HBCU Faculty Development Network

Conference Program

Fourteenth National HBCU Faculty Development Symposium
"Enhancing Quality through Engaged Assessment & Research"
October 18-20, 2007
Kellogg Hotel and Conference Center
Tuskegee University
Tuskegee, Alabama

◆

Sponsored by
HBCU Faculty Development Network

◆

Co-hosted by
Tuskegee University &
Alabama State University

♦
Fourteenth National HBCU Faculty Development Symposium
"Enhancing Quality through Engaged Assessment & Research"
October 18-20, 2007
Kellogg Hotel and Conference Center
Tuskegee University
Tuskegee, Alabama
♦

STEERING COMMITTEE

Hasan Crockett
Morehouse College

Phyllis Worthy Dawkins
Johnson C. Smith University

Henry J. Findlay
Tuskegee University

Laurette B. Foster
Prairie View A&M University

Eugene Hermitte
Johnson C. Smith University

M. Shelly Hunter
Norfolk State University

Stephen L. Rozman
Tougaloo College

Emeritus

Joyce P. Peoples
Atlanta Metropolitan College

Carrell P. Horton
Fisk University

Jesse J. Silverglate
Florida Memorial College

Barbara S. Frankle
LeMoyne-Owen College

J. Jonathan Lewis
Texas Southern University

Cecelia Steppe-Jones
North Carolina Central University

Argiro L. Morgan
Xavier University of Louisiana

❖

Network Program Coordinator
Gloria Dean Roberts

October 18, 2007

Dear Colleague:

This **Fourteenth National HBCU Faculty Development Symposium** on *"Enhancing Quality through Engaged Assessment & Research"* places focus on the importance of examining the outcomes of our instructional strategies to develop the most effective approaches for enhancing teaching and learning, and also for meeting the growing demands of accreditation organizations and grant funders.

Bringing the HBCU Faculty Development Symposium to Tuskegee gives us the opportunity to visit an institution that is rich in history and that serves as a symbol of the ongoing struggle for equal rights and justice. We will also be focusing on nearby Montgomery with our visit to Alabama State University and the showing of a documentary film on the women behind the Montgomery Bus Boycott, followed by a panel discussion.

We welcome as keynote speaker Dr. Vincent Tinto, a national leader in the use of learning communities and collaborative pedagogies to enhance student learning and retention. We also welcome the representatives from the Washington Center for Improving the Quality of Undergraduate Education at the Evergreen State College who have worked closely with the HBCU Faculty Development Network in co-sponsoring learning community workshops and summer institutes.

The preconference workshops are reflective of the conference theme, with sessions on assessment; learning communities; community-based participatory research; research ethics and minority communities; and technology, assessment & professional development. The faculty development breakfast series and several concurrent sessions also focus on assessment and research.

We thank both Tuskegee University and Alabama State University for the important roles they have played in the organization of the symposium and the hosting of activities.

Sincerely,

Steering Committee

HBCU Faculty Development Network
Co-directors
Stephen L. Rozman
Tougaloo College ❖ Tougaloo, MS 39174 ❖ Office (601) 977-4460 ❖ Fax (601) 977-6148 ❖ srozman@aol.com ❖ network@hbcufdn.org
Phyllis Worthy Dawkins
Johnson C. Smith University ❖ 100 Beatties Ford Road, Charlotte, NC 28216 ❖ Office (704) 378-1287 ❖ Fax (704) 378-1281 ❖ pdawkins@jcsu.edu

PRECONFERENCE FORMAT

Thursday, October 18, 2007

7:45 - 2:00 p.m.	Registration – Tuskegee University at Kellogg Hotel & Conference Center	
8:30 - 9:45 a.m.	*Faculty Development Breakfast Series*	*Ballroom A*

10:00 - 12:00 noon	Preconference Concurrent Resource Workshops

Track I: **Assessment**   *Ballroom A*
A.1 *The ACPA ASK Standards: Framework for Assessment Skills and Knowledge*
A.2 *Developing and Assessing Learning Outcomes and Using Results for Program Improvement*
Track II: **Learning Communities**   *Meeting Room B*
B.1 *Learning Communities for STEM Academic Achievement: A Promising Pedagogical Reform*
B.2 *Building on the Best: From Classroom to Program Assessment*
Track III: Community-Based Participatory Research
C.1 *Campus to Campus Partnerships: Co-Creating Models Integrating Service Learning with CBPR*   *Room C*

12:15 - 1:15 p.m. Preconference Resource Panel *Luncheon*   **Ballroom B**

Special Presentation: "The History of Tuskegee University"

1:30– 4:30 p.m.	Preconference Concurrent Resource Workshops

Track IV: **Research Ethics and Minority Communities**   *Meeting Rooms F & G*
Tuskegee University National Center for Bioethics in Research and Health Care
Track V: Technology, Assessment & Professional Development   *Meeting Room C*
Using the "Seven Principles of Good Practice" as Scaffolding for Program Improvement & Accreditation Self-Studies

5:00 p.m.   Bus Departs from Booker T. Washington Monument--Travel to Alabama State University
5:45 - 6:45 p.m.   Reception/Dinner in Fine Arts Building at Alabama State University
7:00 – 8:30 p.m.   Entertainment - Play entitled "Jitney" -- Tickets reserved for group

CONFERENCE FORMAT

Friday, October 19, 2007

7:45 - 4:00 p.m.	Registration – Tuskegee University at Kellogg Hotel & Conference Center	
8:30 - 9:45 a.m.	*Faculty Development Breakfast Series*	*Ballroom B*
10:00 – 11:00 a.m.	Concurrent Sessions - Group I	
11:15 - 12:15 a.m.	Concurrent Sessions - Group II	

12:30 - 1:45 p.m.	*Welcome/Luncheon Keynote – Vincent Tinto, Syracruse University*	**Ballroom B**

2:00 – 3:00 p.m.	Concurrent Sessions - Group III	
2:00 – 3:00 p.m.	Concurrent Sessions - Group III	
3:15 - 4:15 p.m.	Concurrent Sessions - Group IV	

5:00 -- 6:30 p.m.	*Networking Reception/Cash Bar, Book Signing, Film Screening*	**Auditorium Foyer**

6:45 p.m. --	*Buffet Dinner/Panel Discussion & After Dinner Social Event*	**Ballrooms A & B**

Saturday, October 20, 2007

8:00 - 12 noon	Registration – Tuskegee University at Kellogg Hotel & Conference Center	
8:30 - 9:45 a.m.	*Faculty Development Breakfast Series*	*Ballroom B*
10:00 – 11:00 a.m.	Concurrent Sessions - Group V	
11:15 - 12:15 a.m.	Concurrent Sessions - Group VI	

	Poster Session	**Ballroom B Foyer**

12:30 – 1:45 p.m.	*Luncheon Roundtables*	**Ballrooms B & C**

2:00 – 3:00 p.m.   Concurrent Sessions - Group VII
Door Prizes - *Blackberry© – donated by Verizon* **& other items**

Tour of Tuskegee University – National Historic Site

"Enhancing Quality through Engaged Assessment & Research"
Co-hosted by
Tuskegee University &
Alabama State University

PRECONFERENCE

Thursday, October 18, 2007

7:45 - 2:00 p.m.   Registration – Tuskegee University at Kellogg Hotel & Conference Center

---

8:30 - 9:45 a.m.   *Faculty Development Breakfast Series*   *Ballroom A*

Assessment and the Quality Enhancement Plan
Eugene Hermitte, Acting Dean, Freshman-Sophomore Learning, **Johnson C. Smith University**
Linette Fox, Associate Vice President for Academic Affairs, **Johnson C. Smith University**

This presentation will describe the approaches and strategies used by the leaders of the Quality Enhancement Committee to involve the entire campus community in quickly developing a strong Quality Enhancement Plan. This Plan, which emphasizes student engagement was ultimately accepted by SACS. We will describe how students are taught to assess themselves and see the value of self-assessment. We will also present a component focusing on the use of reflection to see the link between freshman learning and future success. Finally, we will show how we use electronic portfolios as a vehicle for the QEP.

