

Fourteenth National HBCU Faculty Development Symposium

October 18-20, 2007

“Enhancing Quality through Engaged Assessment and Research”

Strand 1: Collaborative Models

- Professional networks to share information
- College team teaching
- Faculty mentorship for tenure and promotion
- Improve teaching and learning for special college populations
- Appropriate policies and procedures for monitoring individual student progress
- Collaborative learning models
- Instructional planning team
- Cooperative learning environment that promotes learning

Strand II: Assessment and Evaluation

- Institutional assessment
- Program and departmental assessment
- Classroom assessment that promotes learning
- Quality enhancement planning
- Accreditation assessment (NCATE, SACS, etc.)
- Exemplary assessment model programs.
- Continuous improvement
- Assessing K-12 partnerships
- Assessment of projects that predict student outcomes
- Assessment of non-academic services
- Assessment of distant education
- Assessment tools and techniques
- Aggregating and disaggregating of data for accreditation
- Campus/department assessment plans and practices
- Retention enhancement programs and strategies including Title III Programs
- Focus groups
- Classroom Assessment Techniques (CATs)
- Formative and summative assessments
- Methods of assessment
- Measurements
- Grading and testing
- Assessing general education
- Reporting and using assessment results
- Closing the loop

Strand III: Active Learning and Engagement

- Active learning strategies

- Engaging students through various methods other than lecture
- Using active learning in the classroom
- Principles of active learning
- Relationship between active learning and performance
- Problem/inquiry-based learning
- Motivating and engaging students
- Approaches for assessing student engagement
- Teaching different generations of students
- Active-learning strategies that work
- Ways to make personal connections that impact learning
- Creating climates conducive to learning in large classes
- The mechanics of successful design and implementation of active learning
- Socratic dialogue in teaching and learning
- Cooperative learning
- Collaborative learning
- Problem based learning
- Discussion groups
- Peer teaching
- Seminars
- Learning and learning styles

Strand IV: Curriculum Design and Revision

- Current trends in curriculum development
- Responding to the needs of older adult learners
- Curriculum updating
- Undergraduate research
- Program review
- Curriculum design that link industry with teaching and learning
- Responding to the educational needs of transitioning baby-boomers
- Trends in program offerings – Executive Ph.D. programs, intercession classes, etc.
- Program design
- Course design, revisions, and implementation

Strands V: Learning Across the Curriculum and Learning Communities

- Model service learning programs
- Relationship between service learning and academic performance
- Integrating Bioethics into the curriculum
- Teaching first-year college students
- Teaching the under-prepared college students
- Teaching mathematics to first-year college students
- Innovative teaching programs in science and engineering
- Cooperative learning and service learning
- Experiential learning
- Professional learning communities

- Community based participatory evaluation/research
- Learning opportunities inside and outside classroom, internships, community service, etc.
- Writing, speaking, thinking, reading, quantitative reasoning or technology across the curriculum
- Critical and reflective thinking
- Interdisciplinary/integrated studies
- Multidisciplinary learning
- Community development among students
- Curricula, residential, developmental, honors, graduate, first year, major, or co-curricular learning communities
- Team work
- Curricula connections
- Cognitive development

Strand VI: Education Technology

- Successful on-line and distant learning programs
- New ideas and approaches that link technology to learning
- Ways to assess technology based learning
- Ethical and social implications of education technology
- Integrating educational theories into eLearning
- Blogs and Podcasting
- ROI for on-line and distant learning programs
- Technology innovations in the classroom
- Instructional resources, approaches, and student outcomes
- Technological, pedagogical, library, and administrative policies and support issues
- Programs to increase an understanding of technology in the teaching/learning process
- Quality assurance, student retention, efficiency, and effectiveness of technology use your campus

Strand VII: Civic Engagement and Social Justice

- Pedagogical strategies, curricula design, and conceptual frameworks for social justice
- Advocates and civil liberties
- Service learning
- Foundations, frameworks, and curricula designs
- Experiential education
- Community service
- Community action research
- Capacity building (human, infrastructure, etc.)
- Community needs
- Environmental justice
- Minority health disparities

Strand VIII: Special Topics

- Effective faculty professional development programs
- Effective leadership programs

- Knowledge management
- Entrepreneurial leadership
- Promoting teaching and scholarships
- Faculty as change agents
- Avoiding faculty-burnout
- Post-tenure review programs
- Innovative mentoring models that involve mid-career faculty
- Writing for publication in referred journals
- Innovative programs to attract and retain students
- Innovative programs to attract and retain faculty
- Grant and contract writing
- Research

Strand IX: Diversity and Globalization

- Inclusion
- Gender
- Racism, sexism, heterosexism, anti-Semitism, ableism, classism
- Multicultural education
- Religious differences
- Study abroad programs
- International programs
- Generations in the workplace
- Engagement and trust
- Cultural diversity at the workplace

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