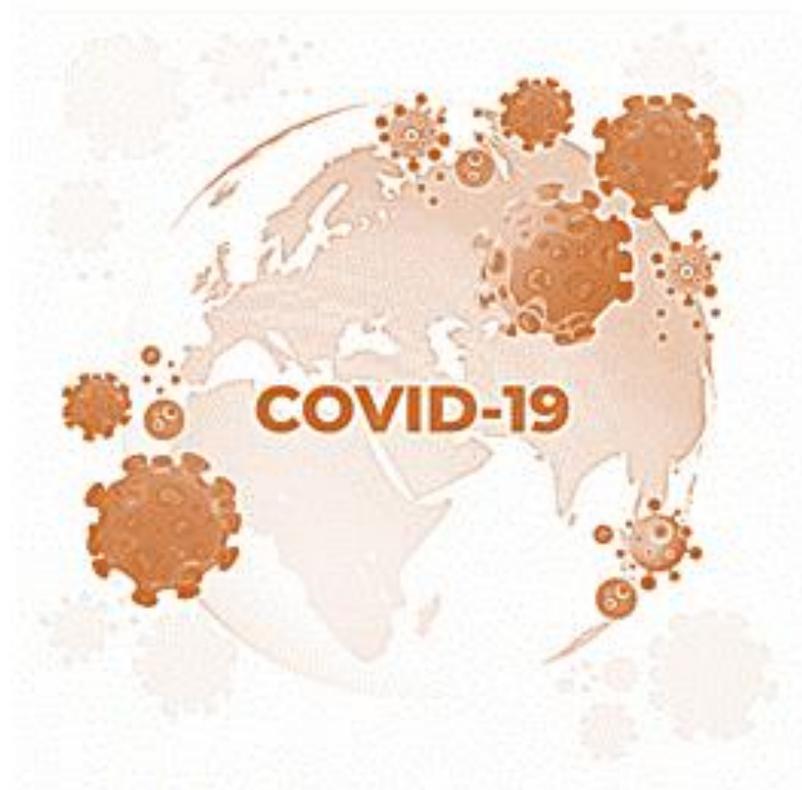


**27th NATIONAL HBCU FACULTY
DEVELOPMENT NETWORK CONFERENCE**

(1st VIRTUAL)

**"Critical Thinking and Pedagogy: Enhancing
Quality in Higher Education During a
Turbulent Pandemic"**



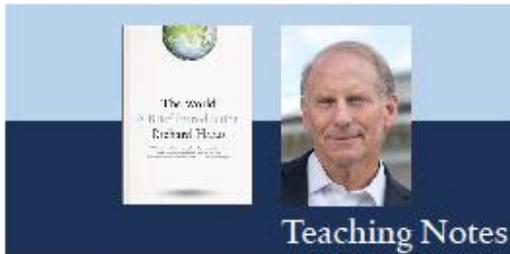
October 29, 2020

OFFICIAL PROGRAM

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Click on the images below to gain access to our online programming and resources, and join the CFR presentation at 1:20 p.m. on Thursday, October 29, to learn more about how your faculty and students can interact with CFR Academic.



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27th Annual HBCU Faculty Development Network Conference **(1st Virtual)**

"Critical Thinking and Pedagogy: Enhancing Quality in Higher Education During a Turbulent Pandemic"

October 29, 2020

Featured Events

Keynote Speaker:

Dr. Norvella Carter

"Dynamic Higher Education During a Turbulent Pandemic: IT'S YOUR TIME!"

12:30 p.m. – 1:15 p.m.

Closing Session:

Dr. Robbie Melton

HBCU Grant Announcement

4:45 p.m. – 4:50 p.m.

Sponsored Presentations:

Exhibitors:

Council on Foreign Relations

Institutional Memberships:

Morehouse College

Norfolk State University

Prairie View A&M University

Tougaloo University

Partners:

Prairie View A&M University

Texas Southern University

Tennessee State University

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Eugene Hermitte, Retired, Johnson C. Smith University

Jeton McClinton, Jackson State University

Ruby Broadway, Dillard University

Co-Founders:, Co-Director: and Co-President: Stephen L. Rozman & Phyllis Worthy Dawkins

Conference Planning Committee Members

HBCU Faculty Development Network Board Members

Shayla Wiggins, Prairie View A&M University

John Briscoe, Conference Coordinator

Hyacinth Findlay, Content Editors



October 17, 2020

Dear Colleagues:

On behalf of the HBCU Faculty Development Network Board, we welcome you to the 27th National Conference. This year, **because of the uncertainty of COVID-19, and our effort to provide the safest platform possible for the conference, we have opted for a virtual conference (October 29, 2020) from 9:00 am – 5:00 p.m.** The **theme: *Critical Thinking and Pedagogy: Enhancing Quality in Higher Education During a Turbulent Pandemic*** is important as we seek innovative ways to deliver teaching and learning and at same time develop the intellectual perseverance of the students. The conference will also highlight some best practices as well as emerging pedagogical practices and programs that enhance students' academic success. Additionally, there will be sessions that will enable participants to address interdisciplinary strategies, student learning outcomes, and current research.

