



"Transforming the Teaching and Learning Environment"

23rd NATIONAL HBCU FACULTY DEVELOPMENT NETWORK SYMPOSIUM

**The Westin New Orleans Canal Place
New Orleans, LA**

October 20-22, 2016





HBCU Faculty Development Network

Conference Program

23rd NATIONAL HBCU FACULTY DEVELOPMENT SYMPOSIUM
“Transforming the Teaching and Learning Environment

October 20-22, 2016

Friday Special Presentation: Dr. Kevin Kelly & Dr. Bridget McGowen-Hawkins,
Association for College and University Educators (ACUE)

Friday Luncheon Special Panel Luncheon Moderator: Dr. Henry Findlay
Professor & Assistant Dean, School of Education
& Director, Continuing Education Program
Tuskegee University

Saturday Breakfast Plenary Speaker: Shayla Wiggins
Prairie View A&M University

Sponsors:
Association for College and University Educators (ACUE)
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Delgado Community College
Dillard University
Loyola University
LSUHSC (New Orleans)
Southern University at New Orleans
Tulane University
University of New Orleans
Xavier University

23rd NATIONAL HBCU FACULTY DEVELOPMENT SYMPOSIUM

"Transforming the Teaching and Learning Environment"

October 20-22, 2016

SCHEDULE AT A GLANCE

Wednesday, October 19, 2016

The Westin New Orleans Canal Place
New Orleans, LA

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

Thursday, October 20, 2016

Day 1: The Westin New Orleans Canal Place
New Orleans, LA

Time	Activity	Room
8:00 a.m. – 5:00 p.m.	Registration	Foyer 1
10:00 a.m. – 12:00 p.m.	HBCU's Documentary	Grand Ballroom
1:30 p.m. – 2:05 p.m.	Concurrent Sessions I (35 mins)	Grand Ballroom
2:15 p.m. – 2:50 p.m.	Concurrent Sessions II (35 mins)	River 1/Terrace/Imperial
3:00 p.m. – 3:30 p.m.	Poster Display & Break	River 1/Terrace/Imperial
3:40 pm. – 4:15 pm.	Concurrent Session III (35 mins)	River 1/Terrace/Imperial
4:24 pm. – 5:00 p.m.	Concurrent Session IV (35 mins)	River 1/Terrace/Imperial
6:00 p.m. – 8:00 p.m.	Reception/Entertainment	Dillard University

*Transportation provided by Dillard University

Friday, October 21, 2016

Day 2: The Westin New Orleans Canal Place
New Orleans, LA

Time	Activity	Room
8:00 a.m. – 5:00 p.m.	Registration	Foyer
7:00 a.m. – 7:30 a.m.	Exercise	Gym
8:00 a.m. – 9:00 a.m.	Breakfast Poster & Round Tables	Grand Ballroom
9:15 a.m. – 9:50 a.m.	Concurrent Sessions V (35 mins)	River 1/Terrace/Imperial
10:00 a.m. – 10:35 a.m.	Concurrent Sessions VI (35 mins)	River 1/Terrace/Imperial
10:45 a.m. – 11:20 a.m.	Concurrent Sessions VII (35 mins)	River 1/Terrace/Imperial
11:30 a.m. – 12:05 p.m.	Concurrent Session VIII (35 mins)	River 1/Terrace/Imperial
12:15 p.m. – 2:00 p.m.	Luncheon Moderator: Dr. Henry Findlay Professor & Assistant Dean, School of Education & Director, Continuing Education Program Tuskegee University	Grand Ballroom

2:15 p.m. – 3:00 p.m.	Concurrent Session IX (45 mins)	River 1/Terrace/Imperial
3:15 p.m. – 4:00 p.m.	Break Book Signing	Foyer 1
4:15 p.m. – 5:00 p.m.	Concurrent Session X (45 mins)	River 1/Terrace/Imperial

*Dinner on your own

Saturday, October 22, 2016
Day 3: The Westin New Orleans Canal Place
New Orleans, LA