10:00 - 12:00 noon   Preconference Concurrent Resource Workshops

Track I: Assessment (10:00 a.m. – 12 noon)   *Ballroom A*

A.1 *The ACPA ASK Standards: Framework for Assessment Skills and Knowledge*
     Art R. Malloy, Dean of Students, **Savannah College of Arts and Design**
        American College Personnel Association

This will be an interactive presentation building on information presented first by PowerPoint or overhead slides, then allowing ample opportunity for audience comment and discussion. The presentation also contains an embedded opportunity (a "mini assessment") for participants to identify areas of skill and knowledge in which they may desire further development.

A.2 *Developing and Assessing Learning Outcomes and Using Results for Program Improvement*
     Shirley F. Manigault, Associate Dean, College of Arts & Sciences, **Winston-Salem State University**
     Elva J. Jones, Chair, Computer Science Department, **Winston-Salem State University**

Often data generated through assessment activities do not facilitate program improvement. In fact, as often as not, no conclusions can be drawn from these data; or if problems are identified, there is no way to drill down to their source. This interactive workshop will provide participants with models of learning outcomes and assessment methods, and engage them in developing or refining learning outcomes to yield usable results.

Track II: *Learning Communities* (10:00 a.m. – 12 noon) *Meeting Room B*

B.1 *Learning Communities for STEM Academic Achievement: A Promising Pedagogical Reform*

Orlando Taylor, Vice Provost for Research, Dean of Graduate School, **Howard University**
Kimberley Freeman, Co-Project Director, LCSAA, **Howard University**
Jill McGowan, Associate Professor, Mathematics, **Howard University**
Arthur Bacon, Provost, **Talladega College**

To work toward solving the national problem of African Americans being underrepresented in the fields of science, technology, engineering, and mathematics (STEM), Howard University, Jackson State University, Talladega College, and Xavier University, launched an innovative reform entitled Learning Communities for STEM Achievement (LCSAA), which focuses on improving teaching and learning in STEM by implementing "learning communities" among faculty and students. The panel will present the result of different learning communities implemented in STEM, as well as focus on future projects and partnerships.

B.2 *Building on the Best: From Classroom to Program Assessment*

Emily Lardner, Co-Director, **Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College** (Olympia, Washington)
Gillies Malnarich, Co-Director, **Washington Center for the Improving the Quality of Undergraduate Education, The Evergreen State College** (Olympia, Washington)
Joye Hardiman, Tacoma Campus, **The Evergreen State College**
Phyllis Worthy Dawkins, Director of Faculty Development Program, Dean of Professional Studies, **Johnson C. Smith University**

In this interactive session, we will examine student written work using a structured protocol that builds on identified strengths. Based on this conversation, participants will develop student, learning outcomes that matter to students and teachers. We will move from the classroom to an examination of program level assessment that includes meaningful techniques for collecting data on student learning and assessing learning communities.

Track III: *Community-Based Participatory Research* (10:00 a.m. – 12 noon)

C.1 *Campus to Campus Partnerships: Co-Creating Models Integrating Service Learning with Community-based Participatory Research*

Hiram E. Fitzgerald, Associate Provost, University Outreach/Engagement, **Michigan State University**
Laurie Anne Van Egeren, Assistant Director, Outreach & Engagement, **Michigan State University**
Angela D. Allen, Graduate Research Assistant, National Center for the Study of University Engagement, **Michigan State University**
Makola Abdullah, Associate Professor of Civil Engineering and Associate Vice President for Research **Florida A&M University**
Clifton Addison, Jackson Heart Study, **Jackson State University**
Hasan Crockett, Director, Bonner Office of Community Service, Professor of Political Science **Morehouse College**
Amelia Ross-Hammond, Coordinator, Service Learning & Civic Engagement, **Norfolk State University**
Laurette Blakey Foster, Faculty Development Director, Associate Professor of Mathematics, **Prairie View A & M University**
Stephen Rozman, Director, Center for Civic Engagement & Social Responsibility, **Tougaloo College**
Henry Findlay, Professor & Director of Program Development, Continuing Education Program, **Tuskegee University**

The "Campus to Campus Partnerships" model between Michigan State University and seven historically Black colleges and universities aims to build engaged, community-based participatory assessment, research, grantsmanship, and partnership development. An MSU faculty partner, HBCU faculty partners, and a MSU graduate student will share their experiences in building this collaboration, including challenges, opportunities, and strategies that developed the timeline, group dynamics, and implementation process. The audience is invited to provide feedback on the model and learn how they can participate.

12:15 - 1:15 p.m.	Preconference Resource Panel *Luncheon*	Ballroom B

Facilitator: Henry J. Findlay, **Tuskegee University**

Special Presentation: "The History of Tuskegee University" – Professor Frank Toland

1:30– 4:30 p.m. Preconference Concurrent Resource Workshops

Track IV: Research Ethics and Minority Communities   Meeting Rooms F & G
Tuskegee University National Center for Bioethics in Research and Health Care
Stephen Olufemi Sodeke, Interim Director of Center, Professor of Allied Health, **Tuskegee University**
Cynthia Beaver Wilson, Resource Specialist, **Tuskegee University**
Isaac Mwase, Associate Professor of Philosophy **Tuskegee University**
Leonard W. Ortmann, Senior Associate for Programs, **Tuskegee University**

Faculty and staff of the Bioethics Center will conduct this pre-conference workshop. Its overall goal is to increase the knowledge and skills of workshop participants to conduct responsible research with minority communities. Specifically, it will: (1) Provide an overview of the Tuskegee University National Center for Bioethics in Research and Health Care, (2) Discuss the work of the Bioethics Center in historical perspective, (3) Examine the United States Public Health Service Syphilis Study in Tuskegee and its legacy on research in minority communities, (4) Discuss traditional research ethics and principles, (5) Examine research ethics and principles from the perspectives of community-based participatory research and health disparities research, and (6) Enhance the skills of workshop participants in identifying and resolving ethical dilemmas in research.

Track V: Technology, Assessment & Professional Development   Meeting Room C
Using the "Seven Principles of Good Practice" as Scaffolding for Program Improvement and
* Accreditation Self-Studies*
Stephen Ehrmann, Vice President, **TLT Group**
Frank Parker, Director of Educational Technology, **Johnson C. Smith University**

In this workshop, we will explore ways of using the seven principles for attractive, engaging faculty development, for classroom assessment, and for productive program evaluation (i.e., program evaluation whose findings provide direct guidance for how to improve learning in coming years).   In the process we will learn about some practical tools such as Flashlight Online (a survey system with an item bank of questions based in part on the 'seven principles,' the National Survey of Student Engagement (a benchmarking and research program that also draws in part on the seven principles), and GoogleDocs (a tool for collaborative work in this workshop and after participants head home). [1] To see the seven principles, and a variety of associated resources, go to http://www.tltgroup.org/seven/home.htm   Participants are advised to bring laptops so that they can try out the tools and web sites we will discuss.

