

25th NATIONAL HBCU FACULTY DEVELOPMENT NETWORK CONFERENCE

"Programs for Enhancing Quality: Strategies that Work"



**Jackson Marriott Hotel
Jackson, Mississippi**

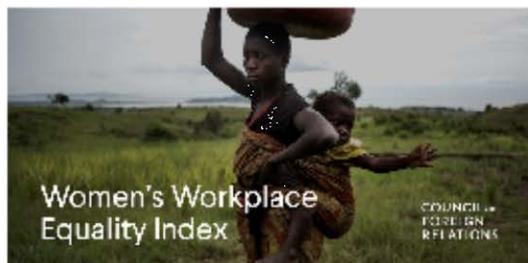
November 1-3, 2018

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**25th National HBCU Faculty Development Network
Symposium Program**

"Programs for Enhancing Quality: Strategies that Work"

November 1-3, 2018

**Thursday Pre-Conference:
Donna Elmore-Cole
Sarah Richardson
"Grant Writing"**

**Friday Breakfast Guest Speaker: Jahmad Canley
Do they really BELIEVE they can Achieve?**

**Friday Luncheon Guest Speaker: Fulbright
Internationalize your Campus through the Fulbright Scholar Program**

Saturday Breakfast Plenary Speaker:

**Saturday Luncheon Speakers: W. Joye Hardiman
A Soul Comes Home: Reversing the Seasoning Process - Strategies for Indigestibility when in the Belly of
the Higher Education Beas**

**Sponsors:
Council on Foreign Relations
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**Local Institutions:
Jackson State University**

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Hyacinth Findlay/Patricia Brooks, Content Editors



November 1, 2018

Dear Colleagues:

On behalf of the HBCU Faculty Development Network Board, we welcome you to the 25th National HBCU Faculty Development Network Conference on “*Programs for Enhancing Quality: Strategies That Work*”. This year’s conference focuses on the importance of examining the outcomes of our instructional strategies in order to develop the most effective approaches for enhancing teaching and learning, and for meeting the growing demands of accrediting organizations.

This 2018 conference is a milestone as we celebrate 25 years since the beginning of this annual symposium, now conference. It is only fitting that we celebrate the 25th anniversary of this annual conference in Jackson, MS, the birthplace of this event and that we honor Drs. Stephen Rozman and Phyllis Dawkins for their vision and foresight in establishing this organization.

The 2018 HBCU Faculty Development Network Conference will highlight some emerging pedagogical practices and programs that can enhance students' academic success. Additionally, there will be sessions that will enable participants to address interdisciplinary strategies, student learning outcomes, and current research.

We welcome our general and concurrent session speakers as they share programs and strategies for enhancing quality at the various institutions represented. We hope that all attendees will find useful information from the various presentations that they can take back to their institutions and use to make a difference in the lives of the students and other constituents that they serve.

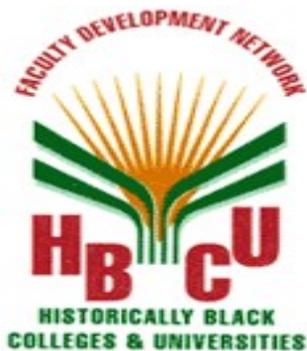
We welcome all our sponsors and thank them for their support. Special thanks to the Council on Foreign Relations for sponsoring our Friday luncheon and for sharing some of its educational global perspectives with us.

Again, welcome to this annual conference and we look forward to seeing you in Houston, Texas next year.

Sincerely,

Henry J. Findlay

Henry J. Findlay, President



November 1, 2018

Dear Colleagues:

I am delighted to welcome you to the Twenty-Fifth Annual Conference on behalf of the HBCU Faculty Development Network as we continue our mission of promoting effective teaching and student learning through a variety of collaborative activities that focus on faculty enhancement. The Network aims to select activities that are designed to make a connection between Teaching, Research and Creative Works and Service.

The Twenty-Fifth Annual Conference theme is ***PROGRAMS FOR ENHANCING QUALITY: STRATEGIES THAT WORK.*** We hope that you find that the sessions are informative and relevant allowing you to return to your institution enriched and empowered. We are aware that travel at many of our institutions is limited for faculty and administrators, however we are pleased that you have chosen to join us this year and please know that we will continue to seek ways to maximize your time with us.

It should be noted that while the Network is grounded in supporting participation from Historically Black Colleges and Universities, it welcomes participation from individuals at all institutions of higher education, and seeks working relationships with organizations and agencies that share its goals and objectives. It is our hope that this year's conference will continue to touch on the mission, vision and strategic plan of your institution. .

We are happy to be back in the city of Jackson as we celebrate our "Twenty-Fifth" year with our special guest and Co-Founders, Dr. Stephen L. Rozman,, Executive Director Emeritus and Professor, Tougaloo College and Dr. Phyllis Worthy Dawkins, President of Bennett College. These two individuals had a vision that would help plant the seeds for faculty development in many institutions across the country.

On behalf of the HBCU Faculty Development Board of Directors, we welcome you to our annual conference located in **Jackson, Mississippi**. We hope that you will take advantage of the highlights in Jackson and the surrounding areas including the Civil Rights Museum..

Sincerely,

Laurette Blakey Foster

Executive Director

*Laurette Blakey Foster, Executive Director HBCU Faculty Development Network
PO Box 2546 Prairie View, TX 77446
936.261.3640*

*Stephen L. Rozman, Executive Director Emeritus
Tougaloo College P. O. Box 105, Tougaloo, MS 39174*

History of the HBCU Faculty Development Network

The HBCU Faculty Development Network was founded in 1994 on the Tougaloo College campus under the leadership of Dr. Stephen L. Rozman. The roots of the HBCU Faculty Development Network began to form in 1991, when Tougaloo College received a faculty development grant from the Bush Foundation of St. Paul, Minnesota. Although the Bush Foundation's outreach has been mainly to academic institutions in Minnesota and adjacent states, it decided to reach out to Historically Black Colleges and Universities affiliated with the United Negro College Fund (UNCF), a group of some thirty-nine private institutions. Dr. Rozman directed the college's first Bush faculty development grant and each subsequent grant until the Bush Foundation ended funding for this program in 2005. Dr. Phyllis Worthy Dawkins, initially the co-director of the organization, and members of Fisk University, LeMoyne-Owen College, Xavier University, and Florida Memorial College served with Dr. Rozman on the initial Steering Committee that founded the HBCU Faculty Development Symposium (now called the HBCU Faculty Development Network). Over 100 people attended the first HBCU Faculty Development Symposium, which featured presentations in a variety of areas related to faculty development. The response to the initial Call for Proposals was very positive, with proposals submitted by faculty from several HBCUs and a few non-HBCUs. It became clear that this effort was filling an important gap in professional development by focusing specifically on faculty development at Minority Serving Institutions (MSIs).

Since its beginning, the Symposium/Conference has attracted between 150 to 200 participants each year. A large majority of HBCUs have been represented over the past 25 years by faculty as well as faculty developers and chief academic officers. In 2002, with additional funding from the Bush Foundation, the Network added a summer institute to focus on areas of faculty development of particular interest to HBCUs. These focus areas have included learning communities, instructional technology, information literacy, service learning and civic engagement.