Ensuring quality in higher education has been the cornerstone of the HBCU Faculty Development Network Annual Conference. For over 27 years, the Network has covered a variety of programs for administrators, faculty and staff, aimed at improving student learning outcomes. This year's conference celebrates 27 years of continuous programs and service in developing the faculty workforce, especially at HBCU institutions. This year, the Network seeks to continue its tradition of service through a one-day conference with virtual concurrent sessions and a keynote speaker.

We welcome Dr. Norvella Carter, our keynote speaker, and our session presenters as they share programs and strategies for enhancing quality at the various institutions represented. Despite the virtual nature of the conference this year, we hope that all attendees will find useful information from the various presentations that they can take back to their respective institutions and implement to make a difference in the lives of the students and other constituents that they serve.

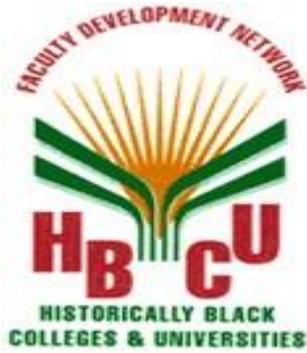
Finally, a special welcome to all our sponsors. We thank them for their support and interest in advancing the HBCU Faculty Development Network.

Again, welcome to this annual conference and we look forward to seeing you next year, hopefully, face-to-face.

Sincerely,

Henry J. Findlay

Henry J. Findlay, President



October 26, 2020

Dear Colleagues:

In these very different times I am delighted to welcome you to the Twenty-Seventh Annual Conference on behalf of the HBCU Faculty Development Network. In an effort to continue our mission of promoting effective teaching and student learning, we decided to chart the waters and join others in 2020 by offering our conference in a virtual setting.

The Twenty-Seventh Annual Conference theme is “*Critical Thinking and Pedagogy: Enhancing Quality in Higher Education During a Turbulent Pandemic.*” We hope that you find the sessions are informative and relevant allowing you to utilize lessons learned to enrich and empower the offerings at your institution.

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.

We are pleased to have support from the Prairie View A&M Office of Academic Affairs, the Prairie View A&M Center for Innovative Instruction and Technology Services staff and the Prairie View A&M Center for Teaching Excellence. Staff. We are also fortunate to have Tennessee State University, the SMART Global Technology Innovation Center and HBCU C², TSU-Apple Partnership under the direction of Dr. Robbie Melton serve as co-host for the conference. Additionally, we are pleased to have continued support from the Council of Foreign Relations and Fulbright. Your resources and shared information are always a welcome addition to our conference and participants.

On behalf of the HBCU Faculty Development Board of Directors, we welcome you to our annual conference and our first virtual. We will miss seeing each of you in person, however we wish each of you a safe and healthy year.

Sincerely,

Laurette Blakey Foster

Laurette Blakey Foster, Executive Director
PO Box 2546 Prairie View, TX 77446
www.hbcufdn.org

VIRTUAL CONFERENCE

Thursday, October 29, 2020

8:00 a.m. – 8:10 a.m.

Welcome/Opening Remarks

Henry Findlay, President
Laurette Foster, Executive Director
Karen Stewart, Board Member

Session I - ETHICS AND SOCIAL JUSTICE

VIRTUAL CONFERENCE

Thursday, October 29, 2020

8:30 a.m. – 9:15 a.m.

The Impact of Culturally Responsive Mentoring in Eradicating Impostor Phenomenon Among Black Male Doctoral Students

Stephen Aisabokhae, Prairie View A&M University

According to racial identity literature, people with self-actualized ethnic identities are more prone to the feeling of insecurity, anxiety, hostility, low self-esteem, and self-handicapping, which are expressions of impostor phenomenon (Jones & Berglas, 1978; Parham & Helms, 1985)). This study investigates the impact of mentoring in eradicating the impostor phenomenon among black male doctoral students using the Critical Race Theory as the framework. Mentored and non-mentored black male doctoral students will be compared using phenomenological research methodology to evaluate the feeling of the impostor syndrome. The study will add to the body of knowledge for educational leaders and community leaders in building healthy human capacity among black men.

Reducing the Impact of Stereotype Threat on African American Females

Bequita Pegram, Prairie View A&M University (Doctoral Student)

The purpose of this case study research is to explore ways educational technology can reduce the negative impact or perceptions of Stereotype Threats on African American females in higher education classrooms. A review of the literature indicates that Educational Technology can address the need for positive role models for African American females, the need for increased rigor in lesson design, access to technology to develop 21st-century skills, student choice, and enhanced individualized learning. Improvement in these areas can give African American females the confidence they need to break the barriers of stereotyping threats.

Ethics in Post-Secondary Education: Do They Apply to Me?

Dr. Febreu Holston, Tuskegee University

Ethics: Is it Right or Is it wrong?

What are ethics: Many people have had to face ethical dilemmas during their career. Why must we conduct ourselves in an ethical way? Who makes the final determination that something is ethical or not ethical? Why must we consider what is ethical as it relates to our chosen profession? Why does someone call certain actions unethical? These are some of the issues that we will discuss in this workshop.

Session I - ETHICS AND SOCIAL JUSTICE

VIRTUAL CONFERENCE

Thursday, October 29, 2020

8:30 a.m. – 9:15 a.m.

