

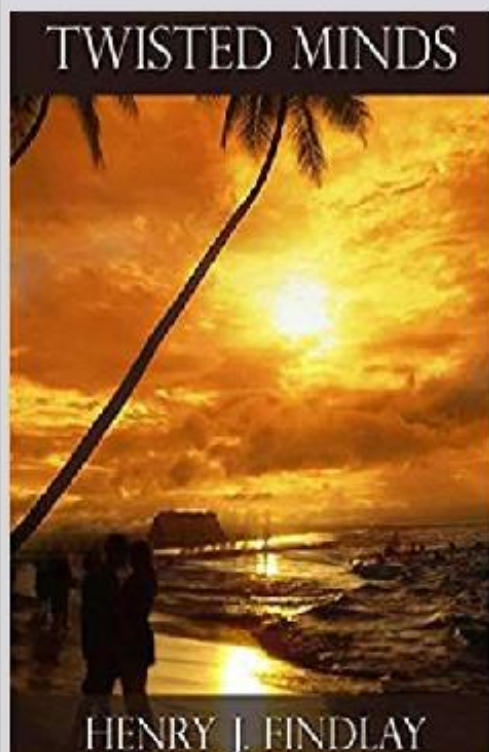
24th NATIONAL HBCU FACULTY DEVELOPMENT NETWORK CONFERENCE

"Creating Deep and Lasting Learning"



DoubleTree by Hilton Washington, D.C.
Crystal City, VA

November 2-4, 2017



Twisted Minds

A Thriller Murder Mystery Novel

by

Henry J. Findlay

The dwelling of an individual's mind is a vast, complicated space where no one is all good or bad. Passions become secrets, and secrets become passions. When a university student, Jeremy McKneese, has an affair with his accomplished, yet controversial professor, Allison Alcott, it becomes more than a simple love affair. After the professor is found murdered in her home, it is McKneese who takes the lead in the suspect pool. But the murder of the professor is more than the result of an affair, and may have connections in the university, police force, and even involve the prime minister. It's up to McKneese, and those who believe in his innocence, to discover the truth behind the many layers surrounding the professor's death. Politics, lust, jealousy, and betrayal all intertwine in Henry J. Findlay's *Twisted Minds*. He hopes readers enjoy the overlapping relationships, mystery, and the importance of every detail in problem solving.

About the Author



Henry J. Findlay is an educator, leadership coach, and author and is currently a professor at Tuskegee University. He holds both B.S. and M.S. degrees from Tuskegee University and the doctorate from Auburn University. His current research is on cognitive neuroscience learning theories and their applications to teaching and learning. In the 1970s, he directed several plays and was the 1974 Producer/Director of the Year, awarded by the Jamaica Festival Commission. He has published widely in professional journals and has received many awards for teaching, research, and service. An active member in the Tuskegee Church of Christ, he serves as the church treasurer and director of the educational program. He is married to the former Hyacinth Elaine Robinson, a retired professor of educational leadership at Alabama State University and they have two children, Damian Henry, DMD, MD, (Torri) and Curdell Theresa Grimes (John), and two grandchildren, Victoria Rose and Michael Damian.

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24th National HBCU Faculty Development Network Conference Program

**“Creating Deep and Lasting Learning”
November 2-4, 2017**

Thursday Pre-Conference: Dr. Fred Bonner
Professor & Endowed Chair
Whitlowe R. Green College of Education
Prairie View A&M University, Prairie View, TX
“Framing and Maintaining a Research Agenda”

Friday Luncheon Guest Speaker: Dr. Bernadette Henc
Senior Program Manager
Minority Sciences and Engineering Improvement Program
U.S. Department of Education, Washington, D.C.

Saturday Breakfast Plenary Speaker: Shayla Wiggins
English Enhancement Instructor
University College, Prairie View A&M University

Saturday Luncheon Speakers: Molly Rapaport
Assistant Director for Education Content
Marta Canneri
Research Associate
Council on Foreign Relations

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Hampton University
Norfolk State University
Virginia State University
Virginia Union University
Virginia University of Lynchburg

24th NATIONAL HBCU FACULTY DEVELOPMENT SYMPOSIUM

“Creating Deep and Lasting Learning”

November 2-4, 2017

SCHEDULE AT A GLANCE

Wednesday, November 1, 2017
DoubleTree by Hilton Washington, D.C.
Crystal City, VA

Time	Activity	Room
3:00 p.m. – 6:00 p.m.	Board Meeting	Boardroom

Thursday, November 2, 2017
Day 1: DoubleTree by Hilton Washington, D.C.
Crystal City, VA

Time	Activity	Room
8:00 a.m. – 5:00 p.m.	Registration	Foyer
8:00 a.m. – 9:00 a.m.	Breakfast	Capital View
8:00 a.m. – 11:30 p.m.	Pre-Conference “Framing and Maintaining a Research Agenda” Dr. Fred Bonner	Liberty
12:00 p.m. – 1:00 p.m.	Lunch	Capital View
1:30 p.m. – 2:05 p.m.	Concurrent Sessions I (35 mins)	Liberty/Valor/Victory
2:15 p.m. – 2:50 p.m.	Concurrent Sessions II (35 mins)	Liberty/Valor/Victory
2:55 p.m. – 3:10 p.m.	Break	Foyer
3:15 p.m. – 4:00 p.m.	Concurrent Session III (45 mins)	Liberty/Valor/Victory
4:15 p.m. – 5:00 p.m.	Concurrent Session IV (45 mins.)	Liberty/Valor/Victory
6:00 p.m. – 8:00 p.m.	Reception/Entertainment	TBA

Friday, November 3, 2017
Day 2: DoubleTree by Hilton Washington, D.C.
Crystal City, VA

Time	Activity	Room
7:00 a.m. – 7:30 a.m.	Exercise	Hotel Gym
8:00 a.m. – 5:00 p.m.	Registration	Foyer
8:00 a.m. – 9:00 a.m.	Breakfast	Capital
	Poster & Round Tables	
9:15 a.m. – 9:50 a.m.	Concurrent Sessions V (35 mins)	Liberty/Valor/Victory
10:00 a.m. – 10:35 a.m.	Concurrent Sessions VI (35 mins)	Liberty/Valor/Victory
10:45 a.m. – 11:20 a.m.	Concurrent Sessions VII (35 mins)	Liberty/Valor/Victory
11:30 a.m. – 12:05 p.m.	Concurrent Session VIII (35 mins)	Liberty/Valor/Victory
12:15 p.m. – 2:00 p.m.	Luncheon Dr. Bernadette Hence - Speaker	Capital
2:15 p.m. – 3:00 p.m.	Concurrent Session IX (45 mins)	Liberty/Valor/Victory
3:15 p.m. – 4:00 p.m.	Concurrent Session X (45 mins)	Liberty/Valor/Victory
4:15 p.m. – 5:00 p.m.	Book Signing	Capital