Time	Activity	Room
7:00 a.m. – 5:00 p.m.	Registration	Foyer 1
7:00 a.m. – 7:30 a.m.	Exercise	Gym
8:00 a.m. – 9:30 a.m.	Breakfast Plenary Session – Technology Shayla Wiggins)	Grand Ballroom
9:45 a.m. - 10:30 a.m.	Concurrent Sessions XI (45 mins)	Crescent Ball Room/River 1/Terrace/Imperial
10:45 a.m. – 12:00 p.m.	Concurrent Sessions XII (45 mins)	Crescent Ball Room/River 1/Terrace/Imperial
12:15 p.m. – 1:45 p.m.	Luncheon Keynote: Dr. Sandra McGuire Director Emerita Center for Academic Success Louisiana State University	Grand Ballroom
2:00 p.m. – 2:45 p.m.	Business Meeting	Grand Ballroom



SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

October 10, 2016



Welcome!

On behalf of The HBCU Faculty Development Network, it is my pleasure to welcome you to our 23rd Annual Conference in the great city of New Orleans, LA, home of the WHO DATS. We are excited about having our conference at The Westin New Orleans Canal Place and most of all hosted by Dillard University. The conference theme, "Transforming the Teaching and Learning Environment" is appropriate today with changes in the teaching and learning in the classrooms.

It is my hope you succeed in presenting your research data, be it oral, poster, or round table platform over the next three-days. Additionally, I am certain the conference will contribute to the advancement of education and that new collaborations will be initiated to stage even more successful gatherings in the future.

Again, welcome!

Sincerely yours,

Ruby Broadway, Ph.D.
President



October 20, 2016

Dear Colleagues:

I am delighted to welcome you to the Twenty-Third 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 service.

The Twenty-Third Annual Conference theme is “**TRANSFORMING THE TEACHING AND LEARNING ENVIRONMENT**”. We hope that you find that the sessions are informative and relevant. Because we are aware that travel at many of our institutions is at a premium for faculty and administrators, please know that we continue to seek ways to maximize your time with us.

It should be noted that the Network invites participation in its activities by individuals from minority serving institutions (MSIs) and other institutions of higher education, and seeks working relationships with organizations that share its goals and objectives. 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. Sandra McGuire as our Keynote Luncheon Speaker on Saturday October 22, 2016. Dr. McGuire is Director Emerita of the Center for Academic Success at Louisiana State University in Baton Rouge, Louisiana where she formerly held the positions of Assistant Vice Chancellor and Professor of Chemistry. Dr. McGuire a graduate of Southern University, Cornell University and the University of Tennessee. Dr. McGuire is known nationally and internationally for her work on “Metacognition”. In addition, she is the author of “*Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills and Motivation*”.

On behalf of the HBCU Faculty Development Board of Directors, we welcome you to our annual conference and the city of New Orleans.

Sincerely,

Laurette Blakey Foster

Executive Director

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

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



Office of the President

DILLARD UNIVERSITY

2601 Gentilly Boulevard New Orleans, LA 70122



Greetings!

On behalf of Dillard University's Board of Trustees, alumni, faculty, staff and students it is my pleasure to welcome you to the 23rd HBCU Faculty Development Network Conference hosted by Dillard University. I also would like to welcome you to our great city, New Orleans, LA. I sincerely hope you have an enjoyable stay. Your theme, "Transforming the Teaching and Learning Environment" is appropriate for your conference.

The Faculty Development network goals are particularly interesting as we continue to move our universities forward. I have stated on a number of occasions that, as President of Dillard University, I am committed to improving the quality of teaching at this university. In areas where we already have excellent teaching, this renewed emphasis on our students' classroom experience will certainly enhance their educational achievement. Enhancing the teaching and learning process is a worthwhile goal for all faculty at all universities and colleges.

It is my hope that over the course of your three-day conference the faculty is successful in presenting their research data. I encourage networking and collaboration and I am certain this conference will contribute toward the progression of education. I am confident that new collaborations will be initiated and similar meetings will follow in the years to come.

Again, welcome to the 23rd HBCU Faculty Development Network. We look forward to your visit to Dillard University, the beautiful campus of gleaming white and spacious green, our fair Dillard.

On behalf of your organization's President, I extend my best wishes to you for a memorable and remarkable event.