Culture, Critique and Context: Building Remote Communities of Learning through Intentional Inclusive Practice

Dr. Corrie Claiborne, Dr. Sulayman Clark, Dr. Monique Earl-Lewis, Dr. Kipton Jensen, Dr. Samuel Livingston, Dr. Clarissa Myrick-Harris, Mrs. Angela White; Morehouse College

The presenters of this session will share the process and products assembled to form a “Pandemic Pedagogies Tool Kit” developed by an interdisciplinary team of faculty from Morehouse College and Hendrix College. This Associated Colleges and Schools (ACS) Working Group leveraged the pedagogical expertise and training resources of the General Education Program, Faculty Development Teaching and Advising Center, Africana Studies, English, History, Leadership Studies, Philosophy and Sociology. Their aim was to identify teaching tools that foster student collaboration and learner engagement in remote learning environments, utilizing open educational resources (OER) and culturally relevant pedagogical practice. Participants attending this session will be provided with examples of adoptable themed learning activities and content module templates for remote teaching.

Session II - LEARNING COMMUNITIES

VIRTUAL CONFERENCE

Thursday, October 29, 2020

9:20 a.m. – 10:05 a.m.

Forming Learning Communities on Modern Day Slavery

Dr. Stephen L. Rozman, Prof. Johnnie Maberry, Dr. Jesse Primer Prof. Prof. Terrance Evans, Phoenix Savage Tougaloo College

In expanding its program on the study of modern day slavery, Tougaloo College formed five learning communities linking courses across disciplinary lines, including English, music, art, education, sociology, psychology and religious studies. This presentation will discuss the results of these learning communities and the value of exploring contemporary slavery from an interdisciplinary perspective.

This is a Man's World: The Burden of Black Female Leader's Intuition

Ashlee B. Daniels and Leslie Ekpe; Prairie View A&M University and Texas Christian University

Black women are innovative, assertive, taskmasters, and ethereal. Furthermore, Black female leaders are a well of wisdom, strength, and courage; but all great things must come at a price. Black women are self-sufficient because they have to be and not by choice. This study will look at how hardships affect Black women’s academic success, and will take into account the dynamic of relationships and culture that influences choices and decision-making. The purpose of this study is to understand that Black women in leadership roles are vulnerable and need continuous support and guidance. This understanding will help researchers make informed suggestions and recommendations to assist Black female leaders in the making.

Session II - LEARNING COMMUNITIES

VIRTUAL CONFERENCE

Thursday, October 29, 2020

9:20 a.m. – 10:05 a.m.

Influence of HBCU Summer Bridge Programs on Ethnic-Racial Identity Development of First-Year Students of Color

Jamila Clayton, Prairie View A&M University

This potential research study examines the influence HBCU summer bridge programs have on the ethnic/racial identity development of first-year students of color. Guided theoretically by critical race theory (CRT) to provide a foundation for understanding the experiences and ethnic/racial identity development of first-year students of color in an HBCU summer bridge program as they learn about racism and systems of oppression in society. Moreover, this study aims to provide the coordinators of HBCU summer bridge programs with ways to incorporate the tenets of CRT into Summer Bridge programming to help foster the ethnic/racial identity development of students of color.

Longitudinal Investigation on Personalization Classes and College Students' Attitude Toward Mathematics

Li Huang, Laretta Garrett, Kelly Bragan-Guest and Byunghoo Lee, Tuskegee University

Our work seeks to create tasks for pre-calculus and similar courses that allow personalization that is the use of data that have personal meaning to the student, to help students learn mathematics. In the current study, we will exam the relationship between students' attitude to the mathematics and their performance in the personalization class room.

Session III – ONLINE INSTRUCTION STRATEGIES

VIRTUAL CONFERENCE

Thursday, October 29, 2020

10:10 a.m. – 10:55 a.m.

Shifting Sands: Faculty Readiness to Transition from Face-to-Face to Remote/Online Modalities

Dr. Leroy Hamilton, Jr. and Dr. Berkley N. King, Jr., Norfolk State University

To respond to the COVID-19 virus threat, institutions have adjusted instructional practices to avoid disruptions in instructional delivery. The primary adjustment has been the transition from face-to-face to online teaching, with online classes being the norm for tens of thousands of students.

The unprecedented shift to online modalities demands a resilient, talented faculty and effective training. Therefore, major concerns in higher education include the degree of readiness among faculty for online teaching and the efficacy of their training for this task. Research in these areas will guide institutions as they adjust to new realities.

Session III – ONLINE INSTRUCTION STRATEGIES

VIRTUAL CONFERENCE

Thursday, October 29, 2020

10:10 a.m. – 10:55 a.m.

Investigating HBCU Students' Preparedness for Online and Virtual Learning Experiences

Dr. Beverly Sande and Dr. Camille Burnett; Prairie View A & M University

Are you experiencing challenges in conducting research? We are, too! This presentation will describe some of the difficulties encountered in completing research and scholarly activities in the field of education due to COVID-19. The presenters will first establish a framework for the presentation by describing research in education, the issues typically faced, and the changing landscape of K-16 education. The presenters will then use narrative analysis to describe the challenges encountered since the pandemic and to present possible solutions to these challenges.

Bridging the Gap: Using Technology to Maintain Optimum Quality in Online Instruction

Shesha Pancholi and Richard Pinsk, Strategic Education, Inc.