3:00 – 3:15 Refreshment Break	Pre-Function Lounge

5:00 p.m.	Bus Departs from Booker T. Washington Monument

Travel to Alabama State University

5:45 - 6:45 p.m.   **Reception/Dinner in Fine Arts Building at Alabama State University**

7:00 – 8:30 p.m.   **Entertainment - Tonea Stewart, actress and director of the theater, is directing a**
                             play entitled "Jitney" -- Tickets reserved for group

                             Bus departs to Tuskegee University

CONFERENCE

7:45 - 4:00 p.m.   Registration – Tuskegee University at Kellogg Hotel & Conference Center

8:30 - 9:45 a.m. *Faculty Development Breakfast Series*	*Ballroom B*

Publish or Perish: Eight Steps to Achieve Greater Publication Productivity
Henry J. Findlay, Professor & Director of Program Development, Continuing Education Program,
   Tuskegee University

Today, it is crucial for faculty to maintain a high level of scholarly productivity primarily because of the "creeping shift" in standards for tenure as well as post-tenure requirements. Under the academic adage "publish or perish," faculty, especially at HBCUs, often struggle to conduct research studies and publish them in recognized peer-reviewed journals. Many factors contribute to this dilemma: chief among them are the wide range of work responsibilities and the tax placed on the faculty members to teach effectively, conduct research, and engage in committee work and community service.

10:00 – 11:00 a.m.	**Concurrent Sessions - Group I**

1A   AE
Enhancing Student Retention at HBCUs through Assessment and Evaluation   *Ballroom A1*
Cosmas U. Nwokeafor, **Bowie State University**
Donatus Uzomah, **Bowie State University**
Kehbuma Langmia, **Bowie State University**

To design encouraging and motivating atmosphere that will entice these students to stay until they graduate, HBCUs should satisfy the following objectives: **(i)** provide an encouraging learning environment which includes an adequate learning and living culture, **(ii)** caring and student minded faculty, **(iii)** goal-oriented staff and caring administrative personnel, **(iv)** provide high-quality and affordable academic programs and support services for all students and most of all **(v)** a caring academic leader, all of which will be geared towards attracting students to stay through the completion of their college programs. This study will review how reliable and transparent assessment and evaluation of both student work and university performance goals will become a strong imperative in developing a culture of student access and success in HBCUs.

1B   DG   Moderator: Enid B. Jones, **Alabama State University**   *Ballroom A2*
International Service Learning: Helping Students to Think Global
Roberta J. Wilburn, **Whitworth University**

This presentation will examine how to help students to think globally while acting locally through the development and implementation international service learning courses by combining a civic engagement model with international studies. The presentation will include a case study that will be used as a point of reference for discussion. Brainstorming, sharing success stories, effective strategies, as well as expressing problems and concerns will be encouraged. The presenter will act as a facilitator of the group dialogue on the topic of helping HBCU faculty develop globally competent graduates.

Please return your completed evaluation forms to the session moderators.   *Doorprizes will be drawn from the conference & session evaluation forms.*

10:00 – 11:00 a.m.	**Concurrent Sessions - Group I**	*(continued)*

1C   CDSJ

The Big Picture: Crafting a Mandate for Change   ***Ballroom A3***
Pamela D. Gay, **Alabama State University**
Gary I. Grandison, **Alabama State University**
Senobia D. Crawford, **Alabama State University**
Annette M. Allen, **Troy State University**

Surveys undertaken by students in sociology classes at ASU and at Troy University Montgomery are excellent examples of a change process at work while providing a real world view of the practice of housing discrimination, in and out of Alabama, both racially and non-racially biased. By examining human and capital resources, testing and evaluating components of the desired change, and adjusting strategies and expectations as needed, service-learning students are able to foster better real-estate lending practices in the city of Montgomery, while applying sociological assessment strategies to real-life situations, while drawing on institutional strengths

1D   DG   ***Meeting Room F***
Transcendence, Transformation, Transactual and Traditional Instructional Practices of Faculty at an HBCU
Clarissa Gamble Booker, **Prairie View A & M University**
Pamela T. Barber-Freeman, **Prairie View A & M University**
Clement Glenn, **Prairie View A & M University**
Wanda M. Johnson, **Prairie View A & M University**

Educators are asked to prepare teachers to work in diverse and global societies. This session focuses on linking successful reading and writing strategies across the curriculum to enhance learning. Research-based strategies and literature demonstrated will show how to meet the challenges of further developing reading and writing strategies centered around these five themes: families, education, religion, overcoming hardships and discrimination.

1E   ET   Moderator: Nii Tackie, **Tuskegee University**   ***Meeting Room G***
Leveraging the Power of Faculty Knowledge and Technology: A.C.E. It! Assessing, Communicating, &
    Evaluating
Virginia A. Brown, **Howard University College of Medicine**

The presentation will introduce participants to techniques which improve teaching, learning, and assessment by identifying common problems associated with large lectures. The A.C.E. It! presentation is designed to introduce to participants how, with the right combination of hardware and software, they can seamlessly create questions which integrate with PowerPoint presentations. Classroom Response Systems provide immediate feedback to questions (without the bandwagon effect) so that presenters can instantly analyze the results and adjust accordingly. Participants will learn how to create questions which identify common subject misconceptions, check student understanding, and encourage cooperative learning among other activities.

11:00 – 11:15 Refreshment Break   ***Auditorium Foyer***

11:15 - 12:15 a.m. **Concurrent Sessions - Group II**

2A   AE *Ballroom A1*
How Do You Know that They Know What You Think They Know?
Francine G. Madrey, **Winston-Salem State University**
Mary Wilkerson, **Winston-Salem State University**

Assessment requires faculty understanding of the professional standards for their areas, the ability to write measurable course objectives, the identification of student products that will demonstrate knowledge, skills, and dispositions, and the ability to assess these products against rubrics. The content area also requires the incorporation of software into the data collection, aggregation and reporting. WSSU teacher education unit uses both Excel and Tk20 to help accomplish its objectives.

2B   CM *Ballroom A2*
The "Green" Educational Collaborative: An HBCU Solution for Community Re-Development:
Tanya Scott, **Ceva Green Development, LLC**
Ricardo E. Ramos, **Ramos & Ross Architects, P.A.**

The presenters will provide an introduction of academic programs, projects and developments that will establish the foundation for an active collaborative partnership among HBCU faculty across the country by adopting "best green practice" initiatives designed to re-build, preserve and enhance the integrity of our urban communities and environments.

2C   CE   Moderator: Marilyn DeNeal, **Tuskegee University** *Ballroom A2*
Experiences in Facilitating Community-based Research Projects for Undergraduate Service Learning Courses
David A. Padgett, **Tennessee State University**

The presentation will describe in detail several undergraduate community-based research projects completed by students enrolled in the presenter's geography courses. Examples will include successful grant writing collaborations between students and grassroots organizations. Potential funding sources for students, faculty, and grassroots organizations will be shared.