The mission of the Network is derived from the rich legacy of HBCUs in providing educational opportunities for underrepresented students. Building on this heritage, the Network is committed to promoting effective teaching and student learning through a variety of collaborative activities that focus on faculty enhancement. These collaborative activities are designed to make a connection between teaching, research and service. The Network also facilitates collaboration between faculty and administrators to share individual achievements for collective success in meeting student needs. The main activities of the Network are the annual HBCU Faculty Development Conference and summer institutes. The Network also invites participation in its activities by individuals from minority serving institutions (MSIs) and other institutions of higher education, and seeks working relationships with organizations that share its goals and objectives.

Dr. Stephen Rozman –HBCUFDN Honoree for 2018



Dr. Stephen L. Rozman is professor of political science at Tougaloo College in Jackson, Mississippi. During his tenure at Tougaloo College, he has served as dean of the Division of Social Sciences on several occasions and chair of the Political Science and History/Political Science departments. He has also directed a wide variety of faculty development, international studies, and community-based research grants over an extended period of time, from funders which have included the Bush Foundation, Andrew W. Mellon Foundation, Fund for the Improvement of Post Secondary Education (FIPSE), National Science Foundation, Ford Foundation, UNCF, and the United States Department of Agriculture. The initial grants from the Bush Foundation were for Tougaloo College initiatives related to learning communities, case studies, learning styles, and other activities. Subsequent Bush grants were to fund the HBCU Faculty Development Network and continued until 2007. Dr. Rozman is a founder, past president, and executive director of the HBCU Faculty Development Network.

He is currently the co-director of a three-year grant from the Andrew W. Mellon Foundation to develop an Institute for the Study of Modern Day Slavery at Tougaloo College. Dr. Rozman has extensive international experience, and has traveled widely in Latin America, Africa, Asia, and Europe. He speaks Spanish and Portuguese.

Prior to the founding of the HBCU Faculty Development Network, Tougaloo College received permission from Bush Foundation president Humphrey Doermann to use some of its Bush grant money in 1994 to hold a faculty development conference for HBCUs in Jackson, Mississippi, where Tougaloo is located. When this conference was a success in attracting large numbers of faculty from private and public HBCUs, Dr. Rozman contacted President Doermann to seek funding for an HBCU Faculty Development Network, patterned after the Collaboration for the Advancement of College Teaching and Learning, which had enjoyed lengthy funding from the Bush Foundation. President Doermann promised the funding if we could get another source to match it. The Ford Foundation pledged \$75,000 for a three-year grant and Bush matched this amount. The HBCU Faculty Development Network was born, and it is now celebrating its 25th anniversary.

Dr. Phyllis Worthy Dawkins –HBCUFDN Honoree for 2018

Dr. Phyllis Worthy Dawkins, a woman with extensive higher education experience who is adept at the inner-workings of SACSCOC and of HBCUs, became the Eighteenth President of Bennett College on July 5, 2017. Prior to her appointment, Dr. Dawkins served as Interim President at Bennett for just under a year. She arrived at Bennett in November 2015 as Provost and Vice President for Academic Affairs.



Bennett College has undergone a dramatic transformation under Dr. Dawkins' leadership. Enrollment and retention are up. The average GPA of Bennett students is higher than it has been in previous years. Fundraising has increased. Moreover, the College has gained national prominence because of Dr. Dawkins' efforts to lead a successful bipartisan legislative effort and because of her Presidential appointment to a White House Advisory Board. The legislation that Dr. Dawkins' spearheaded enabled Bennett and other Historically Black Colleges and Universities to get deferments on payments to the HBCU Capital Finance Loan Program, which over a six-year period will result in \$8.9 million that Bennett will use to stabilize financially, invest in capital improvements and continue

growing enrollment.

During fall 2018 under Dr. Dawkins' tenure, Bennett realized an increase of 37% in new students – compared to fall 2017. Likewise, retention was up 44% in fall 2018 compared to fall 2017. In FY 2018, Bennett Alumnae donated \$1.7 million to the College and contributed another \$500,000 in pledges.

Before assuming Bennett's top administrative post, Dr. Dawkins worked at Cheyney University in Cheyney, Pennsylvania, Dillard University in New Orleans and at her alma mater, Johnson C. Smith University in Charlotte, North Carolina. She assumed critical responsibilities at those institutions to ensure successful reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), for JCSU and Dillard, and by the Middle States Commission on Higher Education (MSCHE) for Cheyney.

In 2018, Dr. Dawkins was appointed by President Donald J. Trump to serve on the President's Board of Advisors on Historically Black Colleges and Universities. The prestigious appointment means Bennett College will have a seat at the table when the President and the Secretary of Education are advised on all matters pertaining to strengthening the educational capacity of HBCUs. Dr. Dawkins is a member of several organizations and boards, including the Executive Committee of North Carolina Independent Colleges & Universities (NCICU); the Greensboro Chamber of Commerce Board; the Bennett College Foster Care Advisory Board; the Board of Directors of the National Association of Schools and Colleges of the United Methodist Church; UNCF Presidents' Advisory Board, etc. Dr. Dawkins is Co-founder of the HBCU Faculty Development Network and a past President of the Professional and Organizational Development Network (POD.)

Dr. Dawkins has published in various journals and periodicals. She wrote or co-wrote grants totaling more than \$30 million. She has received numerous awards, to include: *recognition* as one of the Top 50 Most Influential African-Americans in the Piedmont Triad by *Black Business Ink Magazine* during the 2108 State of Black North Carolina Conference and recognition as an Outstanding JCSU Alumni Woman in 2016. Dr. Dawkins is a member of the Phi Beta Delta Honor Society for International Scholars and she holds membership in the American Association of University Women.

Dr. Dawkins received her Ph.D. from The Ohio State University in Columbus, Ohio; her Master of Arts from University of Michigan in Ann Arbor, Michigan, and her Bachelor of Science from Johnson C. Smith University in Charlotte, North Carolina. She is married to Bobby G. Dawkins, Ph.D., and they have two adult daughters: Malia Dawkins Jennings (Derek), M.A., an Actress/writer/producer and an Account Manager for NCompass International; and Demi Dawkins, M.D, a Neurosurgery Resident at the University of Wisconsin.

CONFERENCE

Wednesday, October 31, 2018

2:00 p.m. – 4:00 p.m.

Board Meeting

BOARD ROOM

CONFERENCE

Thursday, November 1, 2018

8:00 a.m. – 5:00 p.m.

Registration

Foyer

CONFERENCE

8:00 a.m. – 11:30 a.m.

Pre-Conference

WINDSOR ROOM

Presenter:

Sandra Richardson, National Science Foundation

Donna Elmore-Cole, Prairie View A&M University

Grant Writing with a Purpose

The growth of any institution is enhanced by the success of acquiring external funding. This session will highlight opportunities and guidelines that will support your grant writing efforts. Additionally the presenters will address identifying multiple funding sources and writing successful grants.

CONFERENCE

12:00 p.m. – 1:15 p.m.

Lunch

WINDSOR ROOM

CONFERENCE

Thursday, November 1, 2018

(continued)

1:15 p.m. – 1:50 p.m.

Concurrent Session I

WINSTON ROOM

HBCU Retention and Graduation: Will the Pipeline Continue

Presenters:

Elizabeth Davenport, Alabama State University

Betty Howard, Alabama State University

LaShundra Brooks, Alabama State University

In the year 2018, there should be no doubt of the importance of Historically Black Colleges and Universities (HBCUs) and the role they play in eradicating the exclusion that was, and still is in some instances, the modus operandi in Traditionally White Institutions (TWIs). According to Karen Holbrook (2006), the failure of majority institutions in the United States to fully acknowledge the rich contributions of HBCUs has caused irreparable damage. HBCUs are comprised of a unique set of institutions developed after the Civil War for the specific purpose of educating African Americans. They possess distinct characteristics and come with varied historical traditions. Throughout their existence, they have consistently educated and graduated more African American undergraduate students than TWIs (Hale, 2006). Historically, they provide a remarkable pipeline of students for graduate study, and as a result, many are enrolled at TWIs.