*Dinner on your own

Saturday, November 4, 2017
Day 3: DoubleTree by Hilton Washington, D.C.
Crystal City VA

Time	Activity	Room
7:00 a.m. – 7:30 a.m.	Exercise	Hotel Gym
7:00 a.m. – 5:00 p.m.	Registration	Foyer
8:00 a.m. – 9:30 a.m.	Breakfast – “Technology” Shayla Wiggins	Capital
9:45 a.m. - 10:30 a.m.	Concurrent Sessions XI (45 mins)	Liberty/Valor/Victory
10:45 a.m. – 11:30 a.m.	Concurrent Sessions XII (45 mins)	Liberty/Valor/Victory
12:00 p.m. – 1:45 p.m.	Luncheon Council on Foreign Relations	Capital
1:45 p.m. – 2:45 p.m.	Business Meeting	Capital



SCIENCE, TECHNOLOGY, ENGINEERING
AND MATHEMATICS

October 10, 2017



Welcome!

On behalf of The HBCU Faculty Development Network, it is my pleasure to welcome you to our 24th Annual Conference. We are excited about having our conference at the **DOUBLETREE BY HILTON HOTEL WASHINGTON DC-CRYSTAL CITY**. The hotel is within minutes of many landmarks including the Washington Monument, United States Capitol, The White House, Pentagon City Metro, Reagan National Airport (DCA), and Fashion Centre Mall.

The 2017 HBCU Faculty Development Conference will focus on creating deep and lasting learning, showcasing some of the best emerging pedagogical practice. We look forward to you presenting your research and/or participating in the round table platform. I am certain the conference will contribute to the advancement of education and that new collaborations will be initiated to stage even more successful conferences.

Again, welcome!

Sincerely yours,

Ruby Broadway, Ph.D.

President



October 18, 2017

Dear Colleagues:

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

The Twenty-Fourth Annual Conference theme is *creating deep and lasting learning*. We hope that you find that the sessions are informative and relevant. We understand that travel at many of our institutions is limited for faculty and administrators, however we are pleased that you have chosen to join us this year and know that we continue to seek ways to maximize your time with us.

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

It is with great pleasure we welcome Dr. Bernadette Hence as our Keynote Luncheon Speaker on Friday November 3, 2017. Dr. Hence is the Senior Program Manager for the Minority Sciences and Engineering Improvement Program with the U.S. Department of Education in Washington, D.C.

On behalf of the HBCU Faculty Development Board of Directors, we welcome you to our annual conference located in Crystal City, VA. We hope that you will take advantage of the highlights in Crystal City and the surrounding areas.

Sincerely,

Laurette Blakey Foster

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

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

Friday, November 3, 2017
Luncheon Keynote Speaker

Dr. Bernadette M. Hence – currently serves as *Senior Program Manager* for the Minority Science and Engineering Improvement Program at the U.S. Department of Education.



Dr. Hence is responsible for formulation and identification of new strategies that will lead to improvements and greater accountability in Science, Technology, Engineering, and Math (STEM) fields at schools, colleges, and universities to increase minority graduates.

Dr. Hence has over 19 years of experience in instructional and administrative roles at both community colleges and universities and has worked in the Mechanical Engineering Technology and Civil Engineering Technology Departments. Her administrative experience in higher education involves planning, development, coordination, and evaluation of courses. She is experienced in monitoring grant activity for several state grants including budget management, benchmarking, and accountability.

Previously she served as *Senior Policy Advisor* for the White House Initiative on American Indian and Alaska Native Education and *Policy Advisor* for the White House Initiative on Historically Black Colleges and Universities and engaged business, government, military, homeland-security, scientific, cultural, and education communities to build partnerships initiatives.

She has five years of experience working as a pipeline design engineer and worked on several projects including the 48 inch, 743 mile Northwest Alaskan Natural Gas Pipeline.

In 2013, she received the *Martin Luther King Day Drum Major for Service Award* for her volunteer work with *Kidgineer*, a science-enrichment program based in Maryland that focuses on providing hands-on projects for students in grades K-5th in areas such as robotics, video game programming, chemistry, circuits, physics and other fields of science.

Dr. Hence received her Bachelor of Science in Civil Engineering and Doctorate in Education Administration degrees from the University of Houston in Houston, Texas.



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CONFERENCE

Wednesday, November 1, 2017

3:00 p.m. – 6:00 p.m.

Board Meeting

BOARD ROOM

CONFERENCE

Thursday, November 2, 2017

8:00 a.m. – 5:00 p.m.

Registration

14th Floor Foyer

CONFERENCE

8:00 a.m. – 11:30 a.m.

Pre-Conference

CAPTIAL ROOM

Framing and Maintaining a Research Agenda

Presenters:

Dr. Fred Bonner, Prairie View A&M University

Dr. Stella Smith, Prairie View A&M University

Dr. Kamala Williams, Prairie View A&M University

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

CONFERENCE

Thursday, November 2, 2017

(continued)

1:30 p.m. – 2:05 p.m.

Concurrent Sessions I

LIBERTY ROOM

A. A STEM Initiative: Dillard University's Deeper Student Learning (DU-DSL) Program

Presenters:

Dr. Ruby Broadway, Dillard University

Dr. Steve Buddington, Dillard University

The Dillard University's Deeper Student Learning (DU-DSL) program was conceived after the institutional data revealed students' low retention, on-time graduation, and avoidance in the selection of Science, Technology, Engineering, and Mathematical (STEM) careers. Students' failures to successfully graduate with a STEM degree could be attributed to: (a) students enter DU with limited mathematics competencies and confidence; (b) inadequate deeper learning and content retention, to gradually build on fundamental concepts in courses over time; and (c) limited on-campus research experiences. Consequently, the DU-DSL project will embrace evidence-based STEM curricular and pedagogical strategies and aligned professional development to "eventually" increase overall STEM enrollment and graduation.

Funded by: Minority Science & Engineering Improvement Program, U.S. Department of Education Grant #P120A160099

1:30 p.m. – 2:05 p.m.

Concurrent Sessions I

VALOR ROOM

B. Leadership Competencies for Virtual Learning and Instruction

Presenter:

Dr. Lonnie Morris, Jr., The Chicago School of Professional Psychology

The purpose of this session is to examine the connection between virtual leadership and virtual learning behaviors. With consideration for the expanded use of technology in work and learning environments, the presenter explores the symmetry between virtual work and virtual learning communities. A research-based competency model is presented to help educational leaders develop leadership competencies and practices to better meet the needs of virtual learning environments.