Sincerely,

Walter M. Kimbrough, Ph.D. President

PHONE 504.816.4640 FAX 504.816.4678 www.dillard.edu

**Saturday, October 23, 2016
Luncheon Keynote Speaker**

Dr. Sandra McGuire



Dr. Sandra Yancy McGuire is the Director Emerita of the Center for Academic Success at Louisiana State University in Baton Rouge, Louisiana where she formerly held the positions of Assistant Vice Chancellor and Professor of Chemistry. Prior to joining LSU in August 1999, she spent eleven years at Cornell University, where she received the coveted Clark Distinguished Teaching Award. Dr. McGuire has been teaching chemistry, working in the area of learning and teaching support, and mentoring students for over 40 years. She has delivered keynote addresses or presented her widely acclaimed student success and faculty development workshops at over 200 institutions in 41 states and six countries. Additionally, she has published her work in *The Journal of Chemical Education*, *American Scientist*, *Science*, *The Learning Assistance Review*, *To Improve the Academy*, and *New Directions for Teaching and Learning*. Her latest book, *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*, was released by Stylus Publications in October 2015.

She has received numerous awards for her work in improving student learning and mentoring students, the most recent of which is the 2015 American Association for the Advancement of Science (AAAS) Lifetime Mentor Award. In 2014 she received the Lifetime Achievement Award from the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE). In 2012 she was elected a fellow of The Council of Learning Assistance and Developmental Education Associations (CLADEA), and in 2011 she was elected a Fellow of AAAS. In 2010, she was elected a Fellow of the American Chemical Society, and also became one of only seven individuals in the nation at that time to have achieved Level Four Lifetime Learning Center Leadership Certification through the National College Learning Center Association (NCLCA). In November 2007 the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMEM) was presented to her in a White House Oval Office Ceremony.

Dr. McGuire received her B.S. degree, magna cum laude, from Southern University in Baton Rouge, LA, where she was named a Department of Chemistry Distinguished Alumna in 2008. She earned her Master's degree from Cornell University and her Ph.D. from the University of Tennessee at Knoxville, where she received the Chancellor's Citation for Exceptional Professional Promise. She is married to Dr. Stephen C. McGuire, a professor of physics at Southern University. They are the parents of Dr. Carla McGuire Davis and Dr. Stephanie McGuire, and the doting grandparents of Joshua, Ruth, Daniel, and Joseph Davis.

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CONFERENCE

Wednesday, October 19, 2016

3:00 p.m. – 6:00 p.m.

Board Meeting

COTTON ROOM

CONFERENCE

Thursday, October 20, 2016

COTTON ROOM

8:00 a.m. – 5:00 p.m.

Registration

CONFERENCE

1:30 p.m. – 2:05 p.m.

Concurrent Session I

RIVER ROOM

~~A. Engaging Faculty in New and Emerging Technologies Across Disciplines at Morehouse College~~

~~Presenter:~~

~~Juana Mendenhall, Morehouse College~~

~~The use of technology to enhance student engagement and retention has become of high demand for the past decade. Hence, there is a need to introduce and train faculty on how to employ new technologies into their curriculum. At Morehouse College, we have been engaging, training, and implementing 3D technology into courses across all divisions ranging from Science and Mathematics, Humanities and Social Science, and Business Administration and Economics. Using the the TPACK (Technological Pedagogical Content Knowledge) model we have begun to introduce technology into the curriculum at Morehouse College for STEM (Science, Technology, Engineering, and Mathematics) and non-STEM faculty. The TPACK model combines using Pedagogical Knowledge (PK), Content Knowledge (CK), along with Technological Knowledge (TK) to cultivate technology into the classroom.~~

TERRACE

B. Taboo Topics: Black Masculinities and Sexual Expression at a Southern HBCU

Presenter:

Robert Peterson, Morehouse College

One of the most difficult discussions that face society, and more specifically the Black community, is the role of gender in everyday life. The Faces of Manhood Initiative is a presidential level initiative dedicated to raising awareness and encouraging critical conversations concerning gender, misogyny, patriarchy, sexuality, and understanding the lived experience of men, particularly men of color. In an environment primarily Black and male, such taboo topics go unaddressed or hidden in daily actions of social control. The initiative was able to capture this hidden discussion by establishing a Taboo Topics Board aimed at encouraging dialogue regarding similar issues.