1:15 p.m. – 1:50 p.m.

Concurrent Session I

CHURCHILL ROOM

Leadership and Technostress

Presenters:

Stephen C. Walker, Alabama State University

LaShundra Brooks, Alabama State University

Terrance Thomas, Alabama State University

In today's classrooms, technology integration has become non-negotiable due to the demands of curriculum implementation. Unfortunately, there are many cases where educators may feel inadequate because of the lack of resources and knowledge necessary for such a task (Genco, 2000). In order for the technology to properly benefit the student, it must be integrated effectively. Furthermore, technology integration is greatly enhanced by specific types of professional development and support. Conversely, the lack of effective professional development for educators frequently leads to technostress, which can simply be defined as the effects of stress created by computer and information technology integration (Tarafdar, Qiang, **Leadership Competencies for Virtual Learning and Instruction**

CONFERENCE

Thursday, November 1, 2018

(continued)

1:15 p.m. – 1:50 p.m.

Concurrent Session I

SURREY ROOM

Presenter:

Sandra Phoenix, HBCU Library Alliance

The HBCU Library Alliance is in partnership with the University of Delaware and the Library of Congress to recruit students for fully-funded eight-week internships in library conservation/preservation at leading national library preservation labs. These internships expose students interested in the humanities, arts, and sciences with a paid opportunity to learn and practice key library preservation skills. This presentation will share the success, challenges, impact and potential of these partnerships and internships.

CONFERENCE

Thursday, November 1, 2018

(continued)

2:00 p.m. – 2:35 p.m.

Concurrent Session II

WINSTON ROOM

The Benefits, Struggles, Advantages and Disadvantages of Team Teaching at HBCUs

Presenters:

Edelia J. Carthan, Tougaloo College

Timothy C. Howard, Tougaloo College

In recent years, co-teaching or team teaching has become a big part of universities' curriculum. In this session, the presenters will share their positive experiences in creating and team teaching a general education course at Tougaloo College. In the course, GEN 201: Advocates for Children, Families and Communities, students study and discuss the U.S. Constitution, educational laws and policies, as well as how to use their voices to advocate for children, families, and communities.

CONFERENCE

Thursday, November 1, 2018

(continued)

2:00 p.m. – 2:35 p.m.

Concurrent Session II

CHURCHILL ROOM

HBCUs Network for Affordable Learning Solutions and Quality Online Programs

Presenter:

Moustapha Diack, The Southern University System (SUS) of Louisiana

The Southern University System (SUS) of Louisiana signed an agreement with the California State University (CSU)/MERLOT to adopt and implement the CSU Affordable Learning Solutions to foster the adoption of Open Education Resources (OER) for improving College Affordability. The SUS replication, dubbed Southern University Open Library for education was to serve as a model for adoption by other Historically Black Colleges and Universities (suol4ed.org). The presenter will share the lessons learned and will discuss the opportunities for HBCUs to join this growing Network. The Network's national Summit is held each year in April, as part of the INNOVATE conference co-hosted by the MERLOT organization and the Online Learning Consortium (OLC).

2:00 p.m. – 2:35 p.m.

Concurrent Session II

SURREY ROOM

Enhancing Quality: Communicating Social Justice in the Classroom

Presenter:

Camesha Manzueta, Ph.D., Bethune-Cookman University

In the aftermath of recent and widely publicized mass shootings and racial protests in the United States, and, most recently, the Orlando nightclub massacre which left 49 dead and 53 injured, scholars and community leaders often suggest open dialogue as a way to help communities address issues of racial tension, bigotry and violence. HBCU classrooms can offer unique opportunities to address these problems and offer possible solutions. Drawing from prominent case studies and years of communication expertise and pedagogy, this workshop will offer practical strategies faculty can effectively and safely deploy when addressing matters of social justice in the classroom.

CONFERENCE**Thursday, November 1, 2018****(continued)****2:45 p.m. – 3:30 p.m.****Concurrent Session III****WINSTON ROOM****Qualitative Research Basics****Presenter:****Dr. Donald Collins, Prairie View A&M University**

This paper presents a broad view of the foundations, purposes, and principles of qualitative research in education. Additionally, basic skill development will be discussed in qualitative research designs, data collection methods and analysis strategies.

2:45 p.m. – 3:30 p.m.**Concurrent Session III****CHURCHILL ROOM****Improving the Quality of Effective Teaching within the Graduate Classroom****Presenter:****Gwendolyn V. King, Alabama State University**

The purpose of this study is to examine the qualities of effective teaching as they relate to research and practice by providing positive insight in cooperative learning skills of graduate students in the College of Education at Alabama State University. According to Stronge (2018), the six domains of effective teaching are professional knowledge, instructional planning, instructional delivery, assessment, learning environment and professionalism. This study is significant because it will examine the characteristics of effective teachers as they relate to teacher performance to improve student learning. Quantitative data will be collected from the graduate students and the teachers in the graduate program.

CONFERENCE

Thursday, November 1, 2018

(continued)

2:45 p.m. – 3:30 p.m.

Concurrent Session III

SURREY ROOM

Implicit Bias: Faculty Development & Inclusive Classrooms for the HBCU

Presenter:

Dawn Mclin, Jackson State University

21st Century university classrooms are more diverse than ever. With this increase of diversity among students, universities need to ensure the learning environments associated with courses are inclusive and designed to support all students. Historically Black Colleges and Universities (HBCUs) like other institutions must find ways to address issues of bias. Inclusive classroom climates and pedagogical approaches can improve academic and emotional development among diverse college students especially those in STEM fields.

CONFERENCE

Thursday, November 1, 2018

(continued)

3:30 p.m. – 3:45 p.m.

BREAK

CONFERENCE

Thursday, November 1, 2018

(continued)

3:45 p.m. – 4:40 p.m.

Concurrent Session IV

WINSTON ROOM

Project Based Learning at the Higher Education Level: Engaging the 21st Century College Student

Presenter:

Benjamin Brown, Alabama State University

Project Based Learning instructional strategies have been used in K-12 and college settings to activate learning and engagement. Problem Based Learning allows students to learn by taking on real world problems. Research and literature show that Project Based Learning can increase collaboration, problem-solving skills, communication, self-direction, creativity, time-management, and work-ethic (Wurdinger & Qureshi, 2015). Moreover, literature shows that 21st century teaching strategies such as flipped learning can enhance Project Based Learning Strategies (Sams & Bergman, 2013). Project Based Learning in combination with 21st century technology and teaching strategies can greatly enhance active learning and engagement.

CONFERENCE

Thursday, November 1, 2018

(continued)

3:45 p.m. – 4:40 p.m.

Concurrent Session IV

CHURCHILL ROOM

Less Talking, More Learning: Creating Engaging and Active Classrooms

Presenters:

Bryan Cutter, Alabama State University

Tiffany Martin, Alabama State University

Formal institutions of higher learning have been using the traditional approach of class lecturing for decades. However, research shows undergraduate students in classes with traditional stand-and-deliver lectures are 1.5 times more likely to fail than students in classes that use more stimulating active learning methods (Freeman, et. al, 2014), such as collaborative, cooperative, and problem-based learning (Prince & Felder, 2007). This session will demonstrate best practices to assist professors in developing teaching strategies that blend lecturing with active learning. Participants will learn how to transform the traditional classroom setting into a blended learning environment that will promote collaboration and critical thinking.