CONFERENCE

Thursday, November 2, 2017

(continued)

1:30 p.m. – 2:05 p.m.

Concurrent Sessions I

VICTORY ROOM

- C. Three Rs -- Rituals, Relationships, and Rigor: Building Knowledge and Agency among HBCU Students

Presenter:

Dr. Catherine Adams, Allen University

Millennials and Post-Millennials prefer solely to consult the internet and social media sites for news of important events and to discuss them within social and academic circles. However, the faculty who teach them contextualize some of the same internet information against curricula, theories, scholarly articles and books; newspaper, radio, and television news outlets; and lived or learned understanding of historical events and patterns. The classroom is certainly an expected place to teach context. However, when faculty meet their students on the information pathways that are familiar and common, they increase the ability to take students farther intellectually than when faculty rely solely on twentieth century technologies and methods. This current study chronicles the development of rituals, relationships, rigor, which merged the use of technology with new learning tools to build knowledge and agency among HBCU students.

CONFERENCE

Thursday, November 2, 2017

(continued)

2:15 p.m. – 2:50 p.m.

Concurrent Session II

LIBERTY ROOM

- A. "Multimedia PBL Authentic Assessment with Integrated 21st Century Fluencies in the Undergraduate Curriculum"

Presenter:

Dr. Rona Tyger, Dillard University

Traditional poster presentations that display students' research have been transformed into project-based, multimedia assessments that help to develop the five essential fluencies of 21st century learning: solution, creativity, collaboration, media and information. Austere project timelines guide students to create a multimedia deliverable. This authentic assessment, aligned with SLOs, employs explicit instruction and rich technology integration beginning with first tasks, such as topic selection, through literature review, article deconstruction, research question development, annotated bibliography creation, and concludes with developing results and findings content. Projects are peer reviewed for quality and refined before final release. An interactive rubric quantifies the project assessment.

CONFERENCE

Thursday, November 2, 2017

(continued)

2:15 p.m. – 2:50 p.m.

Concurrent Session II

VALOR ROOM

B. Creating a Learning Environment by Embracing Structure to Teaching Strategies

Presenter:

Dr. Gwendolyn King, Alabama State University

This study seeks to examine the learning experiences of graduate students within the College of Education Graduate Program. The learning environment will address constructivism and andragogy learning theories. Knowles (1984) states that the motivation of a mature learner is internal. Learning communities, critical thinking, motivation, cooperative learning and learning styles will be employed to develop structure to teaching strategies within the graduate classroom. The methodology will consist of a sample of graduate students enrolled in specific graduate courses. A questionnaire will be issued to the graduate students. The survey questions will relate to critical thinking, motivation, cooperative learning and learning styles.

2:15 p.m. – 2:50 p.m.

Concurrent Session II

VICTORY ROOM

C. From Recruitment to Retention: A Student Engagement Model

Presenters:

Dr. Carlos Smith, Tougaloo College

Dr. Linda Daniels, Tougaloo College

This workshop will demonstrate how, with limited resources, a campus community can engage its student population, and how this allows for student tracking on all levels. Additionally, this workshop will present on processes of Recruitment/Admissions; Orientation; Advising, and Retention.

CONFERENCE

Thursday, November 2, 2017

(continued)

3:15 p.m. – 4:00 p.m.

Concurrent Session III

LIBERTY ROOM

A. The Art & Science of Engagement for Student Success

Presenters:

~~Dr. Jahmad Canley, Launch Student Success~~

Dr. LaDonte King, Launch Student Success

Success, it is what we want for all students! It is no secret that students who succeed possess similar characteristics and strategies for success. The question is, can we be even more intentional in the way we coach students to success through strategy and approach? In this interactive workshop we will explore and demonstrate the importance of Habits, Attitudes, Beliefs, and Expectations and "how to" integrate these skills in the crucial first 3 weeks to 3 months of their academic career to increase ENGAGEMENT. Research demonstrates that these factors have a direct impact on student success and retention.

3:15 p.m. – 4:00 p.m.

Concurrent Session III

VALOR ROOM

B. Creating Professional Learning Communities: Strategies to Foster a Positive Impact on Organizational Culture

Presenters:

Djuana Wilson, Alabama State University

Cynthia Swain, Alabama State University

In this session, we will define Professional Learning Communities and encourage introspective thoughts regarding culture and enrichment strategies to impact organizational culture. Discussion will focus on the seventeen indicators that describe an educational context conducive to change grouped into four categories: Reducing isolation; Increasing staff capacity; Providing a caring productive environment, and Promoting increased quality (Boyd and Hord, 1994). This session will demonstrate the usefulness of professional learning communities as collegial learning enables teachers to learn from one another.

CONFERENCE

Thursday, November 2, 2017

(continued)

3:15 p.m. – 4:00 p.m.

Concurrent Session III

VICTORY ROOM

~~C. The Rise and Fall of the Diversity Class at an HBCU~~

~~Presenter:~~

~~Dr. Jeffrey Pietrusznski, West Virginia State University~~

~~In the mid 1980's, WVSU was awarded a six-figure FIPSE grant to create a comprehensive GE curriculum. One of the main parts of that grant was the acknowledgement of the need to create a diversity component into the curriculum. The course, "GE200: Race, Gender, and Human Identity," became a foundation of the curriculum, enduring for over 30 years. However, in 2012 a need for reduction of GE course-load lead to GE revision. On the chopping block: GE200. This presentation discusses how that process removed the course while supporting an effort to maintain diversity as a major component in the curriculum.~~

CONFERENCE

Thursday, November 2, 2017

(continued)

4:15 p.m. – 5:00 p.m.

Concurrent Session IV

LIBERTY ROOM

A. From Freshman Orientation to First-Year Experience: A National Survey of First-Year Experience at HBCUs

Presenters:

Dr. Clarissa Myrick-Harris, OWA Institute

Dr. LaDonte King, LAUNCH Student Success

In this session, OWA Institute, a non-profit organization, in partnership with LAUNCH Student Success, will share and encourage feedback on the research protocol for a National Survey of the First-Year Experience (FYE) at HBCUs to be conducted Spring 2018. The survey will identify approaches to FYE, best and promising practices, successes and challenges to implementation at HBCUs. Individuals who lead First Year Experience (FYE) at their institutions will be invited to complete the online survey. The full survey report will be shared with participating HBCUs. Selected data will be shared more broadly via journal articles and a website.

CONFERENCE

Thursday, November 2, 2017

(continued)

4:15 p.m. – 5:00 p.m.