Moderator:
2D1/2   DG   Moderator: Bridget Anakwe, **Delaware State University** *Ballroom A3*
Examining the Influence of Psychological and Sociological Variables on Students of African Descent and their Preference for Counselors' Ethnicity:
Carl Lloyd Gardiner, **Prairie View A & M University**

The results of the study confirm earlier findings that a positive relationship exists between the ethnicity of the students and their preference of a counselor. Findings are consistent with previous research studies conducted by Proche and Banikiotes (1992) and Thompson, Worthington and Atkinson (1998). These researchers also found that African American students preferred the services of African American counselors as compared to services of Caucasian counselors. The unexpected finding is that the Black American student was more likely than non-American Black students to prefer a Black counselor

11:15 - 12:15 a.m.   Concurrent Sessions - Group II   *(continued)*

2D1/2 DG   Moderator: Bridget Anakwe, **Delaware State University**   *Ballroom A3*
The Influence of Racial Identity and Social Support on the Employment Status of African American Women
Kate Jackson, **Tuskegee University**

African American women represent the highest percentage of all unemployed Americans. Consequently long term unemployment leads to impoverishment and other chronic stressors that threaten the physiological and psychological wellbeing of African American women. This study represents a shift from traditional theories and research that focus on economic factors; instead this study examines other sociocultural and environmental influences that impact unemployment. Two powerful assessment tools, the Black Racial Identity Scale (BRAIS) and the Social Provision Scale (SPS), support the findings of this study.

2E CE   Moderator: Andrew Zekeri, **Tuskegee University**   *Meeting Room G*
Sustaining and Rebuilding Black Businesses in Post-Katrina New Orleans
Steve A. Buddington, **Dillard University**

The survival of all businesses has been the focus of many debates since hurricane Katrina. The sustainability and rebuilding of Black-owned businesses; however, in New Orleans is major concern among many Black residents, returning and non-returning. Black businesses have been a stable of the New Orleans and their survival is seen as imperative economically, politically and socially.

12:30 - 1:45 p.m.   *Welcome/Luncheon Keynote*   *Ballroom B*

Promoting Student Success: Making Involvement Matter
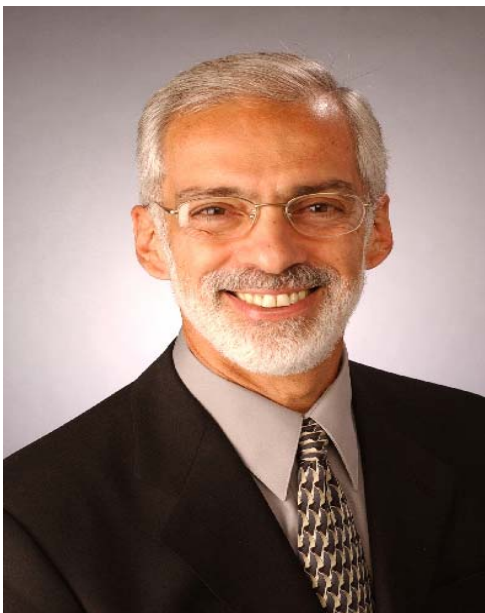
Vincent Tinto
Distinguished Professor
Chair, Higher Education Program
Syracruse University

Research has long documented the fact that student involvement is important not only to student persistence but also to student learning. The challenge institutions face is knowing how to make involvement matter for their students. Drawing on recent research and practice, Professor Tinto will describe how university faculty, staff, and administrators are using learning communities and collaborative pedagogies to construct powerful learning environments that involve students in ways that enhance both their learning and persistence.

Dr. Tinto has carried out research and has written extensively on higher education, focusing on how colleges and universities can build communities based on clear expectations, accessible support structures, academic challenge, and on student retention.
Dr. Tinto received his Ph.D. in Education and Sociology from the University of Chicago; M.S. in Physics and Mathematics from Rensselaer Polytechnic Institute; and B.S. in Physics and Philosophy from Fordham University.
Dialogue: Concurrent Session 3B—2:00 – 3:00 p.m

2:00 – 3:00 p.m.   Concurrent Sessions - Group III

3A   CD   Stephen L. Rozman, **Tougaloo College**   *Ballroom A1*
Plagiarism as a Challenge to Institutional Assessment
Darryl Roberts, **Tuskegee University**

Plagiarism remains one of the most challenging obstacles to scholarship, teaching, and learning. Every institution must establish critical guidelines that champion academic integrity. Moreover, institutions must be sure to adhere to their own policies and procedures in the process of adjudicating plagiarism cases.

3B   AE   Moderator: Phyllis Worthy Dawkins, **Johnson C. Smith University**   *Meeting Room F*
Promoting Student Success: Making Involvement Matter—Part II of II
   (continuation of luncheon presentation)
Vincent Tinto, **Syracuse University**

This session will facilitate dialogue resulting from the keynote luncheon address by Dr. Tinto. Drawing on recent research and practice, Professor Tinto will describe how university faculty, staff, and administrators are using learning communities and collaborative pedagogies to construct powerful learning environments that involve students in ways that enhance both their learning and persistence.

Moderator:
3C1/2 CM   Moderator: Gwendolyn King, **Alabama State University**   *Ballroom A2*
Shifting Bloom's Paradigm to Enhance Active Learning and Student Engagement
Veda Brown, **Prairie View A&M University**
L. Irene Duke, **Prairie View A & M University**

Using **Bloom's Taxonomy of Thinking**, participants in this workshop will learn innovative strategies to facilitate the reshaping of students' cognitive schemas and self-concept. Such strategies will not only address students' mastery within subject-area domains, but they will also enable students to realize their leadership potential through self-empowerment and personal responsibility.

3C1/2 CD   *Ballroom A2*
Multi-Dimensional Academic Scientific Awareness Initiative (M.A.S.A.I.): How to Transition from Prudent
   Student to Scholar with Dollars
Blanks Branick, III, **Rust College**

This presentation will focus on increasing awareness of graduate education and science education by the discussion of : 1) the necessity of obtaining a terminal degree; 2) the financial politics of graduate education; and 3) the triple threat one becomes upon obtaining a graduate degree. Students should gain a broader understanding of the scope and potential of graduate education, particularly in Science, Technology, Engineering and Mathematics.

Please return your completed evaluation forms to the session moderators.
Doorprizes will be drawn from the conference & session evaluation forms.

| 2:00 – 3:00 p.m. | Concurrent Sessions - Group III | *(continued)* |

3D CM   *Meeting Room G*
Student Engagement: A Shared Responsibility
Dawn B. McNair, **Johnson C. Smith University**

This presentation demonstrates how student classroom engagement can be enhanced through alternative assessments incorporating an interdisciplinary approach and collaborative learning in fields as diverse as math and communication. An experimental design used at Johnson C. Smith University in the Freshman Learning Community will be shared. Facilitators will discuss how assessments significantly impacted student engagement.