Student Interns: Value, Contribution, Exposure!!!

Thursday, November 1, 2018

(continued)

3:45 p.m. – 4:40 p.m.

Concurrent Session IV

SURREY ROOM

Collaborative Teaching in a Co-requisite Mathematics Model

Presenters:

Camille S. Burnett, Prairie View A&M University

Marvin A. Johnson, Prairie View A&M University

How do you collaborate with other faculty? We collaborate on research initiatives, co-author papers, and make presentations together. We also serve on committees within and across departments, but we do not typically collaborate on teaching initiatives and curriculum integration. The goal of this presentation is to describe, discuss, and determine the next steps of a collaborative teaching effort that was situated within a mathematics co-requisite model, which resembles a learning community. The presenters will provide a framework for collaborative

CONFERENCE

Thursday, November 1, 2018

(continued)

4:40 p.m. – 5:15 p.m.

Concurrent Session V

WINSTON ROOM

Mastery Feud as an Innovative Learning Activity

Presenters:

Ejim Sule, Prairie View A&M University

Philisie Washington, Prairie View A&M University

At the end of this presentation, the participants will learn how the College of Nursing at Prairie View A&M University instituted levels of peer mentoring with the faculty, and the "birth" of a class competition called The Mastery Feud.

4:40 p.m. – 5:15 p.m.

Concurrent Session V

CHURCHILL ROOM

Reshaping the Bridge: Expanding from Summer Bridge Programs to Learning Communities

Presenters:

John Gardner, Prairie View A&M University

Jamila Clayton, Prairie View A&M University

The presenters will discuss the planning and implementation of Summer Bridge Programs, to include the challenges with managing summer bridge programs with over 800 participants, as well as share general student success rates for the programs. The attendees will learn methods for gaining institutional financial support and ways to generate university buy-in to implement summer bridge programs. Additionally, attendees will learn steps to evolve summer bridge programs into learning communities to create sustainable impact on student success.

CONFERENCE

Thursday, November 1, 2018

(continued)

4:40 p.m. – 5:15 p.m.

Concurrent Session V

SURREY ROOM

Deficient – Does Not Mean Defeated

Presenters:

Holly Brown, Prairie View A&M University

Sylvia Miller, Prairie View A&M University

Kalandra Rankins, Prairie View A&M University

Developmental education courses were created to equip underprepared students with the skills needed to succeed in college. With the increase of non-college ready students entering HBCUs, it is imperative that college educators are equipped with meaningful instruction methods that will benefit underprepared students to increase the institution's retention and graduation rates. Research shows effective teaching strategies have a positive impact and lead to the success of developmental education programs. This session will discuss successful teaching strategies used during Summer Math/ Up and Write/Up Programs. These instructional strategies will help instructors fill the missing pieces needed to improve student success.

CONFERENCE

Thursday, November 1, 2018

(continued)

6:00 p.m. 8:00 p.m.

Reception

President's Room

CONFERENCE

Friday, November 2, 2018

7:00 a.m. – 7:30 a.m.

Hotel Gym

CONFERENCE

Friday, November 2, 2018

8:00 a.m. – 5:00 p.m.

Registration

FOYER

CONFERENCE

Friday, November 2, 2018

8:00 a.m. – 5:00 p.m.

Breakfast

WINDSOR ROOM

BREAKFAST KEYNOTE SPEAKER

Jahmad Canley

LAUNCH SUCCESS

Do they REALLY believe they can Achieve?

Abstract

CONFERENCE

Friday, November 2, 2018

9:15 a.m. – 9:50 a.m.

Concurrent Session VI

WINSTON ROOM

Incorporating the Study of Modern Day Slavery into Social Science Courses

Presenters:

Dr. Stephen L. Rozman, Tougaloo College

Dr. Elsaudi Mohamed, Tougaloo College

Mr. Frederick Hunter, Tougaloo College

Dr. Kamal Abdelrahman, Tougaloo College

The panelists will discuss how they have incorporated the study of modern day slavery into courses in their respective disciplines: political science, sociology, economics, and psychology. They will also describe how contemporary slavery shares many of the features of historical, race-based slavery, and show how HBCUs offer ideal settings for teaching about the continuity of slavery, from past to present.

CONFERENCE

Friday, November 2, 2018

(continued)

9:15 a.m. – 9:50 a.m.

Concurrent Session VI

CHURCHILL ROOM

The Flipped Classroom: An Engaging Learning Environment

Presenters:

Chadia A. Aji, Tuskegee University

M. Javed Khan, Tuskegee University

Engagement of students in the learning environment fosters deeper learning. The “flipped” classroom teaching methodology is rapidly gaining acceptance in undergraduate education as it facilitates cognitive, behavioral and affective engagement. Extensive research shows that active learning promotes cognitive engagement. However, in a typical ‘lecture-based’ class, sufficient time is not available to incorporate active learning. The flipped classroom pedagogy allows the implementation of active learning in the classroom. Supported by the National Science Education, Improving Undergraduate Students Education (NSF IUSE) program, the flipped classroom was implemented in a lower level math course and lower level engineering course at Tuskegee University. In this presentation, several best practices and strategies that were identified during the semester-long implementation, will be shared and discussed.

Friday, November 2, 2018

9:15 a.m. – 9:50 a.m.

Concurrent Session VI

SURREY ROOM

Aligning, Assessing and Advancing Educational Programs for Improved Results

Presenters:

Christine Thomas, Alabama State University

Kevin Rolle, Alabama State University

Tanjula Petty, Alabama State University

Establishing a culture of assessment and evaluation on any college campus can be a very arduous task. Not to mention, exploring ways to interconnect people with the appropriate resources, tools and models for improving the teaching and learning process. Join us in this interactive and engaging session that will provide participants with some effective and practical steps for aligning academic programs, assessing student learning outcomes, and implementing approaches for advancing the academy. Additionally, this timely and relevant session will demonstrate four succinct and proven ways to improve collaboration between faculty and administrators in higher education that drives transformation.

CONFERENCE

Friday, November 2, 2018

(continued)

10:00 a.m. – 10:35 a.m.

Concurrent Session VII

WINSTON ROOM

Strategies for Developing and Implementing a Women’s Center at an HBCU

Presenters

Bernadine Duncan, Prairie View A&M University

Bridgett Browning, Prairie View A&M University

This presentation will make participants aware of the myriad of advantages of having a Women’s Center at an HBCU designed to facilitate active learning and engagement of students on women issues. Various types of university Women’s Centers at both HBCUs and Predominately White Institutions (PWIs) will be explored. Also, the systematic development and implementation of the Women’s Center at Prairie View A&M University will be provided. In addition, the presenters will focus on obtaining upper administrative support as well as procuring grant funding to sustain a Women’s Center.

Friday, November 2, 2018

10:00 a.m. – 10:35 a.m.

Concurrent Session VII

CHURCHILL ROOM

The Impact of Assessment and Evaluation on Classroom Instruction Across Programs

Presenters:

Virida K. Lester, Tuskegee University

Johnny Mitchell, Tuskegee University

Assessment is continuous; it is an ongoing process; there is an increase in public scrutiny; and there is an “outcry” for the strengthening of educational programs and quality teaching instruction through assessment and evaluation. It is therefore difficult to assess without instructing and vice versa. The focus of the presentation is not so much on the administration of standardized tests; rather, research findings are cited on the assessment of classroom practices; and how, when and the ways in which the practices are assessed.