Concurrent Session IV

B. Connecting Learning and Literacy with Life-Long Library Skills

Presenters:

Dr. Clarissa Booker, Prairie View A&M University

~~Dr. Kimberly Gay, Prairie View A&M University~~

Without the ability to read, opportunities for academic and occupational success are severely limited (Jennings, Caldwell, and Lerner, 2014, p. 3). Educators and librarians are frequently in discussions about how to connect learning to literacy and make better use of the library, especially in the social media age. Overall, the statistics about illiteracy are dismal. Studies from the National Longitudinal Transition Study (Wagner, Newman, Cameto, Levine, and Garza, 2006) reported the following: Ninety million adults are, at best, functionally literate. The cost to taxpayers of adult illiteracy is \$224 billion a year in terms of welfare payments, crime, job incompetence, lost taxes, and remedial education. U.S. companies lose nearly \$40 billion annually because of illiteracy. The session will focus on best learning practices presented through research-based literacy strategies that are connected to learning how to use the library.

Thursday, November 2, 2017

4:15 p.m. – 5:00 p.m.

Concurrent Session IV

C. Clinical Simulation as a Learning Pedagogy

Presenters:

Dr. Ejim Sule, Prairie View A&M University

Dr. Isaac Smith, Prairie View A&M University

Clinical Simulation Education (CSE) has become popular in the nursing education arena with a focus on developing sound critical thinking and clinical reasoning skills. This presentation will discuss how nursing educators utilize Quality Safety Education in Nursing (QSEN) competency during clinical simulation education to assess senior level nursing students' ability to apply critical thinking and clinical reasoning skills.

CONFERENCE

Friday, November 3, 2017

(continued)

8:00 a.m. – 9:00 a.m.

Round Table & Poster Presentation

CAPTIAL ROOM

A. Active Tutoring

Presenter:

Sonya Dennis, Morehouse College

The Active Learning Tutoring program was initiated in the Fall 2014 semester. Literature has shown a strong correlation between math skills and the ability to learn procedural programming. The Computer Science Department at Morehouse College has a very diverse student population. The department wanted to evaluate possible solutions to maintain and increase retention in the discipline. Research shows a direct correlation between Math scores and success in Computer Science major. An evaluation of students enrolled in the introductory programming class revealed that 61% of them were not calculus ready. We secured funding to implement an Active Learning Tutoring program that included Peer-Led Team Learning.

B. Counter Critical Narratives: Ontological and Epistemological Suppositions

Presenter:

Dr. Donald Collins, Prairie View A&M University

This paper explores the continuing public debates of phenomenological narratives that are counter to the prevailing realities associated with privilege and survival in a post-qualitative era. A non-directional philosophical frame includes ontological and epistemological suppositions. The authors seek to analyze human experiences through the lenses of critical, counter critical and critical race theories.

~~C. Copology: A Perspective on Disciplinary and Interdisciplinary Academics~~

Presenter:

~~Dr. Eugene Hughley, S.P.E.C.T.R.U.M.~~

~~Corrective Action or Blending Professions? Action in the Academic Environment has vague intermingling meanings. How does this interaction impact the student, faculty, staff, and the community?~~

CONFERENCE

Friday, November 3, 2017

(continued)

8:00 a.m. – 9:00 a.m.

Round Table & Poster Presentation

CAPTIAL ROOM

D. Case Study Approach for Discussion on Global Topics in Agricultural, Environmental, and Food Sciences.

Presenters:

Dr. Shobha Sriharan, Virginia State University

Dr. Gulnihal Ozbay, Delaware State University

Dr. Tolessa Deksissa, University of District Columbia

~~Dr. Neil James, Florida A&M University~~

This presentation is a collaboration of universities in Mid-Atlantic Region in a creative interactive learning environment. The collaborating institutions are Virginia State University (VSU), University of District of Columbia, and Florida A & M University (FAMU). By using the case studies, the faculty members at these universities enrich the teaching of science courses in agricultural, environmental, and food sciences according to their campus requirements. The case studies were written on topics such as GMOs (Genetically Modified Organisms), Organic Farming, Global Warming and Climate Change, Antibiotics in the Environment, Florida Orange Juice and Food Safety, and Lead in Public Drinking Water of the District of Columbia.

E. Creating an Active Learning Environment

Presenter:

Dr. Katilya Harris, Auburn University

Faculty in higher education settings have transitioned to more innovative teaching approaches in the classroom in order to meet the needs of the current generation of students. The current generation of undergraduate students have often been referred to as “Millennials,” “digital native,” or the “net” generation. Black (2010) stated that differences between teacher and learner generations must be recognized, analyzed, and addressed if faculty in higher education are to meet the needs of the current generation of students. The purpose of this presentation is to discuss how to create a learning environment that incorporates active learning environment without the use of an active learning classroom.

CONFERENCE

Friday, November 3, 2017

(continued)

8:00 a.m. – 9:00 a.m.

Round Table & Poster Presentation

CAPTIAL ROOM

F. Realized and Projected Outcomes of a Minor Program in Applied Statistics at Fort Valley State

Presenters:

Dr. Dawit Aberra, Fort Valley State University

Dr. Haixin Wang, Fort Valley State University

Dr. Shadereck Chitsonga, Fort Valley State University

Fort Valley State University has just completed a project to develop a minor program in Applied Statistics. Besides curriculum development, the project had components that complemented towards the main purpose. Among these components were yearly summer camps, sponsored undergraduate researches in areas that used statistics and its applications, peer tutoring in basic courses, and upgrading of an old mathematics research lab to a mathematics and statistics technology center equipped with statistical software. We will discuss how these components of the project complemented one another in the development of the program. Also, we will present realized and projected outcomes of the program.

G. Active Learning and Engagement Strategies That Work!

Presenters:

Dr. Patrice Petroff, Queens University of Charlotte

Dr. Stacey Bush, Queens University of Charlotte

Mr. Rickey Hill, Graduate Student, Queens University of Charlotte

This session will focus on active strategies that engage students in critical thinking and development of products for different content areas. Participants will experience the strategies and discuss ways to network and develop practical skills for their institution.

H. Transforming Traditional LMS Content using an Innovative Curriculum Design Authoring Tool

Presenters:

Dr. Tamasa Nelson, University of the District of Columbia

Dr. Mark Wright, University of the District of Columbia

Are you looking to “elevate” your standard institution’s learning management system (LMS)? Do you currently use your learning management system only to house your course materials for student access? Does your online course look and feel flat due to limiting LMS features that are restrictive and lack interactivity? If you answered yes to any of these questions, then this presentation is for you. In this presentation, we will share with you how our U.S. Department of Labor TAACCCT grant uses an intuitively new course authoring tool to transform standard LMS courses into engaging, interactive, and visually appealing online courses.

CONFERENCE

Friday, November 3, 2017

(continued)

8:00 a.m. – 9:00 a.m.