CONFERENCE

Thursday, October 20, 2016

(continued)

1:30 p.m. – 2:05 p.m.

Concurrent Sessions I

IMPERIAL ROOM

C. Faculty and Students' Perceptions of Traditional Handheld Clickers and Web-based Polling Systems

Presenters:

Katilya Harris, Tuskegee University

~~Sola Popoola, Tuskegee University~~

Audience response systems have been integrated in classrooms in various disciplines in efforts to increase student engagement. Several research studies have revealed that handheld clickers and web-based polling systems increase student engagement during lectures. However, there is limited research available within the discipline of nursing and within large lecture nursing classes. This study will investigate perceptions of traditional handheld clickers and web-based polling systems among baccalaureate nursing students and faculty.

CONFERENCE

2:15 p.m. – 2:50 p.m.

Concurrent Session II

RIVER ROOM

A. Transformational Strategies for a Digital World

Presenter:

Bart Everson, Xavier University of Louisiana

Technology enables, but it also causes harm. A revolutionary and contemplative approach to education is needed to provide our students with vital survival skills needed for the 21st century.

TERRACE

~~B. Assessment of Sources, Targets, and impact of academic Bullying-Gangsterism on teaching and learning.~~

~~Presenters:~~

~~Eugene Hughley, SPECTRUM~~

~~This work examines the impact of bullying and gangsterism on teaching and learning within academic settings through identifying topology, definitions, functions, applications, and outcomes. Nine sources and nine targets are viewed interactively to ascertain their dynamics and reciprocal impacts on teaching and learning in academic settings, and the community at large. Social, aggression, violence, and criminal implications are considered as well.~~

CONFERENCE

Thursday, October 20, 2016

(continued)

2:15 p.m. – 2:50 p.m.

Concurrent Session II

IMPERIAL ROOM

~~C. From the Dorm to the Cubicle: Helping Students Lift Off~~

~~Presenter:~~

~~Tasha Burks, T. Burks & Associates~~

~~Nearly three-quarters of hiring managers complain that millennials—even those with college degrees—aren't prepared for the job market and lack an adequate "work ethic," according to a survey from Bentley University. A wide range of business people, corporate recruiters, academics and others interviewed for the study agree that recent college graduates deserve a grade of "C" or lower for their preparedness for their first job. Recruitment guru, Tasha Burks, would like to share tips with professors on how to prepare students for their career journey.~~

CONFERENCE

Thursday, October 20, 2016

3:00 p.m. – 3:30 p.m.

Poster Display & Break

FOYER

A. Adult Education in the Digital Age: Using Technologies to Promote Learning

Presenter:

Elicia Pollard, Langston University

The propagation of technology and social media has altered the way educators teach, students learn, and outcomes are assessed. Formal education for modern students presents challenges and opportunities for instructors, learners, and administrators. One particular challenge for instructors is determining how to implement technology in a meaningful way to achieve desired learning outcomes. The purpose of this presentation is to provide theoretical foundations for the selection and implementation of educational technology in face-to-face, hybrid, and online courses.

CONFERENCE

Thursday, October 20, 2016

3:40 p.m. – 4:15 p.m.

RIVER ROOM

A. Ethical Considerations of Researchers on Black Americans in the Academy: A Grounded Theory Exploration

Presenter:

Donald R. Collins, Prairie View A&M University

This paper explores issues related to the Institutional Review Board (IRB) at 1876 Historically Black Colleges and Universities. In light of The Belmont Report (1978), the Tuskegee Syphilis Study (1932-1972), and the Henrietta Lacks (1920-1951) story, ethical concerns pose challenges that have to be addressed by researchers of African American respondents in a neoliberal environment. Scholars in the academy may recognize that trust and suspicion are major issues faced by researchers of African American subjects in light of the dark deception perpetrated by the medical profession on Black males and families. Despite this knowledge and protections today, neoliberal decisions pose risks that may serve to eradicate earlier protections.