CONFERENCE

Friday, November 2, 2018

(continued)

10:00 a.m. – 10:35 a.m.

Concurrent Session VII

SURREY ROOM

Faculty Retention Best Practices

Presenters:

Dorothy L. R. Jones, Norfolk State University

Leroy Hamilton, Jr., Norfolk State University

Berkley King, Jr., Norfolk State University

Elsie M. Barnes, Norfolk State University

Many colleges and universities are finding it difficult to retain competent and qualified faculty. High rates of faculty turnover are very costly and can impede the quality of instruction. This presentation will identify “best practices” and “intentional strategies” that one University implemented to retain and facilitate its faculty commitment. These initiatives are ongoing and are being examined for possible enhancements.

CONFERENCE

Friday, November 2, 2018

(continued)

10:45 a.m. – 11:20 a.m.

Concurrent Session VIII

WINSTON ROOM

Fostering a Win, Win, Win Situation: Strategic Alignment and Collaboration among 2 and 4 Year Institutions to Promote Success.

Presenters:

Christine Thomas, Alabama State University

Kevin Rolle, Alabama State University

Tanjula Petty, Alabama State University

Collaboration can be best defined as the act of working with another or others on a joint project (Farlex, 2011). Bennis and Beiderman (1997) acknowledged that “one is too small a number to produce greatness.” As institutions focus on meeting the dynamic needs of a new generation of students and the evolving workforce needs, collaboration is needed to meet the employer demands of the communities that are served respectfully. Developing strong and sustainable partnerships with two and four-year institutions provide members of communities with solid higher education options to produce a win (student) win (2 year) and win (4 year) situation. Such relationships develop life-long learning opportunities that promote self-sufficiency, economic development, and community growth and sustainability.

CONFERENCE

Friday, November 2, 2018

(continued)

10:45 a.m. – 11:20 a.m.

Concurrent Session VIII

CHURCHILL ROOM

The Impact on Attitude and Performance on Students Using No-Cost Materials in Calculus 1 and Business Calculus Courses

Presenters:

Samuel Cartwright, Fort Valley State University

Bhavana Burell, Fort Valley State University

A study was conducted by the faculty in the Mathematics and Computer Science Department at Fort Valley State University with the support of USG - ALG grant on the impact on students taking Calculus 1 and Business Calculus courses using the no-cost materials. A comparison study was conducted between the students who had to purchase their materials in the previous year and the students who had free materials in the form of assignments, OpenStax e-text and tests which were created by their instructors who taught these courses. Data from assessments and surveys were collected and compared. The presenters will share their findings.

Friday, November 2, 2018

(continued)

10:45 a.m. – 11:20 a.m.

Concurrent Session VIII

SURREY ROOM

Transforming the Curriculum: Adding Disaster Management and Coastal Infrastructure Management to the Curriculum

Presenters:

Frederick Hunter, Tougaloo College

Mehrun Laiju, Tougaloo College

S. Nicole Cathey, Tougaloo College

Tougaloo College, in an effort to address the needs of the 21st century student, developed a minor in Disaster and Coastal Studies (DCS). Through an educational grant from the Homeland Security Coastal Resilience Center, the institution has been able to re-envision the college curriculum through institutionalization. Investments in this certificate program have supported paid internships, student research, and collaborations with community organizations. The panel session will include an overview of the program, the utility of such a program in higher education, and a thorough discussion of how this program could serve as a model at other HBCU institutions.

CONFERENCE

Friday, November 2, 2018

(continued)

11:30 a.m. – 12:05 p.m.

Concurrent Session IX

WINSTON ROOM

From Hybrid to Online Course Delivery: A Transitional Approach for Resistant Faculty at HBCUs.

Presenters:

Sheila Witherspoon, PhD, South Carolina State University

Distance education programs at Historically Black Colleges and Universities are not only incorporating fully online courses into their curriculum, but also, many offer fully online academic programs. While some faculty are supportive of distance education, many are resistant to this type of change. A transitional approach from hybrid to online course delivery based on McAllaster's (2004) The 5 P's of Change (Pain, Process, Politics, Payoff, Persistence), this presentation will focus on the process of using hybrid course instructional design and delivery as a change agent to encourage faculty support of teaching in fully online courses and/or academic programs.

Friday, November 2, 2018

(continued)

11:30 a.m. – 12:05 p.m.

Concurrent Session IX

CHURCHILL ROOM

Utilizing the Archive: Research Collaborations and Service Learning

Presenters:

Marco Robinson, Prairie View A & M University

Phyllis Earles, Prairie View A & M University

Noel Estwick, Prairie View A & M University

Daren White, Prairie View A & M University

University special collections and archives across the country are home to a wealth of historical materials which provide an opportunity to engage students with meaningful research projects and service learning opportunities. This session is focused on the service learning activities and research collaborations between the Prairie View A & M Special Collections and Archives Department and faculty.

CONFERENCE

Friday, November 2, 2018

(continued)

11:30 a.m. – 12:05 p.m.

Concurrent Session IX

SURREY ROOM

Assessment of First Year Students' Self-Regulation Process Through Self-Report at a Minority Serving Institution (MSIs)

Presenters:

Dr. Berkley N. King, Jr., Norfolk State University

Dr. Leroy Hamilton, Jr., Norfolk State University

First year college students are faced with a difficult task of self-regulating to a formal academic environment; especially, those lacking the fundamental skills to do so. The purpose of this study is to investigate how self-regulatory skills are associated with student academic wellness at a Minority Serving Institution (MSI); and to determine if students can recognize and assess their own ability to self-regulate and thus promote academic wellness. Participants of this study were 827 freshman students at a MSI. Results are expected to show the relationship between self-regulation and students' academic wellness at a minority college or university.

CONFERENCE

Friday, November 2, 2018

(continued)

WINDSOR ROOM

12:15 p.m. – 2:00 p.m.

LUNCH

Awards Program

Council on Foreign Relations Presentation

CONFERENCE

Friday, November 2, 2018

(continued)

2:15 p.m. – 2:50 p.m.

Concurrent Session X

WINSTON ROOM

Experiences Shared/ Lessons Learned from 20 years of HBCU's Involvement in Washington Center Summer Institutes

Presenters:

W. Joye Hardiman, The Washington Center, The Evergreen State College

Laurette Foster, Prairie View A&M University

Phyllis Worthy Dawkins, Bennett College

The Washington Center's most well-known contribution in support of higher education institutions' work to improve the quality of undergraduate education has been through National Summer Institutes on Learning Communities (NSILC), which have hosted teams from more than 300 colleges for the past 20 years. This workshop will begin with a celebration of HBCU's significant participation as Campus Teams and National Resource Faculty in Washington Center's Summer Institutes. Institute faculty and HBCU alumni will share their challenges, successes and earned wisdom. Participants will leave with an action plan design based on strategies that work to enhance.

Friday, November 2, 2018

(continued)

2:15 p.m. – 2:50 p.m.