Round Table & Poster Presentation

CAPTIAL ROOM

I. Engaging and Supporting Faculty to Improve Teaching: The New Student Success Game Changer

Presenter:

Dr. Julie Johnson, Faculty Guild

Faculty are key to improving student success, yet not enough attention is given to supporting faculty, both full-time and adjunct, and providing tools to enhance their instructional approach. A relatively new model of personalized professional development is showing great gains as an essential resource. Based on *Taking College Teaching Seriously: Pedagogy Matters!*, the model focuses on cohort learning, individual reflection, and direct application. This session will explore the model's applicability to high impact success strategies, such as remediation reform, guided pathways, equity initiatives, and more, in order to better meet the needs of today's faculty and students.

J. The Role of Faculty in Regional Accreditation and Institutional Effectiveness

Presenters:

Dr. Deneia Thomas, Kentucky State University

Dr. Derrick Gilmore, Kentucky State University

The nature of accreditation as something more than a product of assessment means that it is concerned with how an institution of higher education is achieving or failing to achieve the general purposes and specific goals by which it defines itself. Faculty are a key component in validating the academic quality to ensure that their institution's graduate students achieve academic excellence.

K. Designing Logical Assessment Tools for Everyday Practice

Presenter:

Dr. Marsha Herron, Langston University

Even the best practices, over a period, require assessment of their efficacy. When practices become permanent in a field that constantly changes, how do practitioners ensure that what they are doing is right? This session will describe the rebuilding process of a professional education department at a small HBCU. Attendees will explore the process used to shift the paradigm of the culture from no assessment to logical assessment of student and faculty practices. Since a cultural shift is a fluid process, attendees will be asked to contribute feedback to the continuing process.

CONFERENCE

Friday, November 3, 2017

(continued)

8:00 a.m. – 9:00 a.m.

Round Table & Poster Presentation

CAPTIAL ROOM

L. Components of a Vibrant Faculty Development Program

Presenter:

Dr. Angela Walker

A vibrant faculty development program is paramount to ensure the continued renewal and growth of faculty. Ongoing faculty development is critical to create deep and lasting learning opportunities for faculty across disciplines and career stages, and to motivate and encourage them to be aware of and to apply best practices. In turn, this will help improve their effectiveness in the classroom. This interactive workshop will discuss the purpose and importance of an engaging and comprehensive faculty development program, dominant characteristics of faculty development coordinators, and provide practical, shoestring budget programming ideas that can be easily replicated at any higher education institution.

M. Student Misconduct and Internal Investigations

Presenter:

Mr. Oren Griffin, Mercer University School of Law

The session will examine legal and policy issues that impact the student misconduct disputes and what academic administrators should know to avoid legal liability.

CONFERENCE

Friday, November 3, 2017

(continued)

9:15 a.m. – 9:50 a.m.

Concurrent Session V

LIBERTY ROOM

~~A. Africana Studies and Environmental Justice: The Case at an Urban PBI~~

~~Dr. Jacquelyn Johnson, City College of Chicago~~

~~One of the original objectives of African American Studies was the uplift of Black communities. There are many ways to do this, but students must first identify the needs of their communities in order to innovate and craft effective solutions. This presentation will detail the experience of a successful interdisciplinary Faculty Learning Community designed by a professor of Biology and a professor of African American Studies. This FLC was designed to introduce first- and second-year community college students at an urban PBI to the issue of environmental racism and help them imagine avenues to community activism and environmental justice.~~

CONFERENCE

Friday, November 3, 2017

(continued)

9:15 a.m. – 9:50 a.m.

Concurrent Session V

VALOR ROOM

B. Analysis of Professors' Perception Towards Institutional Redevelopment of Brownfield Sites in Alabama

Presenters:

Dr. Berkley King, University of Southern Mississippi

Dr. Carol Johnson-Dawson, University of Southern Mississippi

This study was conducted to analyze professors' perceptions on the institutional redevelopment of brownfield sites into usable green-spaces. A sequential mixed-methods study was conducted that investigated the perceptions of professors. This study provided demographics of forty-two college and university professors employed at two institutions in the state of Alabama. Survey questions were structured to analyze qualitative data. The secondary method of analysis utilized descriptive statistics to measure the most important indicators that influence professors' perceptions. Findings from the study showed that professors are knowledgeable and aware of the environmental, sociological and economic challenges in communities where brownfields are geographically located.

9:15 a.m. – 9:50 a.m.

Concurrent Session V

VICTORY ROOM

C. The Learning Lab: An Innovation Course that Promotes Black Women's Self-Agency

Presenter:

Dr. Moriska V. Selby, MVS Consultants

In this workshop, we will address how others set limitations on the personal aspirations of Black girls and women by creating a narrative that Black girls and women have no power, skills, or resources to affect change. The facilitators will walk the audience through the tools that are available for use in the classroom, community organizing and afterschool learning programs to dismantle the negative narrative about Black girls and women. The facilitators of this workshop will speak through the lens of Black Women while encouraging audience members to think about developing self-agency within their respective target group.

CONFERENCE

Friday, November 3, 2017

(continued)

10:00 a.m. – 10:35 a.m.

Concurrent Session VI

LIBERTY ROOM

A. Not Just Books: Creativity in the Library

Presenter:

Elizabeth Brumfield, Prairie View A&M University

From augmented reality to makerspaces, libraries are more than books. They are places of innovation, community engagement, public discourse and free education. Libraries are using makerspaces to teach and empower, from using 3D printers, building model airplanes, and sewing projects. Temporary makerspaces can be created for workshops or special events. The makerspace movement in libraries is about encouraging creative thinking and how to look for do-it-yourself solutions. The presenter will share successes and challenges of some projects and ideas for future projects, including a twenty-minute pencil skirt temporary makerspace, storyboarding and self-publishing workshops.

10:00 a.m. – 10:35 a.m.

Concurrent Session VI

VALOR ROOM

B. Increase Engagement to University College Core Curriculum to Improve Critical Thinking and Writing Skills –ETCE 200-Service Learning Course Redesign

Presenter:

Dr. Juan Ma, Fayetteville State University

The presenter introduces the course redesign at Fayetteville State University to develop the manageable strategies to increase engagement to the University core course studies and improve critical thinking and writing skills. The presentation will demonstrate the way to employ Dee Fink's self-directed guide for integrated course design, identify the primary components for Ethics and Civic Engagement in Action - ETCE 200 – Service Learning (SL) course redesign, elaborate the engagement activities to address the issues raised from ETCE 200-SL common assessment results, and develop learner-oriented and CLA-engagement focused assessments to evaluate the impacts of proposed engagement on critical thinking and writing skills.

