EDUCATIONAL EXPERIENCES:

1992 Registered Environmental Manager (certification through examination)

1991 (Summer) Institute of Microscale Chemistry
Department of Chemistry, West Virginia University
"Microscale Chemistry Workshop"

1989 (Summer) Morgantown Energy Technology Center, Morgantown, West Virginia
"Oil Shale Research"

1984 (Summer) Lawrence Livermore National Laboratory, Livermore, California
"Nuclear and Radiochemistry Research"

1983 (Summer) Lawrence Livermore National Laboratory, Livermore, California
"Studies in Energy Dispersive X-Ray Spectrometry"

1975 (Summer) Lawrence Livermore National Laboratory, Livermore, California
"High Resolution Mass Spectrometry Research"

PROFESSIONAL EXPERIENCES:

Fall 1994-1999	Texas Southern University, Houston, Texas Interim Dean, College of Arts and Sciences
1990-1994	Texas Southern University, Houston, Texas Associate Dean, College of Arts and Sciences
1981-Present	Texas Southern University, Houston, Texas Professor of Chemistry
1979-1980 (Sabbatical)	Celanese Research Company, Summit, New Jersey Research Chemist
1978, 1979, 1981 (Summers)	Exxon Chemical Company, U.S.A., Research Chemist
1973-1981	Texas Southern University, Houston, Texas Associate Professor, Department of Chemistry
1970-1973	Texas Southern University, Houston, Texas Assistant Professor, Department of Chemistry
1964-1970	Texas Southern University, Houston, Texas Instructor, Department of Chemistry
1968-1970	University of Houston-University Park, Houston, Texas National Science Foundation Graduate Teaching Fellow, Department of Chemistry

PUBLICATIONS:

1. El-Saeid, M.H. and Sapp, J. B. (2006) ACRYLAMIDE IN CARBOHYDRATE-RICH FOODS. 1099s annual meeting of Texas Academy of Science, March 2-4, 2006 Lamar University, Beaumont, Texas, USA

2. EL-Saeid, M.H. and Sapp, J. B, (2016) Distribution Ratios of polycyclic aromatic hydrocarbon(PAHs) in urban soils. Journal of Applied Lifè Sciences International 9(3): 1-10, 2016; JALSL30051 ISSN: 2394-1 103

3. EL-Saeid, MM.; John B. Sapp and A. Hassanian (2017). Congener Specific Determination of Polychlorinated Biphenyls (PCBs) in Human Milk. Exposure and Health. Advances in Plants & Agriculture Research Adv Plants Agric Res 2017, 6(4): 00222.

4. EL-Saeid, M.H:, John B, Sapp; Mahmoud E, A, Nadeem; Ali M, Al-Turki; Mohammed O. Mahjoub (2017). Distribution, sources and factors influencing the dissipation of polycyclic Aromatic hydrocarbons in urban soils. Environ Earth Sci. (2017) 76: 730 DOI 10.1007/s12665017-7063-1 (ISD)

5. Sapp, J. B., Wallace, C., Rahman, F., and Saleh, M., "Antimicrobial Activity of Live Oak Quercus Virginiana." Proceedings of the Texas Academy of Science, University of North Texas, 1993.

6. Sapp, J. B., Nassimi, Z., McDaniel, J., Quiller, D. and Ahmed, S., "Energy Dispersive X-Ray Fluorescence for the Detection of Trace Metals in Urine." Proceedings of the National Organization of Black Chemists and Chemical Engineers 13th Annual Meeting in Atlanta, GA, 1986.

7 Sapp, J. B. and Lawal, B. K., "Application of Energy Dispersive X-Ray Spectrometry to the Determination of Trace Metals in the Environment (Lake Houston)." Proceedings of the National Organization of Black Chemists and Chemical Engineers, 13th Annual Meeting, Atlanta, GA, 1986.

8 Sapp, J. B., Nassimi, Z. and Ahmed, S., "A Correlation Between Foods Ingested and Trace Metals Found in the Urine Using X-Ray Fluorescence." Proceedings of the National Organization of Black Chemists and Chemical Engineers, 13th Annual Meeting, Atlanta, GA, 1986.