With the trend towards a predominant online learning environment, ensuring student engagement and ultimate success remains paramount. There are many technical solutions that can be applied to support and motivate students to stay involved in their education. In this session, digital product leaders will demonstrate a portfolio of tools used at Strayer and Capella Universities that have proven effective in remote learning and teaching, including: Faculty Action Center (FAC). The FAC empowers faculty with tools and data that support effective teaching strategies, increase engagement, improve efficiency and create a learning experience designed to improve student outcomes.

Session IV – LITERACY, THE MILLENNIALS, AND THE ADULT LEARNER

VIRTUAL CONFERENCE

Thursday, October 29, 2020

11:00 a.m. – 11:45 a.m.

Common COVID-19 Challenges for the Adult Learner

Lucinda Blue, Johnson C. Smith University

Certain decisions about education must be made by the adult learner during these unprecedented times. If the adult learner decides to return or enter college for the first time, this decision adds to the already complexity of time management, health, safety, and financial affordability. It is obvious that the mastery of college success cannot be accomplished in solitary; therefore, the college and/or educational institution, family, friends, and others must be extremely supportive. Malcolm Knowles, as advocate for adult education, believed in andragogy. However, based on the current global COVID-19 disruption, pedagogical instruction must also be necessary in teaching adults.

Session IV – LITERACY, THE MILLENNIALS, AND THE ADULT LEARNER

VIRTUAL CONFERENCE

Thursday, October 29, 2020

11:00 a.m. – 11:45 a.m.

Challenges of Conducting Education Research in a COVID-19 Era:

Dr. Camille Burnett and Dr. Beverly Sande; Prairie View A & M University

Are you experiencing challenges in conducting research? We are, too! This presentation will describe some of the difficulties encountered in completing research and scholarly activities in the field of education due to COVID-19. The presenters will first establish a framework for the presentation by describing research in education, the issues typically faced, and the changing landscape of K-16 education. The presenters will then use narrative analysis to describe the challenges encountered since the pandemic and possible solutions to these challenges.

Retaining Online Millennial Learners in Higher Education

Dr. Robin R. Davis and Dr. Natalie Delbridge, Virginia Union University

According to Ludwig-Hardman and Dunlap (2003), a learner support services program is a critical component to retaining online learners at universities. The purpose of the study was to understand how institutions of Higher Education could be more effective in retaining “Millennial Learners” in the online platform environment. The researchers wanted to explore what is relevant today to help retain Online Millennial Learners.

The researchers used qualitative methodology for this study that included a survey instrument, social media platform tool and interview sessions (face to face and via telephone). The targeted population for this study were millennial learners currently enrolled at Universities in South Carolina with online programs.

Keys to Literacy

Dr. Clarissa Gamble Booker, Dr. Arthur L. Patterway, and Dr. Gwendolyn King
Prairie View A&M University and Alabama State University

The session will focus on effective strategies used for the improvement of vocabulary and comprehension in the educator preparation programs for pre-service and in-service teachers

Session IV – LITERACY, THE MILLENNIALS, AND THE ADULT LEARNER

VIRTUAL CONFERENCE

Thursday, October 29, 2020

11:00 a.m. – 11:45 a.m.

15 Minute Degrees

Daniel Kennebrew and Carolyn Davis, Prairie View A&M University

Mentoring involves an experienced individual (a mentor) educating, guiding, and counseling a less experienced person (a protégé) to help him or her develop skills and realize dreams (Mondisa, 2018). Mentoring relationships can be powerful and life-altering. Research suggests that short periods before and after class are very crucial to building trust and establishing relationships, especially those from underrepresented minority students and, if utilized, can increase student confidence, student self-efficacy, and student persistence to graduation.

Session V – LEADERSHIP AND GOVERNANCE

VIRTUAL CONFERENCE

Thursday, October 29, 2020

11:50 a.m. – 12:30 p.m.

Transformational Leadership During Turbulent Times

Dr. Leonard Haynes and Crystal Moore, Strategic Education, Inc.

Natural disasters such as the current pandemic require the critical thinking skills of leadership in higher education to move to the next level. Presidents are faced with new challenges and treading into areas that may not have been previously addressed, or even imagined. Join Dr. Lester C. Newman, President of Jarvis Christian College and Dr. Leonard Haynes, Senior Vice President and Senior Advisor to Strategic Education, Inc. to discover how to build resilience for your university, and adopt support measures for faculty members to be sustained for any emergent realities. **(Is the co-presenter, Moore or Newman?)**

Leadership Challenges in Higher Education: A Study of Governance at Historically Black Colleges and Universities

Tracey Morant Adams, Alabama State University

The conflict between governance and administration in higher education continues to be debated and studied. The result of such perceived conflict can mitigate overall institutional effectiveness, faculty recruitment, and retention, and student achievement. This paper examines the issue of shared governance using a mixed-methods approach by exploring leadership perceptions of governance and administration at Historically Black Colleges and Universities.