CONFERENCE

Friday, November 3, 2017

(continued)

10:00 a.m. – 10:35 a.m.

Concurrent Session VI

VICTORY ROOM

C. Designing Instruction to Transform Students' Fixed Mindset to Growth Mindset

Presenter:

Dr. Henry Findlay, Tuskegee University

A fixed mindset tends to create a psychological block in students' minds and hinders them from performing at a high academic level. In a fixed mindset, students believe their basic qualities, like their talents are fixed traits. On the other hand, students with a growth mindset believe their basic abilities can be developed through dedication and hard work. The purpose of this session is to apply strategies to transform students' fixed mindsets into growth mindsets. A secondary purpose is to apply transformative learning and cognitive neuroscience learning theories to improve and enhance thinking and reasoning skills, creating deeper and more lasting learning.

CONFERENCE

Friday, November 3, 2017

(continued)

10:45 a.m. – 11:20 a.m.

Concurrent Session VII

LIBERTY ROOM

A. Case Study: Experience the Implementation of Virtual Reality at an HBCU.

Presenters:

Dr. Kelley Bolden Bailey, Florida A&M University

L. Michelle Salvant, LmichelleMedia

Financial challenges, increasing enrollment targets, decreasing student engagement, elevated educational standards, or decreasing resources.... Sound familiar? These, and similar challenges, are on the minds of academic administrators everywhere. Virtual Reality has enhanced the way we recruit and engage our students. Join us as we take a tour of the implementation strategies used to effectively incorporate virtual reality experiences into the educational and social life of an HBCU campus.

CONFERENCE

Friday, November 3, 2017

(continued)

10:45 a.m. – 11:20 a.m.

Concurrent Session VII

VALOR ROOM

B. Not on my Watch: A Call to Educators to Re-Incorporate Learning into Education

Presenter:

Dr. Ashley Tennessee, Medical University of South Carolina

A degree without an education is not enough! A staggering number of students are conferred degrees in our country yet gravely lack the hard and soft skills required to become viable contributing members of the workforce. This talk will proposition educators to collectively agree that the critical piece missing from education is learning. Specific teaching strategies, such as metacognition, that foster real learning, adopted from nationally recognized educators, will demonstrate the need for educators to help students take accountability for their role in the learning process or the purpose of a college degree will remain in question.

VICTORY ROOM

C. Fulbright, HBCUs and the World

Presenters:

Dr. Charles Andrew Riess, Institute of International Education

Dr. Lee Andrew Rivers, Institute of International Education

For over 70 years Fulbright has been opening American campuses, faculty and students to the world. The development of a globally smart and internationally exposed student body, faculty and administration is critical to all American institutions. Fulbright's commitment to bring students and scholars to the United States and to send US scholars and students abroad enhances academic curiosity and excellence and thus has special value for the HBCU community. Fulbright has always made special efforts to encourage full participation on the part of HBCUs. These programs should be an integral part of any strategic plan.

CONFERENCE

Friday, November 3, 2017

(continued)

11:30 a.m. – 12:05 p.m.

Concurrent Session VIII

LIBERTY ROOM

A. Academic Assessment in the HBCU Academy

Presenters:

Dr. Clarissa Booker, Prairie View A&M University

Dr. Douglas Butler, Prairie View A&M University

~~Dr. Sonia Boone, Prairie View A&M University~~

In this session, academic assessment will be defined and operationalized in the context of the HBCU classroom. The session will be interactive and strategies will be shared for documenting student learning and application which could be used for accreditation.

VALOR ROOM

B. Student Projects in Modern Day Slavery Mentorships

Presenter:

Ms. Naomi Short, Tougaloo College

Mr. Jeremy Gray, Tougaloo College

Mr. Brandon Burditt, Morehouse College

Ms. Alezaihvia Melendez, Bennett College

Moderator:

Dr. Stephen Rozman, Tougaloo College

This is a panel presentation of students from Tougaloo College, Morehouse College, and Bennett College on their respective projects on modern day slavery/human trafficking, in mentorships with faculty from their institutions.

VICTORY ROOM

C. Faculty Development Programs for Continued Education on Leveraging Student Research and Academic Entrepreneurship

Presenter:

Dr. Colivia Hamilton, University of Tennessee Knoxville 2016 Doctoral Graduate

According to the 2009 Partnerships for Emerging Research Institutions Report of a Workshop hosted by the National Academy of Engineering and National Research Council and other recent research, HBCUs are woefully behind majority schools in technology commercialization. One of the key reasons cited is the HBCU researchers' heavy teaching load and teaching focus. This presentation will share the best practices to develop faculty research by integrating student research and academic entrepreneurship in course curricula.

CONFERENCE

Friday, November 3, 2017

(continued)

CAPTIAL ROOM

12:15 p.m. – 1:45 p.m.

LUNCH

LUNCHEON KEYNOTE SPEAKER

Dr. Bernadette Hence
Senior Program Manager
Minority Sciences and Engineering Improvement Program
U.S. Department of Education
Washington, D.C.

CONFERENCE

Friday, November 3, 2017

(continued)

2:15 p.m. – 3:00 p.m.

Concurrent Session IX

LIBERTY ROOM

A. Preparing the Unprepared

Presenter:

Dr. Patricia Brooks, Consultant

This workshop will examine strategies that will equip unprepared students to become engaged and prepared for college and beyond. Topics will address affective and cognitive outcomes. Participants will be involved in describing their campus, asking and answering questions, discussing proposed solutions, and small group work.

2:15 p.m. – 3:00 p.m.

Concurrent Session IX

VALOR ROOM

B. Student Misconduct and Internal Investigations

Presenter:

Oren Griffin, Mercer University School of Law

The session will examine legal and policy issues that impact the student misconduct disputes and what academic administrators should know to avoid legal liability.

CONFERENCE

Friday, November 3, 2017

(continued)

2:15 p.m. – 3:00 p.m.

Concurrent Session IX

VICTORY ROOM

C. Engaging Adjunct Faculty in the Student Success Movement

Presenters:

Jonathan Luzzini, Achieving the Dream

Rachel Singer, Evergreen State College

This session focuses on emerging practices at six Achieving the Dream Leader Colleges participating in a new grant-funded learning initiative. This project seeks to identify scalable strategies that build institutional capacity to better integrate and engage adjunct faculty in the student success agenda, and to understand and address opportunities and challenges faced by colleges engaging part-time faculty. Participants will discuss several emerging practices and will consider how these could be implemented at a range of institutions. Attendees will brainstorm opportunities for more deeply engaging adjunct faculty in the student success agenda as well as anticipate possible barriers to change.

CONFERENCE

Friday, November 3, 2017

(continued)

3:15 p.m. – 4:00 p.m.