Concurrent Session X

CHURCHILL ROOM

Celebrating Diverse Literature in the Academy: Literacy Strategies that Work

Presenter:

Clarissa Booker, Prairie View A&M University

The National Endowment for the Arts (2002-2017, p.12) reported the findings: The share of adults who read any book not required for work or school is comparable to the 2002-2008 levels. Novels and short-story reading, in terms of the percent of adults who did this activity, have fallen below historical levels. Poetry-and play-reading, meanwhile, have increased in the U.S. adult population form 2012-2017. In 2017, 51.7 percent of U.S. adults (or 137.7 million people) did one or more of the types of reading listed directly below. Number and percent of U.S. adults reading books and literature: 2017 (M=millions of adults) Any books 126.5M 52.7% Novels or short stories 99.6 M 41.8% Poetry 27.9M 11.7% Plays 8.8M 3.7%. Between 2012 and 2017, there was a decline in novel-and short story-reading, registered mainly among African American women, and 18-24-year olds. The presenter will share strategies to encourage African Americans to read.

CONFERENCE

Friday, November 2, 2018

(continued)

2:15 p.m. – 2:50 p.m.

Concurrent Session X

SURREY ROOM

Innovative Ways to Recruit and Retain Nursing Faculty

Presenters:

Shanda Johnson Bishop, Tuskegee University

Sola Popoola, Tuskegee University

In response to the recent calls by nursing leaders for a transformation in nursing education and leadership, a research study was conducted, exploring the perceptions of former nurse faculty regarding the role of deans' and directors' behaviors on faculty retention. The purpose of this qualitative study was to explore the impact of schools of nursing (SON) deans' and directors' leadership behaviors on nurse educators' decisions to leave faculty positions. The results of this study will further be used to explore strategies to promote the recruitment and retention of nursing faculty.

CONFERENCE

Friday, November 2, 2018

(continued)

3:00 p.m. – 3:35 p.m.

Concurrent Session XI

WINSTON ROOM

The Layered Curriculum

Presenter:

Laurell Malone, North Carolina Central University

As faculty members feel increasingly pressured to meet students where they are, the Layered Curriculum offers an innovation in assessment, giving students voice and choice in how they demonstrate content mastery. The Layered Curriculum is a three-layer model of differentiated instruction that holds students with varied learning styles accountable for their own learning. Instead of focusing on one type of activity that is assigned to everyone, the Layered Curriculum matches students with activities that best fit their learning needs. Participants in this interactive workshop will begin the journey to making a curricular design representing different depths of study for maximum student achievement.

CONFERENCE

Friday, November 2, 2018

(continued)

3:00 p.m. – 3:35 p.m.

Concurrent Session XI

CHURCHILL ROOM

The Intersection of CAEP, National Standards, and Active Learning in Teacher Preparation Classrooms

Presenters:

Douglas Michael Butler, Prairie View A&M University

Clarissa G. Booker, Prairie View A&M University

In Colleges of Education, we are challenged to prepare competent teachers who are not only knowledgeable about content but also are able to teach content effectively. Both the Interstate Teacher Assessment and Support Consortium (InTASC) standards and the Council for the Accreditation of Educator Preparation (CAEP) have provided conceptual structures for University instruction as we prepare proficient candidates. This session will explore the conceptual structures as frameworks for active learning examples in instructional practices. Examples will be shared of the framework as actualized in classroom instruction at one HBCU. Discussions and sharing of practices will be welcome.

CONFERENCE

Friday, November 2, 2018

(continued)

3:00 p.m. – 3:35 p.m.

Concurrent Session XI

SURREY ROOM

Faculty over Finances: Is Engagement the KEY to Retaining HBCU Volatile Populations?

Presenters:

Daniel Kennebrew, Prairie View A&M University

Carolyn Davis, Prairie View A&M University

Many HBCUs struggle with first year retention and have sought various solutions to reverse the trend. This issue is important because students who leave after their first year have acquired financial aid debt, and have no clear path to re-entry into higher education. Many issues raised may be peripheral issues to the confidence students gain through their interactions with the first professors/instructors, mainly in their core classes. With an increased concentration on faculty engagement during freshmen year, students may gain the confidence to propel them to graduation.

CONFERENCE

Friday, November 2, 2018

(continued)

3:45 p.m. – 4:20 p.m.

Concurrent Session XII

WINSTON ROOM

Critical Approaches to Developing Successful Study Abroad Programs at HBCUs

Presenters:

Noel M. Estwick, Prairie View A&M University

Kwaku Addo, Prairie View A&M University

Deland Myers, Prairie View A&M University

Samuel G. Roberson, Claflin University

Study Abroad participation has been traditionally low among students at Historically Black Colleges and Universities (HBCUs). The goal of this session is to reinforce the value of Study Abroad programs and their positive impact on agriculture and education programs at HBCUs. The presenters will discuss how the inclusion of approaches such as service learning can stimulate predominantly underserved students to become more engaged in education abroad experiences.

Friday, November 2, 2018

(continued)

3:45 p.m. – 4:20 p.m.

Concurrent Session XII

CHURCHILL ROOM

The Creative Campus Suite - A Co-Curricular Launchpad for Wealth Creation, Digital Fluency, Innovation and Entrepreneurship

Presenters:

H. Leigh Toney, Ellavations, LLC

Eric Cornish, Ellavations, LLC

The Creative Campus is defined as an ecosystem brimming with tools and resources to push, provoke and stimulate collisions across disciplines and equip students with the foundational and contemporary skills to compete, succeed and disrupt the market place as employees, employers, investors, inventors, thought-leaders and visionaries. The Creative Campus is an innovative package of digital and experiential learning opportunities encompassing financial education and wealth creation, digital fluency, entrepreneurship, design thinking, leadership and innovation.

CONFERENCE

Friday, November 2, 2018

(continued)

3:45 p.m. – 4:20 p.m.

Concurrent Session XII

SURREY ROOM

From Freshman Orientation to First-Year Experience: A National Survey of First-Year Student Success Initiatives at HBCUs

Presenter:

Clarissa Myrick-Harris, OWA Institute

Planning for the National Survey of First-Year Student Success Initiatives at HBCUs has continued after the concept for the study was introduced at last year's HBCU Faculty Development Network (HBCU-FDN) Conference. Since that time, the principal investigator for the project, Dr. Clarissa Myrick-Harris, President of OWA Institute, has formed a partnership with the HBCU-FDN for the study, and the plan is to administer the online survey during Spring 2019. Dr. Myrick-Harris will facilitate a Focus Group at the 2018 conference to refine survey questionnaire items and to discuss components of first-year initiatives at the institutions of focus group participants.

CONFERENCE

Friday, November 2, 2018

(continued)

4:30 p.m. – 5:05 p.m.

Concurrent Session XIII

WINDSOR ROOM

Round Tables & Poster Presentations

Interprofessional Activities in Physical Therapy Education

Presenters:

Elicia Pollard, Langston University

Philip George, Langston University

Interprofessional education is a concerted method used in healthcare education to teach students how to become effective, collaborative members of future interprofessional teams. Students must be taught their role and the roles of other healthcare professionals in a team-based approach to healthcare. In January 2018, the Commission on Accreditation in Physical Therapy Education (CAPTE) included interprofessional education as part of its required elements. In this presentation, the authors will review current literature to identify different models of interprofessional education, describe how they integrated interprofessional activities into their program curriculum, and discuss the challenges and successes they have encountered.

Friday, November 2, 2018

(continued)

4:30 p.m. – 5:05 p.m.