3E   ET   Moderator: Iris Champion, **Southern University at Shreveport**   *Meeting Room C*
The Underutilization of Blackboard and the Possibilities of Pedagogy for
Collaborative Online Sessions
Virgil Renfroe, **North Carolina A & T State University**

This presentation covers all aspects of implementing departmental and course learning objectives into online forums, utilizing Bloom's taxonomy when creating specific rotating student responsibilities that ensure learning goals are in fact met. These synchronous forums, when coupled with well-designed course and learning objectives, far surpass Blackboard's "Discussion Board" function, providing an unmatched tool for learning.

3:00 – 3:15 Refreshment Break   *Auditorium Foyer*

| 3:15 - 4:15 p.m. | Concurrent Sessions - Group IV |

4A AE
Assessing Candidates' Dispositions in a Teacher Education Program   *Ballroom A1*
Hyacinth E. Findlay, **Alabama State University**
Sonja Y. Harrington, **Alabama State University**

This session will highlight the findings from a study capturing the perceptions of graduate and undergraduate candidates in a teacher education program regarding the importance of dispositions and the extent to which they model these dispositions. Preliminary findings indicate that there is a relationship between the candidates' perceptions of the importance of dispositions and the extent to which they perceive that they model these dispositions.

4B CD   *Meeting Room F*
Strategies and Recommendations for Supporting and Retaining First Generational Black College
*   Learners at HBCUs through Examination of Perceived Social Support Systems*
Kandace L. Harris, **Johnson C. Smith University**
Nikita Y. Harris, **Columbia State University**

Institutions of higher learning are being challenged more today than ever before in retaining and preparing first generation Black college learners for academic success. Research indicates that first generational Black college students have a distinct disadvantage for successful socialization into college environments as compared to their peers with respect to basic knowledge about postsecondary education, level of family income and support, educational degree expectations and academic preparation in high school. This paper identifies several strategies, models and recommendations for higher educational institutions and communities to meet the needs in retaining and supporting the successful navigation of first generational Black college students at HBCUs.

3:15 - 4:15 p.m.   **Concurrent Sessions - Group IV**   *(continued)*

4C CM   Moderator: Mary Jackson, **Southern University at Shreveport**   *Meeting Room C*
Teaching Cultural Diversity: Individualism vs. The Village
Carole A. Winston, **Winston-Salem State University**

The workshop will consist of a PowerPoint presentation of how students in a large class were assigned to small groups to learn to communicate, support, and learn from one another. This approach to learning made them depend on each other and not the teacher to have their learning needs met. The instructor became a facilitator for learning rather than the 'teacher.'

Moderator: Clarissa Myrick-Harris, National Director, Global Issues Consortium, **University of Minnesota**
4D DG   *Ballroom A3*
The Fulbright Scholar Program: A Model for Presenting and Increasing Diversity
  in American Education
Athena Mison Fulay, **Council for International Exchange of Scholars**

Fulbright Scholar Programs have provided a model of professional development for faculty for nearly sixty years, giving them international experience to meet the institutional challenges of educating a variety of student populations. Fulbright Scholars from HBCUs have taught courses, helped with curriculum development, established institutional linkages, and engaged in collaborative research with international colleagues. Participants in this one-hour workshop will explore the opportunities Fulbright Scholar programs offer, both to faculty and institutions, along with tips for successful applications.

Moderator: Moderator: Sonja Harrington, **Alabama State University**
4E1/2 CE   *Meeting Room G*
Teaching Research Methods and Raising Civic Consciousness through Community Research
Deborah Quick, **Johnson C. Smith University**
Thomas Priest, **Johnson C. Smith University**

Community-based organizations seek assistance in assessing needs and in neighborhood planning. Criminology students need research skills, especially in writing the Senior Investigative Paper. The needs of both community-based organizations and students are realized through research projects that involve collaboration among students, community members and instructors. In the course of the collaboration, students learn research skills, and gain more knowledge about the local community. In this interactive session, we will discuss the benefits to the community and students, and the results of attempts to assess changes in their civic consciousness.

4E1/2 LAC   *Meeting Room G*
Creating Social Entrepreneurs
Rick Baldwin, **Prairie View A & M University**

This presentation will consist of a discussion on the development of a model that will involve graduate students with different undergraduate disciplines in addressing problems and issues faced by communities. This presentation will address service learning and community service, and how it can lead to student involvement in the community after college, from a professional perspective.

5:00 -- 6:30 p.m.   *Networking Reception – Cash Bar*

<div align="right">*Auditorium Foyer/Auditorium*</div>

Book Signing
Let My People Go! The Miracle of the Montgomery Bus Boycott
June 2007 University Press of America

Robert J. Walker, Assistant Professor of Education, **Alabama State University**

The book discusses the extensive role that Jo Ann Gibson Robinson, a former ASU professor, Dr. Harper Councill Trenholm, former ASU president, and ASU students played in the success of the Montgomery Bus Boycott. Although historically based, the book is mostly inspirational, in that readers will feel inspired to activism.

Documentary Film Screening
Rivers of Change: The Story of Five Unheralded Women in Montgomery and Their Struggles for Justice and Dignity©

William Dickerson-Waheed, Producer/Writer/Director; Executive Producer: Cosmo-D Productions LLC

Rivers of Change is a film to herald the untold stories of women who fought discrimination and segregation in the United States of America and how their collective efforts changed a nation and impacted the world. It is the story of a 102 year legal battle that culminated in Montgomery, Alabama in 1956 when their actions brought about the Montgomery bus boycott and the end to segregated seating on intra-city buses. Their action signaled the beginning of the modern day Black Civil Rights Movement, and ultimately ensured the inalienable rights of all Americans.

6:45 p.m. --   *Buffet Dinner/Panel Discussion & After Dinner Social Event*

<div align="right">*Ballrooms A and B*</div>

Invited Panelists for Discussion on Book and Documentary
Mary Louise Smith-Ware, Plaintiff *Browder V Gayle*
Janie James, Community Activist
Robert J. Walker, Assistant Professor of Education, **Alabama State University**
William Dickerson-Waheed, Coordinator, *More than a Bus Ride* Civil Rights Curriculum

Special Recognition – Emeritus Members of the HBCUFDN Steering Committee
Barbara Frankle, **LeMoyne-Owen College**
J. Jonathan Lewis, **Texas Southern University**

Musical Entertainment
   Disc Jockey – Alphonso Kindell

8:00 - 12 noon   Registration – Tuskegee University at Kellogg Hotel & Conference Center

---

8:30 - 9:45 a.m.   ***Faculty Development Breakfast Series***   ***Ballroom B***

Moderator: Hyacinth Findlay, **Alabama State University**

***How Do We Know We're Making a Difference? A Plan for Assessing the Impact of a Faculty
    Development Institute***

Carl E. Brown, Assistant Director, Center for Excellence in Teaching, Learning & Assessment,
    Howard University

Teresa M. Redd, Professor and Director of the Center for Excellence in Teaching, Learning &
    Assessment (CETLA), **Howard University**

This presentation will provide information on assessing the impact of faculty development activities. From designing a study to administering appropriate surveys and accessing students' grades, participants will understand the successes and drawbacks of assessing the impact of faculty development activities on students. Furthermore, participants will see the results of the CETLA Summer Institute impact study.