Concurrent Session X

LIBERTY ROOM

A. Changes R Us: Becoming Effective Institutional Change Agents

Presenters:

Rachel Singer, Achieving the Dream

Dr. Joye Hardiman, Evergreen State College

Change and faculty development are partners. The goal of faculty development is to bring about change—and changes on campus effect the way faculty development happens. In this session, we will explore a “change management process” that grows out of Dr. John Kotter’s work. We will examine the dynamics of change on our campuses and discuss common themes that emerge from our varied experiences. We will discuss how to use Kotter’s principles to help us become more effective change agents. We will reflect on how understanding change as a process can be useful, no matter what our official roles are on campus.

CONFERENCE

Friday, November 3, 2017

(continued)

3:15 p.m. – 4:00 p.m.

Concurrent Session X

VALOR ROOM

B. Collaboration Among HBCUs for Curriculum Development, Research, and Community Outreach on Contemporary Slavery

Presenters:

Dr. Stephen L. Rozman, Tougaloo College

Dr. Melvin Foster, Morehouse College

Dr. Steven Willis, Bennett College

Dr. Johnnie Mae Maberry, Tougaloo College

Faculty from Tougaloo College, Morehouse College, and Bennett College will describe their respective curriculum development, research, and community outreach projects on modern day (contemporary) slavery, under a grant funded by the Andrew W. Mellon Foundation designed to promote the study of modern day slavery/human trafficking at HBCUs. Discussion will also relate to the development of an Institute for the Study of Modern Day Slavery at Tougaloo College and the assistance received from Historians Against Slavery (HAS), the major national academic organization dedicated to building awareness about current forms of slavery and creating a new abolitionist movement.

3:15 p.m. – 4:00 p.m.

Concurrent Session X

VICTORY ROOM

C. Why Educator Preparation Programs Must Embrace a Community of Care for Students

Presenters:

Dr. Ronald Grace, Alabama State University

Dr. Sonja Harrington Weston, 3Alabama State University

Dr. Hyacinth Findlay, Alabama State University (Retired)

Betty Howard, Alabama State University

It is imperative that educator preparation programs embrace innovation and stay abreast of new and changing trends in education. There is an abundance of relevant literature that posit the importance of embracing, life-long learning as driven by national standards. In 1990, the National Policy Board for Educational Administration created the Interstate School Leaders Licensure Consortium (ISLLC). In 1996, ISLLC designed the first set of national standards; they were revised in 2008, and in 2015 evolved into the Professional Standards for Educational Leaders. This research explores the difference between the 2008 and 2015 standards and how the standards connect to student achievement.

CONFERENCE

4:15 p.m. – 5:00 p.m.

Book Signing

CAPTIAL ROOM

CONFERENCE

Saturday, November 4, 2017

(continued)

8:00 a.m. – 9:30 a.m.

Breakfast

CAPTIAL ROOM

Technology Plenary Speaker – Shayla Wiggins

CONFERENCE

Saturday, November 4, 2017

(continued)

9:45 a.m. – 10:30 a.m.

Concurrent Session XI

LIBERTY ROOM

A. Engaging Adult Students in Research Intensive, Online Graduate Education

Presenter:

Lonnie R. Morris, Jr., The Chicago School of Professional Psychology

This session explores user-friendly tools that can be leveraged for an enhanced online learning experience. Learn how to pair social media and other web-based collaboration tools into your learning management system and overall andragogical strategy.

9:45 a.m. – 10:30 a.m.

Concurrent Session XI

VALOR ROOM

B. MOBILIZATION! There's an APP for THAT!

Presenters:

Melissa De Witt, Prairie View A&M University

~~Dr. Cheryle Snead-Greene, Prairie View A&M University~~

~~Karen Stewart, Prairie View A&M University~~

Active technology is changing the way instructors educate and the way students learn! The array of smart and portable devices (i.e., smartphones, laptops, tablets, smart boards, etc.) used on college campuses creates a plethora of opportunities to learn, study, and teach anytime and anywhere.

CONFERENCE

Saturday, November 4, 2017

(continued)

9:45 a.m. – 10:30 a.m.

Concurrent Session XI

VICTORY ROOM

C. Strategies for Preparing Students and Faculty to Address Health Inequities

Presenter:

Dr. Michelle S. Williams, Auburn University

Health inequities have a significant impact on the health status of Americans. Opportunities for undergraduate and graduate students to gain in-depth knowledge about health inequities are needed to ensure that the next generation of researchers and health professionals is prepared to tackle this issue. During this presentation, attendees will be informed about strategies for engaging undergraduate and graduate students in health disparities education and research, and health disparities training programs for faculty. The Health Disparities Strategic Cluster Hire at Auburn University and the educational opportunities provided by the Health Disparities Education, Awareness, Research and Training Consortium will be featured.

CONFERENCE

Saturday, November 4, 2017

(continued)

10:45 a.m. – 11:30 a.m.

Concurrent Session XII

LIBERTY ROOM

A. How Social Media is Negatively Affecting Student Writing in First Year Writing Courses

Presenter:

Dr. Wanda White, Winston-Salem State University

Social Media has its positive and negative aspects. One of the negative parts is that use of social media has a direct correlation to the brevity of first year writing students. According to recent polls of first year writing students at various two and four year colleges and universities, 73% use some type of social media platform daily. The brevity and informality of social media has created a problem for college writing instructors because many students find it difficult to develop complete sentences, elaborate on details, and critically analyze information because social media communications require concise, specific wording in less characters. This presentation will highlight a study in which 4 sections over two semesters of first year college writing students were surveyed. A focus group of 12 of those students followed up to share more specifics for the study.

CONFERENCE

Saturday, November 4, 2017

(continued)

10:45 a.m. – 11:30 a.m.

Concurrent Session XII

VALOR ROOM

B. Continuing HBCU-Faculty Development Network Endeavors

Dr. Donald R. Collins, Prairie View A&M University
Dr. Laurette Foster, Prairie View A&M University

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

10:45 a.m. – 11:30 a.m.

Concurrent Session XII

VICTORY ROOM

C. Successful Peer Mentoring Program in an HBCU

Presenters:

Dr. Ejim Sule, Prairie View A&M University
~~Dr. Immaculata Igbo, Prairie View A&M University~~

Peer mentoring is a vehicle that promotes student interaction and learning (Gilmour, J.A. et al. 2007). The International Student Nursing Organization (ISNO) was started primarily as a forum to promote socialization and cultural diversity among the students. Peer mentoring was introduced at the end of the first year to help students with academic and transition issues. Senior students mentored junior students. Mentors had a higher aggregate score on their comprehensive exit and nursing licensure exams as compared to their graduating class as a whole. In addition, a collegial and learning environment was created, which promoted students' professional and leadership skills.