TERRACE

B. MCQs, Blog Site & Learning

Presenter:

Joe D'Silva, Norfolk State University

MCQs, Blog Site and Studies Joe D'Silva, Biology Department, Norfolk State University, Norfolk, VA 23504 Motivating students to study is a constant challenge for instructors. Undeniably, students devote less time to studying now as they are constantly preoccupied with their smartphones. One way to overcome this problem has been to assign students to study sections of text-book chapters and to make them frame Multiple Choice Questions (MCQs) to be posted on a Blog site on Blackboard. However, the questions must contain elements of critical thinking. The MCQs are graded. Individual and groups of students submit the questions. iPad and smart phone availability makes the practice easy and convenient for them. Advantages and disadvantages are discussed.

CONFERENCE

Thursday, October 20, 2016

(continued)

3:40 p.m. – 4:15 p.m.

Concurrent Session III

IMPERIAL ROOM

C. Portrait of a Early Literate Learner

Presenter:

Virida Lester, Tuskegee University

An individual who could read, write and do arithmetic was once considered “literate.” With our culturally diverse and technologically changing society, no longer is this definition sufficient because of demands placed on the educational system to produce literate individuals who can solve the world’s problems. To accomplish society’s demands, students must be taught to effectively comprehend and communicate the language arts skills. Therefore, for students to be literate, we as educators are responsible for teaching the reading and writing processes to grow efficient and effective literate learners. This session will address “Who is and what a literate learner looks like!”

CONFERENCE

Thursday, October 20, 2016

(continued)

4:25 p.m. – 5:00 p.m.

Concurrent Session IV

RIVER ROOM

A. Teaching With the Millennial Learner in Mind: Connecting Content to Current Culture

Presenter:

Laurell Malone, North Carolina Central University

Teaching with the millennial learner in mind challenges higher education faculty to connect course content to the current culture and real world experiences that make learning outcomes and instructional activities relevant. Millennials like assignments that are more creative and allows them to be experiential and exploratory learners who work collaboratively on personalized and customized projects. This highly interactive session explores opportunities for faculty to shift from disseminating information to helping students apply information through brain-friendly instructional strategies, the layered curriculum, and project based learning. Participants will develop new professional development ideas to support instructor efficacy and facilitate increased student engagement.

CONFERENCE**Thursday, October 20, 2016****(continued)****4:25 p.m. – 5:00 p.m.****Concurrent Session IV****TERRACE****B. Engaging Students Every Day: Using Four High Engagement Strategies to Maximize Learning****Presenter:****Carlos Smith, Tougaloo University**

Learn four high engagement strategies that will promote collaboration and critical thinking in your class! These four high engagement strategies will leave your students wanting more the next class meeting.

IMPERIAL ROOM**C. The Cycle of Tenure, Promotion and Post-Tenure****Presenter:****Laurette Blakely Foster, Prairie View A&M University**

In the 19th century, university professors largely served at the pleasure of the board of trustees. Today faculty select an option of tenure or non-tenure tracks. It is important to know the results of the selections and how to move forward with each. It is important for faculty in higher education to map their future and possibly the security of their future. As the missions of institutions of higher education have made changes over the years, not all faculty have selected the tenure track, however it is important to those selecting the tenure track to know the process and consequences.

6:00 p.m. – 8:00 p.m.**Tour & Reception****Dillard University**

CONFERENCE

Friday, October 21, 2015

(continued)

8:00 a.m. – 9:00 a.m.

Round Tables & Poster

GRAND BALLROOM

~~C. Faculty/Librarian Information Literacy Instructional Collaborations and It's Affects on Student Learning Outcomes of 2nd Year College Students~~

~~Presenter:~~

~~Cynthia Charles, Dillard University~~

~~Faculty/library collaborations play a significant role in the academic success and education of students in higher education institutions throughout the United States. Librarians and faculty in academia realize the importance of information literacy, where the ultimate goal is to make it an integral part of the academic curriculum (Li, 2010). The collaboration of faculty and librarians in their support of information literacy, are essential in aiding college students when conducting scholarly library research, thinking critically and producing scholarly academic work. These collaborations also help strengthen the mission and goals of academic libraries, and the capacity of faculty and librarians to increase the quality of teaching and learning, research, library and information services as well as cost advantages in sharing human resources (Aytac, 2010).~~