The Relationship Between Perceived Leadership Styles of Principals and Teacher Retention and Satisfaction

Dr. Leroy Hamilton, Jr. and Dr. Berkley N. King, Jr., Norfolk State University

Approximately 33% of beginning public school teachers in the United States leave the profession before completing their first year in the classroom (Hill et al., 2005) and nearly 50% of new teachers leave the profession after only 5 years (Roth & Tobin, 2005). The literature review explicated factors of the possible interrelationship between teacher satisfaction, retention, and leadership of building principals.

Session V – LEADERSHIP AND GOVERNANCE

VIRTUAL CONFERENCE

Thursday, October 29, 2020

11:50 a.m. – 12:30 p.m.

Becoming a Leader in Academia: Opportunities for Faculty Development

S. Keith Hargrove, Tennessee State University

Every academic employee can learn to become a leader in higher education. From regular faculty to the president, the role of leadership has different skills and knowledge which can be deployed to fulfill a collaborative objective. This presentation will explain the roles in academia and how leadership development can help all academic personnel to be effective at their institution.

VIRYUAL CONFERENCE

Thursday, October 29, 2020

12:30 p.m. – 1:15 p.m.

Lunch

KEYNOTE SPEAKER & SPONSORED PRESENTATIONS

Dr. Norvella Carter

Professor Emerita of Education

Department of Teaching, Learning and Culture

Texas A&M University (TAMU)

“Dynamic Higher Education During a Turbulent Pandemic: IT’S YOUR TIME!”

KEYNOTE SPEAKER



Dr. Norvella Carter
Professor Emerita

Norvella Carter, Ph.D. is Professor Emerita of Education in the Department of Teaching, Learning and Culture at Texas A&M University (TAMU), College Station, Texas. She was awarded this lifetime position when she retired in 2017 as Endowed Chair in Urban Education and Director of the Center for Urban School Partnerships. Upon retirement, TAMU gave special tribute to Dr. Carter by naming a lecture series in her honor. In 2018, Dr. Carter was appointed to the one-year position of Interim Chair, Department of Education and Director of Educational Leadership at Trinity University in San Antonio, Texas. During her career, she engaged in research and the preparation and development of educators for urban and diverse environments at four other universities, Loyola University of Chicago, Illinois State University, University of Georgia (Scholar in Residence), and Texas Southern University (Professor and Endowed Chair). Dr. Carter is a promoter of public schools, having served as a principal, special education high school teacher, a middle-school teacher and an elementary school teacher for a number of years. One of the highlights of Dr. Carter's career was the service she provided as an invited scholar to give expert testimony at a Congressional Hearing at the Capitol Building in Washington DC on "*Closing the Achievement Gap for Children of Color*," sponsored by the Children's Caucus and The Black Caucus in Congress.

Dr. Carter had a reputation for graduating record numbers of doctoral students in urban education. Most of her graduates serve at institutions of higher education or Prek-12 settings in urban environments. She has received national awards such as the W.E. B. Dubois Higher Education award from the National Association of Secondary School Principals (NASSP), leadership awards from The American Educational Research Association (AERA), The Association of Teacher Educators (ATE) and American Association of Colleges of Teacher Education (AACTE). Dr. Carter is an editor and author of numerous publications and served as editor of *The National Journal of Urban Education* for more than 10 years. Her latest book is a 2018 international, edited publication, entitled *The Intersectionality of Race, Ethnicity, Class and Gender in Teaching and Teacher Education*.

Dr. Carter has presented and engaged in professional development with educators in the U.S. and abroad, including work with the United Nations Educational, Scientific and Cultural Organization (UNESCO). Finally, Dr. Carter taught study abroad programs and conducted presentations on her work in many cities nationally and countries internationally such as Canada, England, France, Greece, Italy, Portugal, Spain, Niger, South Africa, Botswana, Zambia, The Gambia, Tanzania, Zanzibar and Ireland. She has been married to William Carter for more than 4 decades and is mother to 7 children and grandmother to 17 grandchildren.

Session VI – INTERNATIONAL EDUCATION PROGRAMS

VIRTUAL CONFERENCE

Thursday, October 29, 2020

1:20 p.m. – 2:05 p.m.

Engaging with Institutions Abroad Through the Fulbright Specialist Program

Amirah Nelson, World Learning

Learn more about the Fulbright Specialist Program, a part of the larger Fulbright Program that provides established U.S. academics, administrators and professionals with short-term (2-6 week), fully funded opportunities to participate in project-based exchanges at host institutions in 160 eligible countries and other areas. Attendees will gain insight into the program's structure and application process, and learn how Fulbright Specialist alumni at HBCUs have leveraged relationships developed through the program to enhance their research and teaching.

Enhancing the Classroom Experience through Faculty Fulbright Opportunities

Carleen Velez, Institute of International Education

Institutions strive to increase the number of minority students who study abroad. However, the integral piece that is missing from these engagement efforts is trained faculty and/or administrators who can encourage and support students. Two Fulbright alumni will illustrate how they built mutual understanding through discussions of diversity with people of other nations. Their experiences also informed their everyday interactions at their home institutions because they were better prepared to present an international perspective to their students. By starting with faculty and administrators, institutions can create a supportive culture that will continue to promote minority student participation in study abroad.