CONFERENCE

Saturday, November 4, 2017

(continued)

CAPITAL ROOM

12:00 p.m. – 1:45 p.m.

LUNCH

LUNCHEON KEYNOTE SPEAKERS

Molly Rapaport, Assistant Director for Education Content
Marta Canneri, Research Associate
Council on Foreign Relations

2:00 p.m. – 2:45 p.m.

Business Meeting

Saturday, November 4, 2017 Breakfast Plenary Speaker

Mrs. Shayla Wiggins



Shayla is a native Mississippian, who, before her move to Texas, was a long-time resident of New Orleans, where she served as a fourth grade teacher and a member of a popular dance company. She received a bachelor's degree in English from Tulane University and a master's degree in Community Development from Prairie View A&M University. Since becoming an instructor at PVAMU in 2004, she has taught a number of courses. She currently coordinates and teaches Learning Framework courses. Additionally, she serves as a member of the university's Student Conduct Board.

She is an inventive and energetic problem-solver with a thirst for learning and a passion for teaching. She is also a passionate advocate & practitioner of more efficient and effective methods for engaging and educating learners. Shayla is a devout believer in trying all things creative, fun, and unorthodox to make learning...and working...impactful, impressive, and efficient. She has a passion for helping students, faculty, and staff find creative ways to use technology to communicate, innovate, engage, and learn. Shayla is married to proud Prairie View A&M University Alumnus Michael C. Wiggins. They have two wonderfully creative sons, Nathaniel, age 7 and Nicholas, age 6.

Presentation:

“Back to the Future: Using New-School Technology to Create Old-School Deep Learning Experiences”

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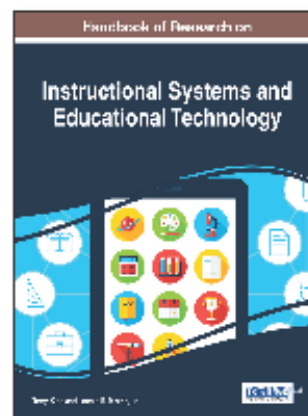
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Part of the Advances in Educational Technologies and Instructional Design Book Series

Terry Kidd (University of Houston-Downtown, USA) and Lonnie R. Morris, Jr. (The Chicago School of Professional Psychology, USA)

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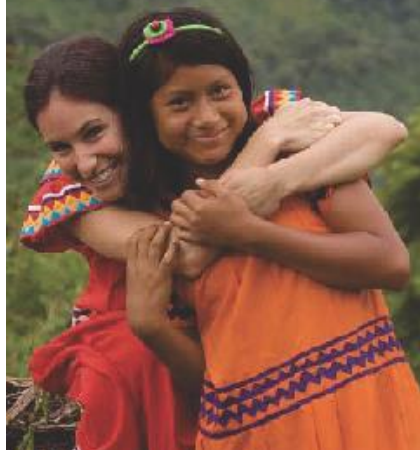
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•

The CAL team maintains advanced degrees and certifications in several academic disciplines and provides programming in cross-disciplinary, discipline-specific, and institutional capacities. The Center for the Advancement of Learning offers training and professional development opportunities in a variety of face-to-face, hybrid, and online formats. CAL team members use the Scholarship of Teaching and Learning (SoTL) research and practice to inform faculty/staff consultations, course design activities, campus-wide professional development workshops on quality instructional practices, and institutional engagement in digital learning practices, including our Online Learning Certification process.

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Fulbright

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SCHOLAR PROGRAM

Strategic Outreach Alliance

Overview

The Fulbright Scholar Strategic Outreach Alliance is a diverse network of academic and professional associations and organizations committed to promoting the Fulbright Scholar Program's mission to increase mutual understanding between the people of the United States and the people of other countries.

The Alliance will facilitate the sharing of resources and information between the Fulbright and significant elements of the diverse academic and professional communities critical to the success of the program.



Alliance Members



African Studies Association

Represents people interested in Africa and its people. The Association fosters the study of Africa, supports research by Africans and promotes collaboration among Africanists. The Association also works to support the application of an interlinked framework for ethical conduct in research and other professional endeavors across cultures, international boundaries, and especially among those with uneven access to financial and professional resources.

Fulbright Scholar Liaison: TBD



American Association of Community Colleges

Represents two-year, associate degree-granting institutions as well as international members in Puerto Rico, Japan, Great Britain, Korea, and the United Arab Emirates. AACC is the primary advocacy organization for community colleges at the national level and works to inform and affect state policy. It is a member of "The Six" large, presidentially based associations and collaborates within the higher education community to monitor and influence federal policy and to collaborate on issues of common interest.

Fulbright Scholar Liaison: Wayne Wheeler, wwheeler@aacc.nche.edu



American Indian Higher Education Consortium

Organized to represent tribally and federally chartered institutions (some 37 tribal colleges and universities – TCUs) and dedicated to strengthen tribal nations and the lives of American Indians and Alaska Natives.

Fulbright Scholar Liaison: TBD



Historically Black Colleges and Universities Faculty Development Network

Supports the development of faculty, administrators, and program personnel in making presentations and highlights effective teaching and learning. HBCU FDN also shares information about those programs that support academic functions at institutions of higher education.

Fulbright Scholar Liaison: Laurrette Blakey Foster, lbfoster@pvamu.edu



Mobility International USA

Promotes the value of disability rights and inclusion globally to people with disabilities. Acts as the bridge between people with disabilities and the international exchange and international development sectors.

Fulbright Scholar Liaison: Monica Malhotra, mmalhotra@miusa.org



National Communication Association

Created to advance communication as the discipline that studies all forms, modes, media, and consequences of communication. NCA serves the scholars, teachers, and practitioners who are its members by enabling and supporting their professional interests in research and teaching.

Fulbright Scholar Liaison: TBD

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FULBRIGHT



**24rd National HBCU Faculty
Development Network Symposium**

“Creating Deep and Lasting Learning”

**November 2-4, 2016
DoubleTree by Hilton Washington, D.C.**

Crystal City, VA

Errata

Deletions - Did Not Present

3:15 p.m.

Page 13 – Concurrent Session III: The Rise and Fall of the Diversity Class at an HBCU, **Jeffrey Pietrusznski**, West Virginia State University

8:00 a.m.

Page 15 – Round Table & Poster Presentation: Copology: A Perspective on Disciplinary and Interdisciplinary Academics, **Eugene Hughley**, S.P.E.C.T.R.U.M.

9:15 a.m.

Page 19 – Concurrent Session V: Africans Studies and Environment Justice: The Case at an Urban PBI, **Jacquelyn Johnson**, City College of Chicago