Concurrent Session XIII

WINDSOR ROOM

Round Tables & Poster Presentations

Improving The Disparities of African American Males Pursuing an Education in Healthcare Leadership Through Innovation

Presenters:

Javis Knott, Ph.D., RRT, Jackson State University

Russell Bennett, PhD, MPH, MS, RN, NE-A, C, Jackson State University

Reports on the academic performance of African American males have called for educational reform initiatives that not only challenge traditional structures of education but also mandate that policymakers, administrators, and educators craft new models to ensure success (Scott, Allen, and Lewis 2013). The Kaiser Foundation found that 38% of African American men between ages of 16-24 with a high school diploma enrolled in college compared to 67% of Asians and non-whites. Of this small percentage, only a few pursue healthcare careers. This shortage leads to an even lower number of African American males who hold healthcare leadership positions. It is envisioned that if more African American males were in leadership positions, they would be able to bring attention and resources to address the crisis in Health Disparities in African American men and boys. To assist in reducing this disparity, focus needs to be placed on developing programs designed to attract and prepare African American males for healthcare leadership positions.

Friday, November 2, 2018

(continued)

3:45 p.m. – 4:20 p.m.

Concurrent Session XIII

WINDSOR ROOM

Round Tables & Poster Presentations

Million Dollar Connection: Miami Dade College Grads Excel at Tuskegee University

Presenters:

Fredric Toney, Miami Dade College

Thelma Vines, Tuskegee University (Invited)

Miami Dade College (MDC) formed an articulation agreement with the prestigious Tuskegee University in 2009. Tuskegee University has more than \$2.5 million in scholarship funds to offer MDC graduates from a variety of disciplines from engineering and business to education and nursing. In total, to date, 23 MDC graduates have completed bachelor's degrees at Tuskegee University, and 18 are currently matriculating at the historic institution. The program boasts a 92 percent completion rate. The presenter will share this model program for two-year to four-year articulation programs, particularly as several students have continued onto graduate studies at Tuskegee in veterinary medicine, computer science and environmental science.

Friday, November 2, 2018

(continued)

3:45 p.m. – 4:20 p.m.

Concurrent Session XIII

WINDSOR ROOM

Round Tables & Poster Presentations

Faculty and Student Development: It takes a TEAM!

Presenters:

China Jenkins, Texas Southern University

Karen Stewart, Texas Southern University

The purpose of this session is to share the challenges and successes of constructing a new support unit to meet demanding student and faculty needs with limited resources. The facilitators will discuss the planning, development and implementation phases of the TEAM (Teaching, Enrichment, Advising & Mentoring) Center since it opened this fall in the College of Pharmacy and Health Sciences at Texas Southern University. The TEAM Center staff have devised creative strategies for providing high quality services in the midst of several challenges. This session is designed to share with participants, strategies for navigating the development and implementation of a new college unit.

Friday, November 2, 2018

(continued)

3:45 p.m. – 4:20 p.m.

Concurrent Session XIII

WINDSOR ROOM

Round Tables & Poster Presentations

Validity of Online Learning at an HBCU

Presenter:

Rosalind Arthur, Clark Atlanta University

Students who took a five-week online Spanish course and are currently taking the next level of the course, appear to have acquired next to nothing learning or cognitive skills in the language. As a first time online instructor, teaching an online course in Spanish during the summer, I have been desperately seeking practical and effective ways to make this instructional mode valid and morally defensible to accept as an alternative in our environment. The participants will discuss practical strategies to help a first time online instructor.

Friday, November 2, 2018

(continued)

3:45 p.m. – 4:20 p.m.

Concurrent Session XIII

WINDSOR ROOM

Round Tables & Poster Presentations

Creating Commitment and Community of Respect for Learning across the Curriculum

Presenter:

Patrice Petroff, Queens University of Charlotte

Rickey Hill, Queens University of Charlotte

We are working in a new time and era where we now, more than ever, need to come together as faculty and staff to focus on educational commitment and on creating a community of respect in order to help all of our students to be next step ready. What does this look like? Join us for an interactive discussion on developing as leaders in a school community while also creating a community of respect and increasing learning across the curriculum.

Friday, November 2, 2018

(continued)

3:45 p.m. – 4:20 p.m.

Concurrent Session XIII

WINDSOR ROOM

Round Tables & Poster Presentations

Factors Affecting Teaching Strategies

Presenter:

Gholamreza Keihany, Fort Valley State University

This presentation illustrates the effect of teaching strategies in different classes as it relates to student performances in college level courses.

CONFERENCE

Friday, November 2, 2018

(continued)

3:45 p.m. – 4:20 p.m.

Concurrent Session

WINDSOR ROOM

Round Tables & Poster Presentations

Something Different: Where Practice and Theory Collide

Presenter:

Joanna Mann, Prairie View A&M University

Based upon a concept attributed to an old Zen story, “Empty your Cup,” a conversation that is cited to have taken place between scholar, Tokusan and Zen Master Longtan Chongxin, I employ a pedagogical practice that filters through learned “best practices.” My methodology provides students with a sense of agency as they share their voices in pursuit of social justice. Employing the rhetoric from the late Dr. Martin Luther King, Jr.’s “I Have Been to the Mountaintop” speech has helped my students better understand when and where they enter the dialogue as the past and present meet.

Friday, November 2, 2018

(continued)

3:45 p.m. – 4:20 p.m.

Concurrent Session

WINDSOR ROOM

Round Tables & Poster Presentations

Making your "Faculty Center" Work!

Presenter:

Laurette Blakey Foster, Prairie View A&M University

Many faculty centers have taken a back seat at their universities because of limited funding. During this presentation we will discuss ways to make your Faculty Center viable even if your budget is limited. The presenter will identify ways to work across your campus to secure support for making your Center a focal point that supports and invites all faculty.

CONFERENCE

Friday, November 2, 2018

(continued)

3:45 p.m. – 4:20 p.m.

Concurrent Session XIII
Round Tables & Poster Presentations

Social Influences on the Attitudes of College Students that Create Clinical implications for Substance Abuse Treatment

Presenter:

Dashiel J. Geyen, Prairie View A & M University

Throughout colleges and universities across the nations, it is not uncommon to discover the presence of alcohol and illicit drugs on their campuses. It what appears to be a growing and more relaxed position toward recreational marijuana use in some states, there is heightened concern as to what impact alcohol and illicit drug abuse may have on a student's college career. The presenter will share the results of the study that: 1. Examined how changing societal norms influence the behaviors of emerging adults as it pertains to alcohol and illicit drug use; 2. Reviewed empirical data that measured the attitudes of emerging adults as it relates to the use of alcohol and illicit drug use; 3. Employed theories used to provide an explanation of the process of clinical implications for changing behaviors, and 4. Used case study data and theory to examine how differences in attitude and perception can impact health status and treatment for alcohol and illicit drug use.

CONFERENCE

Saturday, November 3, 2018

7:00 a.m. – 7:30 a.m.

Hotel Gym

CONFERENCE

Saturday, November 3, 2018

8:00 a.m. – 5:00 p.m.

Registration

FOYER

CONFERENCE

Saturday, November 3, 2018

8:00 a.m. – 9:00 a.m.

Breakfast

WINDSOR ROOM

Henry J. Findlay -- Ethics for Everyone

CONFERENCE

Saturday, November 3, 2018

9:15 a.m. – 10:00 a.m.

Concurrent Sessions XIV

WINSTON ROOM

The Moral Basis of Professional Learning Within the Academic Community

Presenter:

Lindsay Carey Dixon, Prairie View A&M University

Attempting to define teacher professionalism and teacher professional learning has continued to be without clarity, prompting a furor over the context of these two seemingly, and at times multifaceted terms. Structuring concise, contextualized chapters, and understanding the details of the concepts embedded in teacher professionalism will serve as a foundation for this research paper. The presenter will share and discuss this concept.

Saturday, November 3, 2018

9:15 a.m. – 10:00 a.m.