Council on Foreign Relations Online Teaching and Learning Resources

Sarah McMerty and Maria Casa, Council on Foreign Relations

This presentation by the Council on Foreign Relations (CFR) focuses on resources and programming for teaching and learning about international relations and foreign policy. Administrators, advisors, librarians, and professors of classes in related fields will find these free, online resources of use in both remote and in-person teaching settings. The presentation will also introduce two CFR webinar series: the Academic Initiative's Higher Education Webinars for presidents, administrators, and professors and the Academic Webinars for students.

Session VII – FACULTY DEVELOPMENT

VIRTUAL CONFERENCE

Thursday, October 29, 2020

2:10 p.m. – 2:55 p.m.

Recognition & Rewards: Engaging Faculty with Gamification Strategies

Sonia Mae Brown, Ph.D., Langston University

Langston University is a small HBCU located in Langston, Oklahoma. In 2018, Langston adopted a faculty rewards program whose goal was to encourage faculty participation in developmental programming. This session proposes to discuss the best practices that influenced the implementation, formation, and facilitation of a gamification rewards-based incentive program. The presenter will discuss gamification strategy by providing a case analysis of Langston University's reward program. Session participants can expect to learn about gamification theory and its impact on faculty motivation and individual engagement. Participants will leave with innovative ideas that they can employ within their programs at their institutions.

Emergency Management Higher Education Program: Lessons Learned from the 2019 AERA Conference in Toronto, Canada

Oluponmile Olonilua, Texas Southern University

The FEMA Higher Education program sponsored a 9-member SoTL focus group at the American Educational Research Association (AERA) annual meeting in Toronto, Ontario – Canada from April 4th to April 9th, 2019. Members of the focus group were encouraged to attend sessions at the conference to identify relevance to emergency management and homeland security education. The 2019 AERA Annual Conference centered on the theme Leveraging Education Research in a Post-Truth Era: Multimodal Narratives to Democratize Evidence. Notes and discussions about the 2019 AERA conference from the SoTL focus group were combined and synthesized into this report. This report is organized around four themes and the themes will be presented.

Keys to Building and Maintaining Quality in Online Instruction

John Roussel, Strategic Education, Inc.

The true test of facilitating quality instruction is the flexibility to deliver content in varied modalities. With the current transition to more online instruction, it is key to maintain the highest level of quality in instruction. During this session, led by Strategic Education, Inc.'s instructional designers and technologists, participants will explore critical technical elements of online course design and learning. We will also review researched and practical strategies to enhance the student experience and engagement within an online course. Upon completion, participants can adopt practices to refine current and future online courses.

Session VII – FACULTY DEVELOPMENT

VIRTUAL CONFERENCE

Thursday, October 29, 2020

2:10 p.m. – 2:55 p.m.

Enhancing the Classroom Experience through Faculty Fulbright Opportunities

Kim Williams, Kimberly Jackson, and Carleitta L. Paige

Institute of International Education (Fulbright)

Institutions strive to increase the number of minority students who study abroad. However, the integral piece that is missing from these engagement efforts is trained faculty and/or administrators who can encourage and support students. Two Fulbright alumni will illustrate how they built mutual understanding through discussions of diversity with people of other nations. Their experiences also informed their everyday interactions at their home institutions because they were better prepared to present an international perspective to their students. By starting with faculty and administrators, institutions can create a supportive culture that will continue to promote minority student participation in study abroad.

Session VIII – FACULTY PRODUCTIVITY AND INSTRUCTIONAL DESIGN

VIRTUAL CONFERENCE

Thursday, October 29, 2020

3:00 p.m. – 3:45 p.m.

Fostering Virtual Learning for Success

Dr. Patrice Petroff, Andy Wertz and Stacey L. Bush,

Queens University and Charlotte Mecklenburg Schools Phillip O. Berry Academy of Technology

In this session, we will discuss strategies that allow for successfully learning in the virtual classroom. Participants will work through conversation on course development, active community building, setting expectations and norms and encouraging feedback strategies. Through reflection on face to face strategies for successfully learning and ways to translate these strategies virtually, participants will take inventory of their current strengths and growth areas and how they can apply the information presented to continue to develop and enhance their virtual course work.

African American Male Teachers: Challenging Notions that Define Them as “Pedagogical Kinds”.

Lalita Doward and Dr. Samantha Strachan, Alabama A&M University

Before African American men enter classrooms, their roles as teachers have already been defined. This places limitations on how African American men are perceived in education as well as how they experience the teaching profession. This presentation will discuss how being a “pedagogical kind” has serious implications for African American men on the teaching pathway and in the teaching profession. Specifics of how these implications have impacted or continue to impact the recruitment and retention of African American men in teaching will be discussed.

Session VIII – FACULTY PRODUCTIVITY AND INSTRUCTIONAL DESIGN

VIRTUAL CONFERENCE

Thursday, October 29, 2020

3:00 p.m. – 3:45 p.m.

Sibling Success: A Tale of Two Students Who Began Their Journey to Become Drs in Undergrad

Dr. Heidi Lovett, Dr. Erin Green and Dr. Brian Buckhalter; Louisiana Child Development Foundation
Houston ISD, Buck Wild About Math, LLC.

The journey to obtaining a doctoral degree begins long before the application process. Along the way, students will be faced with many new experiences and obstacles that have the potential to make or break their success. In this presentation, participants will hear the stories from two Dillard University alumnae --and their undergraduate advisor-- whose pathways to doctorates in education began before their undergraduate degrees were even awarded.