9. "Energy Dispersive X-Ray Fluorescence for the Detection of Trace Metals in Urine" Zabra Nassimi." Proceedings of the National Organization of Black Chemists and Chemical Engineers, 13th Annual Meeting, Atlanta, GA, 1986.

10. "Application of Energy Dispersive X-Ray Spectrometry to the Determination of Trace Metals in the Environment. (Lake Houston)." Bosede K. Lawal, Proceedings of the National Organization of Black Chemists and Chemical Engineers, 13th Annual Meeting, Atlanta, GA, 1986.

11. Celanese Research Company, 1981. Patent: U.S. 4898241 A 1983. Synthesis of Alkoxy-and Phenoxy-Substituted Aryl Sulfides.

12. Woods, L. L. and Sapp, J. B., "Coumarin 3-Carboxylic Acids," Journal of Organic Chemistry, 30, 312 (1965).

13. Woods, L. L. and Sapp, J. B., "Two Abbreviated Synthesis of Flavones and Analogs," Journal of Organic Chemistry, 29, 3445 (1964).

14. Woods, L. L. and Sapp, J. B., "An Abbreviated Synthesis of Isoflavones," Texas Journal of Science, 16, 383 (1964).

15. Woods, L. L. and Sapp, J. B., "Synthesis of Polyhydroxy-2, 6-diaryl-4-Pyrones," Journal of Organic Chemistry, 29, 2485 (1964).

16. Woods, L. L. and Sapp, J. B., "Ethyl Esters of Coumarin-4-Acetic Acids," Journal of Chemistry, Eng Data., 8, 235 (1963).

17. Woods, L. L. and Sapp, J. B., "New One-Step Synthesis of Substituted Coumarins," Journal of Organic Chemistry, 27, 3707 (1962).

MEMBERSHIPS:

National Organization for the Professional Advancement of Black Chemists and Chemical Engineers.
Vice President, 1980, 1981; President 1982, 1983

American Chemical Society

American Association for the Advancement of Science

American Association for Higher Education

Alpha Chi Sigma Professional Fraternity

Beta Kappa Chi Scientific Society

THESIS DIRECTED:

"The Synthesis and Spectral Characterization of Esters of 4,4'-Sulfonyl Diphenol." Fatemeh Bidabadi, 1997.

"The Esterification of 1,1'-Bis-B- Naphthol Sulfide." David L. Jones, 1992.

"A Study of Trace Metals from Selected Sites Along the Houston Ship Channel." Levi Onuoha Nwaiwu, 1987.

"Cyclic Polyethers of 1, 1'-Beta Naphthol Bis-Sulfides." Phelesia Jones, 1982.

"Formation and Characterization of the Esters of 4,4'-Dithiodiphenol." Ghassem Nazermozaffari, 1979.

"Reactivity of the Diether of 4-Mercaptophenol Toward Peroxide-Oxidation." Mohammad Sabet, 1978.

"Sulfone and Sulfide Esthers; Synthesis and Spectral Properties." Edwin Chidi, 1978.

"Sulfones of 4-(Methylthio)-Phenolate Esters." Sedigheh Noban, 1978.

"The Fries Reaction in Tribluoroacetic Acid." Mahideh Araghi Khalil, 1978.

"The Grignard Reaction." Sandra Taylor, 1977.

"Thio-Esters and the Fries Reaction." Jimmy L. Bell, 1977.

"4,4' Thiodiphenol and the Fries Reaction." Mahmood Jenabzadeh, 1976.

"Reaction of Certain Acid Chlorides with 4-(Methylthio)M-Cresol." Hassan Mostajabian, 1976.

"The Preparation of Esters of 4-(Methylthio) Phenol and 4-Methylthio) Meta Cresol and Their Corresponding Sulfoxides." Victor Akinbohun, 1976.

"Preparation of Thiol-Esters of 4-Meraptophenol." Satish Kothari, 1974.

"Reaction of Certain Acid Chlorides with 4-(Methylthio) Phenol." Abe Bryant, Jr., 1974.

"Coumarin Syntheses." Clement Inok, 1973.