Southern University at Shreveport Faculty Fellows Program: Faculty as Change Agents

Ruby Evans, Executive Director, **Academic Consulting Exchange**

Iris Champion, E-Faculty Trainer, Faculty Fellow/Technology, **Southern University @Shreveport**

Dr. Mary Jackson, Coordinator of the Legal Studies Program, **Southern University @Shreveport**

Vanessa White, Coordinator, Mathematics, Office of Academic Affairs, **Southern University @Shreveport**

In making the transition from traditional teaching/learning environments to the "virtual" environment, both students and faculty must master a learning curve of adjustment. Faculty must have support to integrate technology into instruction, and they must undergo effective professional development and training programs that emphasize their roles as faculty LEARNERS. Students must have supportive faculty who involve them in the learning process as much as possible. Both faculty and learner success are inextricably linked to administrative vision, resources, commitment, technical support, program development, and authentic measurement of quality.

10:00 – 11:00 a.m.   **Concurrent Sessions - Group V**

5A   LAC   Moderator: Sidney L. Brown, **Alabama State University**   *Ballroom A1*

Research , Socialization, and Assessment in Learning Communities at University of Phoenix and PVAMU

Dorothy Elizabeth Terry, **Prairie View A & M University:**

The purpose of this presentation will be to discuss the learning/learning community concept. There will be an in depth discuss of how teams are formed and what type of assignments are given. Models of learning team projects as well as samples of learning team assessments tools will be shared.

5B   DG   Moderator: Wanda Johnson, **Prairie View A & M University**   *Ballroom A2*

Community Action Research for Capacity Building: An African Centered Collaborative Mode

Bobbie J. Shaw-Hunter, **LeMoyne-Owen College**

Research findings conclude that rarely, if ever, have effective solutions been developed for African communities' problems using Eurocentric norms and standards for understanding African/Black people. The need for African-Centered research that empowers African/Black Americans and their communities is very much needed. The presented research model is in no way designed to place blame or foster hatred. It is designed to be a cultural knowledge base that fosters a greater understanding of African/Black people through the philosophical and psychological tenets of research.

10:00 – 11:00 a.m.   **Concurrent Sessions - Group V**   *(continued)*

5C   ST   *Ballroom A3*
Tuskegee University Project EXPORT Presents Technology-Based Nutrition and Fitness Program
   Targeting Childhood Obesity in Alabama Black Belt Region:
Genece Blackmon, **Tuskegee University**
Henry Findlay, **Tuskegee University**

This session will focus on a paradigmatic model for developing, monitoring, assessing and evaluating quality in educational programs.   Emphasis will be placed on the developing programs that mirror the relationship between the institution's mission and strategic directions and the department's as the prerequisite for developing and maintaining quality improvement. The presentation will also describe a seamless link that is required to develop quality input, process, and outcomes program indicators and the monitoring of the indicators to ensure continuous improvement.

Moderator: Eugene Hermitte, **Johnson C. Smith University**
5D1/2   ALE   *Meeting Room B*
Motivating and Engaging Students
MacJohn Akpaffiong, **Texas Southern University**

After over 25 years of lecturing to pharmacy and medical students, the presenter has developed several approaches to motivate and engage students in learning. These include the demonstration of interest or concern in student's academic program, demonstration of confidence, abilities, knowledge, and hard work. Contributions from the audience will be welcomed.

5D1/2   ALE   *Meeting Room B*
Engaging Faculty and Students in Curriculum Design: The Redesign of College Algebra:
Laurette Blakey Foster, **Prairie View A & M University**

During the Joint Mathematics 2007 annual conference, a report was approved and distributed on changes recommended for College Algebra. Several schools have chosen to take the initiative to put the changes in place. This presentation will look at those changes, some of the schools that have made these changes and other schools

5E   ET   Moderator: Douglas M. Butler, **Prairie View A & M University**
Technology Strategies: Influencing Factors to Motivate Full-Time Faculty vs. Adjunct Faculty to Use
   Technology: *Meeting Room C*
Agnes Helen Bellel, **Alabama State University**

This workshop session will focus on strategies to motivate and enhance the technological needs of the full time faculty and adjunct faculty teaching at an HBCU. Strategies used will be to address and identify factors that influence faculty participation in using technology and to examine the following four relationships: (1) faculty participation and demographics; (2) faculty participation and intrinsic motivation; (3) faculty participation and extrinsic motivation; and 4) faculty participation and inhibiting factors

11:00 – 11:15 Refreshment Break   *Auditorium Foyer*

11:15 - 12:15 a.m.   Concurrent Sessions - Group VI

6A CM

Electronic Community—Research Database and On-line Forum Among HBCUs: *Meeting Room C*
Li Lin, **Prairie View A & M University**
J.D. Oliver, **Prairie View A & M University**

Many researchers lack funding and have difficulties in finding appropriate experts to collaborate. Thus, we propose to build an electronic community where each faculty and professional from HBCUs can exchange their research information with others and pursue possible cooperation. Technically, we can build the community based on web forum technology: (1) maintain a research database which organizes and categorizes all faculty and professionals' expertise and contact information in a server; (2) registered users can search through the database to find collaborators; (3) registered users can post academic news and raise or answer questions related to their research work. Further, we expect each member can expand his/her knowledge base by actively participating in the on-line discussion and collaboration.

Moderator: Amelia Ross-Hammond, **Norfolk State University**

6B1/2 ST

Kobe and Lebron on the Same Team: Teaching Sport Finance and Sport Economical Principles Utilizing
   Active Learning Methods   *Meeting Room B*
Robert Lyons, Jr., **Johnson C. Smith University**

The presentation will focus on an active learning exercise designed by the presenter for his Sport Finance course. The active learning exercise was a National Basketball Association player draft. Students were grouped together in teams and allowed to analyze player statistics and economic value in an open and competitive market. Outcomes and reflections of the exercise will be discussed by the presenter as it relates to active learning

6B1/2 CM

Norfolk State University Links with Kenya to Create Scholar-Athlete Programs: *Meeting Room B*
Mari Nelson, **University of Nairobi**
Chikerenma Umechuruba, **Howard University**

Dr. Maxine Sample, Norfolk State University, Dr. Michael Boit, Kenyatta University (and Olympian); and Dr. Mari Nelson, University of Nairobi, have worked to develop a scholar-athlete program. The purpose of this presentation will be to share the developmental process; share the opportunity with other institutions; and to get feedback on how others have developed such programs or on how they suggest we might strengthen our initiative.

6C ST   Moderator: Ashalla Magee Freeman, **University of North Carolina at Chapel Hill**
Health Disparities: ADL Intervention Protocol for Childhood Obesity: *Meeting Room F*
Felecia Moore Banks, **Howard University**

Health educators and practitioners provide services to children diagnosed as overweight or obese. Yet, sparse attention has been given to the types of interventions and protocols used by practitioners to treat this disease. This presentation will provide findings from a study designed to examine interventions used in the treatment of childhood obesity. Findings from this study were used to develop an ADL-based intervention protocol for childhood obesity among school-age children.

11:15 - 12:15 a.m.   Concurrent Sessions - Group VI   *(continued)*

Moderator: Hasan Crockett, **Morehouse College**
6D1/2 DG
Administration of International Education at HBCUs: A Case Study   ***Meeting Room A***
Soki Akomolafe, **Norfolk State University**

Until recently, very few studies have addressed the status of international education at HBCUs. Where are these programs? Who administers them? What is the level of commitment? How well are they funded? These are all legitimate questions that deserve urgent answers. Using a particular case study, the presenter will try to attempt to answer some of these questions and update the answers on some which have already been addressed. The presenter will concentrate on the administration of international education at HBCUs from the senior management point of view.