Session IX – TEACHING AND LEARNING IN A COVID ENVIRONMENT

VIRTUAL CONFERENCE

Thursday, October 29, 2020

3:50 p.m. – 4:40 p.m.

Students' Satisfaction in Online Courses at Historically Black Colleges and Universities: A Pre-COVID 19 Quantitative Analysis

Sherrie Gilbert, Auburn University

Before the COVID-19 pandemic caused all higher education institutions to switch to 100% online course formats during the spring 2020 semester, data were collected from HBCU students at seven HBCUs in order to reveal the best predictors of online course satisfaction based on online course interactions (learner-instructor, learner-learner, and learner-content). The results of this study and its implications will be discussed during this presentation.

If not now, When?: Pedagogy during a Pandemic

Dr. Berkley King, Dr. Eartha Johnson, Dr. Barbara Rodriguez
Norfolk State University and Dillard University & ACUE

It has become more evident than ever that faculty's ability to teach using evidence-based teaching practices is paramount to academic and student success. The presenters will share how in partnership with ACUE their faculty transformed their courses by implementing practices that promote student engagement, inclusivity, and persistence. The supporting data will show the positive impact that professional development has had to better equip faculty during this unprecedented time.

Higher Learning Community Response Amid COVID-19

Dr. Dawn Williams, Dr. Heidi Lovett, Dr. Saint I. Rice, Jr. and Sivi Domango, Dillard University

The journey to obtaining a doctoral degree begins long before the application process. Along the way, students will be faced with many new experiences and obstacles that have the potential to make or break their success. In this presentation, participants will hear the stories from two Dillard University alum- and their undergraduate advisor- whose pathways to doctorates in education began before their undergraduate degrees were even awarded.

Session IX – TEACHING AND LEARNING IN A COVID ENVIRONMENT

VIRTUAL CONFERENCE

Thursday, October 29, 2020

3:50 p.m. – 4:40 p.m.

How COVID-19 Thrust Faculty into Online Teaching and Learning: The New Normal at HBCUs.

Sheila Witherspoon, South Carolina State University

The COVID-19 pandemic prompted colleges and universities to offer online teaching and learning as a panacea to maintain instruction with their students. Where Historically Black Colleges and Universities have incorporated distance education departments inclusive of fully online academic programs and courses, the choice to teach in a live, traditional format is temporarily eliminated; faculty resistance being challenged. This presentation will examine how COVID-19 affected resistant faculty who must engage in online teaching and learning. Technological savvy, access to Wi-fi and/or Internet, instructional design, talent development and facilitation of fully online courses will be delineated.

Higher Education in New Orleans Post Hurricane Katrina Through COVID-19

Chaplain Herbert Brisbon, Heidi Lovett, Ph.D. and Dr. Eric Griggs, M.D.

Dillard University, Louisiana Child Development Foundation, City of New Orleans COVID-19 Task Force

Louisiana Child Development Foundation, City of New Orleans COVID-19 Task Force

Previous research articles have discussed the death toll of Hurricane Katrina and the impact on K-12 public education. This research document discusses the current impact of the pandemic coronavirus (COVID-19) on students enrolled in higher education and the faculty members teaching at a historically black college in New Orleans. LA. The analysis includes the impact of Hurricane Katrina on faculty from 2005.

Collaborating Solutions: Building Safety and Course Protocols with Other Institutions During COVID-19

Teresa Dowell-Vest, Prairie View A&M University

The effects of COVID19 are far-reaching and long-lasting. For film and television courses, the collaborative nature of the art and the technological needs, teaching production courses can be especially challenging. To determine the best approach to teaching courses best-delivered face to face, a brainstorming session via Zoom pulled best practices, safety protocol suggestions, and course activities for the COVID era face-to-face, hybrid, and online course scenarios. In total, 111 faculty members, filmmaking professionals, scholars, and researchers collaborated on ideas and lesson plans to pilot in the fall semester. College and universities that typically have little to no contact with one another worked in teams within nine breakout rooms. The teams presented to the participants and the live stream viewers, their findings, and proposed practices. The two-hour session inspired new relationships, collaboration, course "tag-teaming" between institutions, and a plan of action to support student filmmakers during the pandemic.

VIRTUAL CONFERENCE

Thursday, October 29, 2020

4:45 p.m. – 4:50 p.m.

Closing Session

**HBCU Grant Announcement - Conference Wrap-Up & Closing Remarks
Dr. Robbie Melton**

5:00 p.m. – 5:10 p.m.

Business Meeting

HBCU Grant Announcement



Robbie K. Melton
Professor
Tennessee State University

Dr. Robbie K. Melton has prepared a ***“Mobile App Educational and Workforce Resource Center”*** that contains over 20,000 apps from PreK-Careers and a curation of ***smart educational iGadgets*** at www.APPAPEDIA.org.