D. Developing an online-based multimedia learning environment for success of millennials

Presenter:

Michael Taku, Dillard University

Although cognitive and behavioral academic engagement is associated with the achievement of learning outcomes, evidence of the effect of online-based multimedia learning environment on academic engagement and success in entrepreneurship education is lacking (Taku, 2016). This study fills this knowledge gap and makes a contribution. An assessment of an online multimedia-based learning environment applied in teaching entrepreneurship identifies a conceptual framework of an effective learning environment in the context of millennials in a minority academic institution. Online and multimedia tools, collaborative, constructivist and flexible learning opportunities involved are associated with success in accomplishing learning outcomes in an entrepreneurship course.

E. The Cycle of Tenure, Promotion and Post-Tenure

Presenter:

Laurette Blakely Foster, Prairie View A&M University

In the 19th century, university professors largely served at the pleasure of the board of trustees. Today faculty select an option of tenure or non-tenure tracks. It is important to know the results of the selections and how to move forward with each. It is important for faculty in higher education to map their future and possibly the security of their future. As the missions of institutions of higher education have made changes over the years, not all faculty have selected the tenure track, however it is important to those selecting the tenure track to know the process and consequences.

CONFERENCE

Friday, October 21, 2015

(continued)

8:00 a.m. – 9:00 a.m.

Round Tables & Poster

GRAND BALLROOM

F. ~~Enriching Academic Preparation of Minority Students in Chesapeake Bay Climate Study for Sustainable Agriculture~~**Presenters:****~~Shobha Sriharan, Virginia State University~~****~~Gulnihal Ozbay, Delaware State University~~****~~Chunlei Fan, Morgan State University~~**

~~Through a combination of experiential learning during academic year at home HBCU institutions, Virginia State University, Delaware State University, and Morgan State University, and summer internship at the University of Hawai'i at Hilo, six (6) Minority students enriched their academic advancement in the agricultural and natural sciences. Using geospatial technologies (GIS and remote sensing), inventory of urban trees with i-Tree software, and water quality monitoring, the students studied climate change issues at the Appomattox and James Rivers which feed into the Chesapeake Bay (eastern coast) during the academic year (2014-2015) and at Hilo Bay, Hawai'i (pacific coast) in summer 2015.~~

CONFERENCE

Friday, October 21, 2016

(continued)

9:15 a.m. – 9:50 a.m.

Concurrent Session V

RIVER ROOM

A. The Effects of No-Cost Textbook and Technology-Based Course Resources on Minority Students' Engagement and Achievement in College Algebra

Presenters:

Josephine Davis, Fort Valley State University

Hephizibah Beulah, Fort Valley State University

Samuel Cartwright, Fort Valley State University

Parents and other stakeholders continuously decry the rising costs of a college education. To minimize costs, college students increasingly use loans, rentals, digital textbooks and open resources to avoid high-cost textbooks, even risking course failure. Observing increasingly high DWF grades and absentee rates in college algebra, the Math faculty observed that most affected students were not purchasing textbooks. Therefore, the faculty redesigned college algebra using a no-cost, e-text book with a mandatory MATHXL Laboratory. Best practice information is provided on course redesign to: make math affordable; increase minority achievement and technology usage; and share skills for adapting open resources in math.

IMPERIAL ROOM

B. FAMU Forward: The Transformation of Faculty using a 21st Century Approach

Presenters:

Genyne Boston, Florida A&M University

Kevin Kelly, Association for College and University Educators

As participants in this session, you will explore how Florida A&M University (FAMU) used an innovative, online, research-based program of professional development created by the Association of College and University Educators (ACUE) to a) complement its faculty development initiatives that enhance teaching effectiveness and b) increase resources for faculty. You will participate in activities, drawn from the ACUE curriculum, like those completed by FAMU's faculty learning community. In the process, you will support each other in enhancing your own pedagogical practices and gain ideas for faculty development activities at your institution.