6D1/2 CD
*Enriching Experiences and Fostering Growth and Relationships: Pre-Service Candidates' Perspectives from
    the Field--Are We Ready?*   ***Meeting Room A***
Debra J. Johnson, **Prairie View A & M University**
Douglas M. Butler, **Prairie View A & M University**
Mary S. Hawkins, **Prairie View A & M University**

To ensure the retention of pre-service special education teachers, undergraduates should be exposed to current teaching methodologies and creative teaching strategies. The intent of this session is to present a pre-service data collection model where special education candidates chronicled their field experiences for the purpose of informing cooperating teachers and university faculty of their reflections of what is being taught as compared to their authentic field experiences. Participants of this session will engage in active dialogue that could assist supervising teachers, principals, and instructors of pre-service special educators to focus on approaches in reducing the recidivism of first year teachers.

6E   ET
Administrative Strategies for the Integration of Technology and Curricula: New Skills for the 21st Century
Gwendolyn V. King, **Alabama State University**   ***Teleconference Room***
Farrish Danley, **Concordia College**

The results of the 2006 *Technology and the Curriculum* study indicated that across the sample, the two most significant areas of importance for school administrators regarding the integration of technology and instruction are: (1) the importance of determining the technology needs of individual teachers, administrators and other instructional support personnel in the school, and (2) the cost effectiveness of successfully integrating technology and instruction to significantly impact and enhance student learning.

Poster Session   ***Ballroom B Foyer***

A Comparision of Students' Performance in Paper-based vs. Computer-based Accounting Tests
Bridget Anakwe, **Delaware State University:**

This research deals with the use of on-line assessment technologies in traditional in-class courses. In this study, the traditional students are given both paper-based and on-line examinations, and their performance in both is compared. This differs from prior studies, which have mainly looked at two distinct student groups, and compares the performance of traditional students in examinations to the performance of on-line students.

12:30 – 1:45 p.m.   *Luncheon Roundtables*   *Ballrooms B & C*

<u>*Facilitator:*</u> M. Shelly Hunter, **Norfolk State University**

Leadership: Leading or Following
Carol J. Dawson, **Alabama State University**

This session will describe individuals characterized as the analytical, the driver, the amiable and the expressive (Phillips & Alyn, 2003). Additional research will be provided about how persons in positions of leadership can: (a) identify each social style, (b) become aware of strengths and challenges of these social styles, (c) examine how each social style works or responds best in a leadership or follower role and then (d) make adjustments in their own leadership social style to address temperaments, social interactions, and work habits of other people.

Strategies for Using the Socratic Method to Promote High Academic Achievement
Hyacinth E. Findlay, **Alabama State University**

This session will focus on anecdotal information describing the reaction of graduate students to the use of the Socratic Method in educational administration.   The information shared in this study is derived from an evaluative questionnaire completed by former and current students who have been exposed to this method. In Socratic teaching, the instructor engages the learner in a dialogue by posing open-ended, thought-provoking, probing questions. In graduate administrative courses, students are provided an opportunity to explore important issues, problems and research on educational administrative issues by responding to questions, and via dialogue.

Educational Administration Internship Model: A Problem-Based Approach
Enid Beverley Jones, **Alabama State University**

Problem based learning can be a means of developing learning for capability rather than learning for the sake of acquiring knowledge. Courses not only should teach well but also lay the foundations for a lifetime of continuing education, especially for adult learners in such a setting as a doctoral program to prepare school administrators.

Pro-Active Education on Health and Wellness for Minorities
Gwendolyn V. King, **Alabama State University**
Gwendolyn S. Mann, **Alabama State University**

As professional educators, we must not assume the students we serve possess fundamental awareness and skills associated with maintaining optimal levels of health and wellness. First, we must address the issues of disparity in knowledge and skills for wellness by providing multiple venues to enlighten learners. We must debunk myths as a means to re-educate learners on how disease and illness occurs, and be proactive in addressing proper diet and exercise education. Finally, we must address issues of self-awareness, self-love, and other underlying factors associated with health and wellness.

Using Critical Thinking to Improve Instruction
George Keihany, **Fort Valley State University**

The role of assessment as it relates to general success of instruction that results in the improvement of student performances will be discussed and evaluated. It will provide the audience with practical group discussions, suggestions, and information that is useful in classroom instruction. In addition, the presenter will analyze the methods that help overcome the obstacles as it relates to lacking the background knowledge.

The Benefits of Developing an Interdisciplinary Studies Curriculum
Gloria T. Williams-Way, **Paine College**
Lola Richardson, **Paine College**

12:30 – 1:45 p.m. *Luncheon Roundtables* *(continued)*

Collaborative Learning
Francis Offiong, **Park University, Millington Campus**

Collaboration and the ability to promote interdependence is a critical component in an active learning community. Meaningful engagement promotes honest participation and a two- way interaction. To develop and maintain collaborative learning, the instructors would have to incorporate collaborative components into planning of the course outline or syllabus.

Effective Educational Leadership Requires Understanding the Ethos of Relational Pedagogy
Pamela T. Barber-Freeman, **Prairie View A & M University**
Lucille Adams-Johnson, **Illinois School District 159**

One of the most important questions in educational leadership concerns the process of producing strong, effective diverse leaders for our nation's public schools. A method proposed by these researchers is to develop a conceptual framework that will build the bridge between policies and practice, shorten the learning curve for anyone interested in bettering the future for our children, and develop leadership that responds to the challenges of the future while giving each other encouragement and support.

Synthesis and Characterization of Useful Products from Bagasse
M.A. Ashour, **Tuskegee University**

This work is a continuation of the collaboration between Assiut University, Egypt and Tuskegee University, U.S.A., in areas related to the utilization of agricultural waste, through which they finished a wonderful research project to develop an oil absorbing material from indigenous waste of sugar cane processing, Bagasse, (2000-2003) through a grant from the United Negro college Fund Special programs (UNCFSP)

Curriculum, Political Science and Senior Honors Programs
Darryl Roberts, **Tuskegee University**

Every fine program in Political Science is distinguished by a *Senior Honors Program*. However, the design of programs is critically important to the growth and development of students well beyond their undergraduate experience. What program best maximizes the learning and development of students? Special attention is to be given to an examination of successes and failures in the academy. Why are some students more successful than others?

Student Learning Outcomes Assessment: The University of the Virgin Islands Story
Lonnie Hudspeth, **University of the Virgin Islands**

The presenter will share lessons learned and future strategies derived from the assessment of student learning at the University of the Virgin Islands.

A Model Program to Address the Nursing Shortage
Wanda K. Lawrence, **Winston-Salem State University**

This presentation will describe a model of an accelerated nursing program option developed as a partnership between a HBCU and a tertiary medical facility to address the nursing shortage. This 13-month model is an innovative approach for delivering a 26 month baccalaureate nursing curriculum in an abbreviated period of time. The presentation will present an evaluation of this program in comparison to the traditional BSN program and offer suggestions for implications of this program for other allied health programs.