Dr. Robbie Melton, tenured professor at Tennessee State University and currently serving as the university’s transitional graduate dean is a global researcher and international consultant for Emerging IOE (“The Internet of Everything”) Smart Mobile Technology of mobile devices, smart phone-tablets, wearables, smart gadgets and tools, and mixed reality of VR and AR. In addition, she is the primary investigator for a national OER (Open Education Resources) Affordable Learning Solutions Pilot Grant (CSU) for selected HBCUs and Community Colleges and for OER SkillsCommon Workforce Training and Careers. She formerly served as the Associate Vice Chancellor for Emerging Technologies for the Tennessee Board of Regents and the primary developer and chief administrator for the system wide Regents Online Degree Programs. Her tributes include: 2016 OLC Leadership, WCET Life Time Achievement, 2014 Top 30 Technologists, 2013 Apple Distinguished Educator, 2012 Top Fifty Technology Innovator; and 2012 WOW EdTechnology Awards. She was a featured speaker at the UNESCO Mobile Learning Symposium. She known as an ‘Appologist, for her extensive research of best practices with mobile devices (smart phone, tablets, wearable, and the creation of a Mobile App Resource Center. Currently serving as the UNICEF Teacher Education Technology Trainers for the Country of Malawi (Africa) in the use of mobile devices with limited internet and power.



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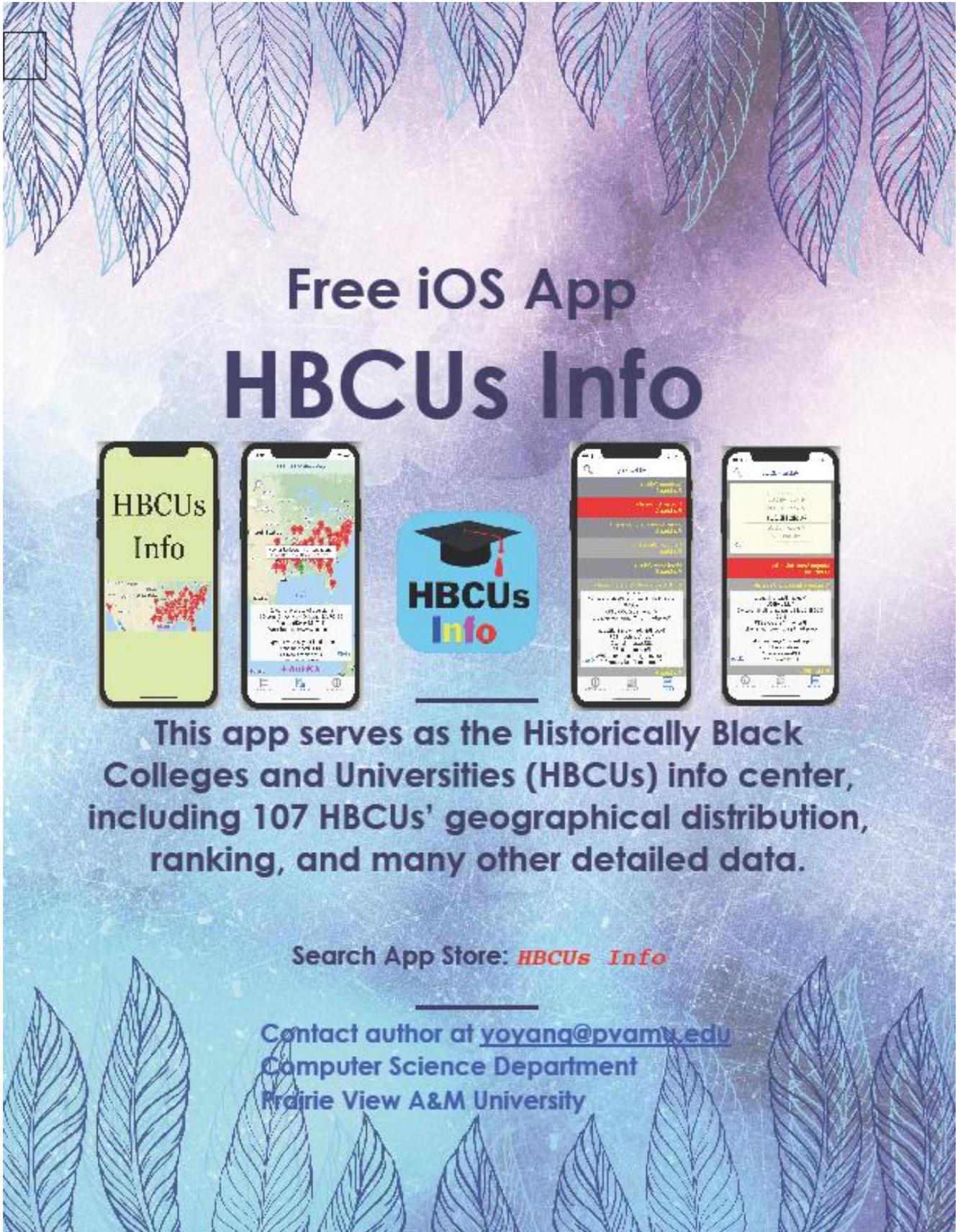
NATIONAL HBCU INITIATIVES



DR. ROBBIE MELTON

Professor
Tennessee State University

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Free iOS App HBCUs Info



This app serves as the Historically Black Colleges and Universities (HBCUs) info center, including 107 HBCUs' geographical distribution, ranking, and many other detailed data.

Search App Store: **HBCUs Info**

Contact author at yoyang@pvamu.edu
Computer Science Department
Prairie View A&M University

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