Concurrent Sessions XIV

CHURCHILL ROOM

Free Their Minds: How Contemplative Practices and Mindfulness Can Help Depressed Students Succeed

Presenter:

Tamara Y. Jeffries, Bennett College

Santiba Campbell, Bennett College

Depression and anxiety are rampant on college campuses across the country, including at HBCUs. Progressive institutions including NYU, Notre Dame, University of Michigan are looking for ways to address this problem—and Bennett College is among them. To address the alarming number of students who report having mental health challenges, Bennett College began to offer yoga, mindfulness and contemplative practice programs, and to collect data on the impact and outcomes of these programs. This presentation addresses considerations that go into offering yoga on a Black college campus, including addressing race- and gender-based trauma; religion and yoga; and cultural appropriation.

CONFERENCE

Saturday, November 3, 2018

(continued)

9:15 a.m. – 10:00 a.m.

Concurrent Sessions XIV

SURREY ROOM

The Game of Life gives a practical, real world perspective

Presenter:

Steve Jacson, The Game of Life

Steve, along with his “Game of Life Playing to Win,” program is a favorite among youth groups, school assemblies, church groups, at risk youth and young adults groups, sports teams, college focus groups, and corporate sales teams.

CONFERENCE

Saturday, November 3, 2018

(continued)

10:10 a.m. – 10:55 a.m.

Concurrent Sessions XV

WINSTON ROOM

EarlyEdU Alliance: Working together to transform early childhood teacher preparation

Presenter:

Katie Emerson-Hoss, EarlyEdU Alliance @ University of Washington

Consider how to apply an intentional teaching framework to the longstanding gap between theory and practice in early childhood higher education degree programs. Use the power of video by embedding examples of teaching, presenting the expertise of guest speakers, and sharing and commenting on each others’ teaching via a virtual community of practice. Transform your instructing into job embedded coaching for early childhood teachers who are enrolled in degree programs. Come to this session and discover the free competency-based resources that you can use to accomplish this in early childhood higher education and professional development activities. The resources include over 15 full semester courses, a video uploading and annotating tool to provide students feedback on their practices, and a media library that includes over 1600 videos for your use in course work and professional development. The session will include examples of impact and implementation from other colleges.

CONFERENCE

Saturday, November 3, 2018

(continued)

10:10 a.m. – 10:55 a.m.

Concurrent Sessions XV

CHURCHILL ROOM

College Students with Disabilities: Interventions for Success

Presenters:

Dr. Melonie McCord Judkins, Alabama State University

Dr. Elizabeth K. Davenport, Alabama State University

Dr. Ronald Grace, Alabama State University

Ms. Judson Cord, Alabama State University

Today the number of disabled African American students attending HBCUs has significantly increased. The most significant increase has come from students with learning disabilities, ADHD, and psychiatric disabilities. These students face problems upon admission. Some of the factors that affect their integration into the college environment are intrinsic to the student and others are extrinsic to the campus. Other concerns that affect their success are multiple diagnoses, psychological distress, poor social and interpersonal skills, persisting cognitive deficits, and alcohol abuse. These diagnoses are factors that must be understood as institutions of higher education strive to promote access and provide educational success. The presenters will share interventions that help such students to succeed.

CONFERENCE

Saturday, November 3, 2018

(continued)

10:10 a.m. – 10:55 a.m.

Concurrent Sessions XV

SURREY ROOM

Framing and Maintaining a Scholarly Research Agenda

Presenter:

Fred A. Bonner, Prairie View A&M University

Stella Smith, Prairie View A&M University

Kamala Williams, Prairie View A&M University

One of the most critical topics that faculty must address in academe is how to frame and operationalize a research agenda. From developing a researchable topic to revising and resubmitting a peer-reviewed publication, understanding the complexities of navigating the research terrain is key. This presentation will focus on steps necessary to frame and maintain an active research agenda. Participants will be involved in both theoretical and practical applications in an effort to promote their success.

CONFERENCE

Saturday, November 3, 2018

(continued)

11:00 a.m. – 11:45 a.m.

Concurrent Sessions XVI

WINSTON ROOM

Continuing HBCU-Faculty Development Network Endeavors

Presenters:

Donald Collins, Prairie View A&M University

Laurette Foster, Prairie View A&M University

Henry Findlay, Tuskegee University

This session engages stakeholders in a conversation about the endeavors of the HBCU-Faculty Development Network. Conversation focus will include annual conference themes as they support the HBCU-FDN's vision, mission, goals and objectives. Other topics will include needs of institutions.

Saturday, November 3, 2018

(continued)

11:00 a.m. – 11:45 a.m.

Concurrent Sessions XVI

CHURCHILL ROOM

Youth-to-Parent Violence: A Qualitative Inquiry Using the Bowen Family Systems Theory

Presenter:

Dr. Selena D. Tate, Prairie View A & M University

This qualitative phenomenological study used the Bowen Family Systems Theory to explore Youth-to-Parent Violence (YTPV). The aim of this study was to gain an understanding of YTPV by examining the parents' lived experiences and their family history. The data were collected from a demographic questionnaire, a Focused Genogram, and two semi-structured interviews with seven parent/stepparents who were abused by their adolescent child/stepchild. The data analysis revealed the following themes: types of YTPV experienced, trauma and loss, family structure, response to stress, and history of violence. The presenter will share the findings with participants.

CONFERENCE

Saturday, November 3, 2018

(continued)

11:00 a.m. – 11:45 a.m.

Concurrent Sessions XVI

SURREY ROOM

Campus Ready: Emergency Alert Unit for JSU Mobile APP

Presenters:

Jessica Murphy, Jackson State University

Dawn McLin, Jackson State University

The 21st century learner and the public often demand lightning fast information especially in a crisis situation. Social media and mobile applications use increases during a crisis event (Red Cross, 2012). It is no longer enough to simply have a crisis communication plan that uses only traditional channels to disseminate information and respond to the situation. Updating the JSU APP with an Emergency Crisis Manager APP would continue to give the University a clear distinction as an innovator of technological use in higher education, especially among HBCUs.

CONFERENCE

Saturday, November 3, 2018

(continued)

12:00 p.m. – 1:00 p.m.

Lunch

WINDSOR ROOM

LUNCH KEYNOTE SPEAKER

W. Joye Hardiman

A Soul Comes Home: Reversing the Seasoning Process - Strategies for Indigestibility When in the Belly of the Beast

CONFERENCE

Saturday, November 3, 2018

(continued)

1:15 p.m. – 2:00 p.m.

Business Meeting

WINDSOR ROOM

BREAKFAST KEYNOTE SPEAKER

RAMP AD

FULBRIGHT AD



Congratulations HBCU Faculty Development Network on 25 years of service to the HBCU community. The HBCU Library Alliance celebrates your work in promoting effective teaching and student learning through collaborative activities focused on faculty enhancement. Best wishes for a successful and informative meeting.

Sandra Phoenix, Executive Director



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The Prairie View A&M University Center for Teaching Excellence (PVAMU CTE) is committed to promoting and nurturing teaching and learning. The Center offers assistance to faculty and professional staff that will ensure "Learning of the First Class" for all Prairie View A & M students. In order to fulfill this responsibility the staff in the Center for Teaching Excellence continually identifies best practices and the latest applications related to pedagogy. The PVAMU CTE has a Vision of creating and supporting an environment of teachers/scholars that are collegial and willing to share their expertise with others at PVAMU and the broader educational arena

Located on the 2nd floor of the Wilhelmina Fitzgerald DeLoe Bldg. Room 202

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