2:00 – 3:00 p.m.   **Concurrent Sessions - Group VII**

7A   LAC   Moderator: George R. Keihany, **Fort Valley State University**   *Ballroom A1*
Critical Reading and Critical Thinking for Students' Transition to Post-Secondary Institutions
Bernard Cadle, **Tuskegee University**

The presentation's intentions will demonstrate strategies in Critical Reading and Critical Thinking for new students, but assist the participants to be aware of the 21st century college students' impassiveness to read. Therefore, students in developmental classes will be more prepared to advance professionally in college.

7B   CM   *Ballroom A2*
Collaborating with PK-12 Partners to Develop Action Research Projects:
Bessie Gage, **Johnson C. Smith University**
Phyllis Worthy Dawkins, **Johnson C. Smith University**

In this session, we will discuss how we were able to build a research partnership which focused on closing the achieving gap of 5th grade African American and Latino male students. We will describe how we were able to successfully implement these action research projects that include a faculty and several classroom teachers.

7C   ST   *Meeting Room A*
Tuskegee University Outreach Program for Addressing Health Disparities in an Alabama Rural Community
Norma L. Dawkins, **Tuskegee University**
R. D. Pace, **Tuskegee University**

Insights into the research data collected showed that 99% perceived community programs to be important, 96% felt comfortable participating in community outreach programs and 89% were willing to commit to the end. The trust factor for research still poses a problem; however, 88% agreed to participate if Tuskegee University conducts the project; 2% and 1% would participate if it was by the government or other universities, respectively.

Moderator: Agnes Bellel, **Alabama State University**
7D1/2   DG   *Meeting Room B*
Academia Brothers'--Cooperation with International Institutes
Li Lin, **Prairie View A & M University**
J.D. Oliver, **Prairie View A & M University**

To keep up with the trend of globalization and increase the reputation of HBCUs, we propose to build a long term academic collaboration between HBCU, and famous international universities (e.g. PVAMU and Beijing University), which provides not only constant collaboration between the schools to share education resources, but also opportunities to students to learn different cultures and knowledge.

7D1/2   DG
Teaching Diversity: Resisting Absolute Knowledge: *Meeting Room B*
Akel Ismail Kahera, **Prairie View A & M University**

The presenter will attempt to show how 'diversity' could be used to educate students about disenfranchised communities, non-Western environments and multiculturalism. First, educators need to realize that there are diverse cultures, geographies and environments informing our lives. Second, teaching diversity is a pedagogical tool that can explain theory and praxis. Third, teaching diversity is one way to combat repressive ideas, especially the deep-seated belief that 'whiteness' is a normative aesthetic condition and that bias grants Euro-centric reason the edge.

2:00 – 3:00 p.m.	Concurrent Sessions - Group VII	*(continued)*

7E   ALE   Moderator: Genece Blackmon, **Tuskegee University**
Assessing Canons of African American Literature with a Focus on Thinking, Reading and Writing
Clarissa Gamble Booker, **Prairie View A & M University**

This presentation will celebrate canons of African American Literature while emphasizing strategies for utilizing thinking, reading and writing in the curriculum. The role will be to cultivate as well as engage participants in the learning process; to demonstrate reading and writing strategies while providing time to read and enjoy canons of African American Literature. Reflection time is needed to truly embrace and celebrate the past while looking to the future with active learning and engagement.

3:15 p.m.   Door Prizes - *Blackberry© – donated by Verizon* & other items

Tour of Tuskegee University – National Historic Site

SAVE THE DATE!
Fifteenth National HBCU Faculty Development Symposium
October 23-25, 2008
Kellogg Conference Hotel at
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002-3695
Conference Room Rate: $159 single/double occupancy, plus taxes

♦

Hosted by:
Howard University
University of the District of Columbia

HBCU Faculty Development Network

Vision Statement

***The HBCU Faculty Development Network will empower faculty to promote effective
teaching and learning practices to enable students to become engaged, lifelong
learners in an ever-changing society.***

The **HBCU Faculty Development 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 for the next millennium.

Goal 1: To enhance the teaching and learning process based on the collective experience of HBCUs.
Goal 2: To provide leadership and coordination in collaborative efforts among HBCUs.

HBCU Faculty Development Network Objectives

1. To provide an avenue for sharing innovative instructional methods
2. To provide support in securing resources and information
3. To promote collaboration among faculty
4. To stimulate research, publication and scholarly activities
5. To promote the connection between classroom and community service
6. To promote utilization of technology
7. To enhance communication among diverse peoples in a global society

Annual Conference

As a network of faculty from historically black colleges and universities, the vision, mission, goals and objectives of the **HBCU Faculty Development Network** are enhanced by its sponsorship of the annual **National HBCU Faculty Development Symposium**. Rotating the locations for the symposia within the southeastern quadrant of the country, where most HBCUs are located, facilitates broad geographical attendance. Visit our website for current and historical symposia information. An annual **"Call for Proposals"** solicits presentations related to the following conference strands and the current theme:

Collaborative Models
Active Learning and Engagement
Curriculum Design and Revision
Diversity and Globalization
Learning Across the Curriculum & Learning Communities
Educational Technology
Assessment and Evaluation
Civic Engagement & Social Justice
Special Topics in Health, Natural and Engineering Sciences

In addition to the annual symposium, the **HBCU Faculty Development Network** collaborates in the development of summer workshops to provide capacity building related to specific themes for faculty from HBCUs.

Financial support provided by our membership, the Bush Foundation, and exhibitors

Steering Committee

Collaborative Models/Globalization
Stephen L. Rozman (Co-Director)
Tougaloo College

Faculty Development Program Planning
Phyllis Worthy Dawkins (Co-Director)
Johnson C. Smith University

Learning Across the Curriculum & Learning Communities
Eugene Hermitte
Johnson C. Smith University

Service Learning & Diversity
Hasan Crockett
Morehouse College

Assessment/Educational Technology
M. Shelly Hunter
Norfolk State University

Curriculum Design/Educational Technology
Laurette B. Foster
Prairie View A&M University

Instructional Strategies and Techniques
Henry J. Findlay
Tuskegee University

♦

Program Coordinator
Gloria Dean Roberts

♦

Emeritus

Carrell P. Horton	Argiro L. Morgan	Jesse J. Silverglate
Fisk University	*Xavier University*	*Florida Memorial College*
Cecelia Steppe-Jones		Joyce P. Peoples
North Carolina Central University		*Atlanta Metropolitan College*
Barbara S. Frankle		J. Jonathan Lewis
LeMoyne-Owen College		*Texas Southern University*

Local Planning Committee

Tuskegee University
Myrtis Morris (Coordinator)　　Darlene Adams　　Nii O. Tackie　　Kim R. Ortiz
Nickey Jefferson　　Marilyn DeNeal　　Stephen Sodeke
Carmelita Pollard　　Karen Craig　　Atheal Pierce　　Genece Blackmon
Alabama State University
Gwendolyn King　　Agnes Helen Bellel　　Hyacinth Findlay　　Sonja Harrington　　Allen Stewart

HBCU Faculty Development Network

Center for Civic Engagement & Social Responsibility
Tougaloo College
Tougaloo, Mississippi 39174
Tougaloo Office (601) 977-4460 ♦ Fax (601) 977-6148 ♦ network@hbcufdn.org
A Network of Faculty from Historically Black Colleges and Universities
Website: http://hbcufdn.org