List of Grants

Submitted by
John B. Sapp
(Applicant - Dean, College of Arts and Sciences position)

1989-1994	David and Lucille Packard Foundation $300,000 (scholarships) Minority Scientist Development Program
1985-1988	National Science Foundation $250,000 X-Ray Fluorescence Analysis
1983-1985	Lawrence Livermore National Laboratory $15,000 Oil Shale Research
1980	Celanese Research Corporation $12,000
1977-1978	Texas Southern University $5,000 Faculty Development/basic research
1975-1976	Texas Southern University $5,000 Faculty Development/basic research Orga
1973-1975	National Science Foundation $22,000 Starter Grant Basic Organic Synthesis

Views on Higher Education

In a 1993 report of the Wingspread Group on Higher Education entitled "An American Imperative: Higher Expectations for Higher Education," it is the general consensus that **shared values** and **common aims** are the important characteristics of college learning communities. In fact, in a "Contributed Essay" in the same report Eileen Moran Brown wrote--"*America's future will be shaped by those who are today learning how to create self-directed teams, how to make partnerships, how to work through the miscommunications and the conflicts that arise from diversity, and how to fashion a love for excellence and lifelong learning. Entrepreneurial groups within more traditional enterprises, collaborative task forces across departments, companies, industries, and even countries are all signs of the times that are coming. What they have in common is the need for people who know how to form, participate in, and lead learning communities. Colleges cannot hope to produce such people with the level of consistency and excellence they profess in every other area of their mission unless they themselves restructure. This is the task of our generation."*

The survival of the educational community is heavily dependent upon both students and faculty and their abilities to extend themselves to one another. To that end, alliances must be established across disciplinary lines, facilitating the growth and development of a broad-based intellectual outlook and fostering partnerships in related disciplines. This interaction can make a measurable contribution toward the general development of students, and it can also strengthen the students' background in their major fields of study.

On Teaching

Teaching should be a fundamental priority in the academy. Effective teaching is the single activity that will make the most significant difference in the quality of graduates the University produces. Efficient academic managers, therefore, prioritize the teaching-learning process. As such, significant attention must be dedicated to promoting and encouraging quality teaching. This means that (1) incentives for faculty must be a consideration; (2) procedures for assessing and improving instruction must be instituted; and (3) student mentorship systems must be developed and implemented.

One way that excellent teaching may be encouraged is through a system of reward for innovative instruction. Faculty need to be provided quality time to develop and test new and innovative teaching methodologies, for example. A procedure should be established for rewarding release time and providing seed funds for faculty to construct and test new strategies. Likewise, public recognition should be accorded successful projects.

On Assessment of Teaching

The contemporary higher education publics, mainly parents and legislators, are increasingly insisting that substantive assessment be made of teaching effectiveness in the academy. Accordingly, an environment should be established which will be conducive to

qualitative and nonthreatening evaluation of instruction and student outcomes. For example, a committee of "master" teachers could be assembled to provide recommendations on processes, standards and rewards. Moreover, the evaluation process should be goal oriented and aim to derive data that will enhance student outcomes. Such process could also generate information that will project personnel requirements and determine reassignment of job tasks for those already employed. In other words, new talent could be discovered which would indicate a need for new job tasks. This is one way an enterprise can become more effective, through efficient utilization of the skills and talents of personnel.

On Improvement of Student Performance

Because of the high percentage of freshmen who enter the University underprepared, most are placed in developmental classes. Once they complete these classes successfully, they enter the college-level course, but they still experience difficulty. This factor indicates need for a systemic change.

Some of the changes which appear essential are: (1) a more substantive dialogue between development teachers and those who teach college-level courses; (20 more across-the-curriculum dialogue where "common" skills, such as reading, are necessary for subject matter mastery; and (3) more systematic and discipline-specific assessment of student achievement. These three initiatives will at least begin a process that will disclose information toward understanding student academic needs and installing methods by which they can be effectively addressed.

On Research and Community Outreach

The academy needs to extend its influence beyond the immediate environ. Two specific ways that this objective may be addressed are through interaction with secondary educational institutions and though public programs that focus the research efforts of professors. The University should regularly interact with prospective clientele and their teachers. Not only is this a good recruitment tool, but it is also a means through which needs may be predicted for the educational
transition from high school to college. Summer "transitional" programs are an excellent means through which students may be prepared for university matriculation.

The "image" of the University is positively promoted as faculty become known in the community for their scholarly productivity. Symposia and visiting scholars' programs have been effective in promoting the creative and intellectual activities of faculty. These initiatives should therefore constitute standard programming for academic units.