CONFERENCE

Friday, October 21, 2016

(continued)

9:15 a.m. – 9:50 a.m.

Concurrent Session V

TERRACE**C. Collaborative Strategies: Closing the Loop in Teaching and Learning****Presenter:****Clarissa Booker, Prairie View A&M University****Douglas Butler, Prairie View A&M University**

Session Abstract: The presenters will present collaborative strategies used and changes made in the curriculum redesign focused on closing the loop in teaching and learning. Presenters will share the Curriculum Redesign template and findings regarding the curriculum redesign. They will also make recommendations about collaborative strategies that are currently used in closing the loop for effective teaching and learning.

CRESCENT ROOM**D. Faculty First: An Engaged Interdisciplinary Model of Faculty Development****Presenter:****Derrick Bryan, Morehouse College**~~**Juana Mendenhall, Morehouse College**~~~~**Emmanuel Onifade, Morehouse College**~~

The library is important to the mission of the university and must be studied as to its ability to move forward and to be technologically competitive in an increasingly information technology driven society. The Critical Theory of Library Technology offers a way of assessing and analyzing library technology through a social, economic and humanistic discourse. The presenter will discuss leading critical theory and technology studies including, Ajait Pyati and Andrew Feenberg's Critical Theory of Technology. The presenter will provide examples of how these theories function in the acquisition and implementation of emerging technologies in libraries. The presenter will also use examples to show how having a more technologically advanced library contributes to the success of the entire university.

CONFERENCE

Friday, October 21, 2016

10:00 a.m. – 10:35 a.m.

Concurrent Session VI

RIVER ROOM

A. Improve STEAM-T Concepts to Incoming Freshman Undergraduate AAMU Students through LEGO Transportation Robotics Design Challenge

Presenters:

Jacob Oluwoye, Alabama A&M University

Samantha Strachan, Alabama A&M University

Jian-Fu, Alabama A&M University

The goal of this conceptual paper is to promote minorities' incoming freshman students interests and skills in robotics via accessible, engaging team activities and technology choices through hands-on experiences, participants will learn about robotics-related transportation careers, college life, and real-world applications of robotics. The curriculum will be developed for the summer programs that will be centered on LEGO Mindstorms robotic kits and the RoboLab graphic programming environment. The assumption is that the students have no prior experience programming or building robots.

IMPERIAL ROOM

B. Active Learning Strategies (ALS): Restructuring Classroom Teaching Experiences to Enhance Student Learning

Presenters:

Charlotte Hurst, Dillard University

Mary Green, Dillard University

Kelly Smith, Dillard University

Angelique White-Williams, Dillard University

Utilization of Active Learning Strategies (ALS) across the curriculum was a successful strategy used by the authors for enhancing student learning and engagement in the School of Nursing at Dillard University. The aim of this study was to transform the traditional classroom setting using ALS to promote student involvement, facilitate self-direction, development of theory and problem-solving skills. Faculty members restructured the teaching-learning environment in which shared responsibility requiring students to engage in a variety of ALS such as role playing, simulations, debating and reflections. Although barriers, such as, teacher challenges and course design issues were identified, ALS was an effective strategy for enhancing student learning, engagement, and problem-solving skills.

CONFERENCE

Friday, October 21, 2016

(continued)

10:00 a.m. – 10:35 a.m.

Concurrent Session VI

TERRACE

~~C. Copology: Shifting from Historically Black Colleges and Universities to Historically ATTENDED Black Colleges & Universities?~~

~~Presenter:~~

~~Eugene Hughley~~

~~This study examines three variables toward answering the question: "Are Historically Black Colleges and Universities and Historically White Colleges and Universities 21st-century modern-modern-day versions of separate and unequal learning and education?"~~

CRESCENT ROOM

D. Systems, Structures and Strategies: Best Practices in Faculty Development

Presenters:

~~Monique Earl-Lewis, Morehouse College~~

~~Carter Savage, Morehouse College~~

~~Danielle-Alexandria Ward, Morehouse College~~

The Faculty Development Center promotes a culture of excellence in teaching and learning to support the holistic professional development of faculty in their roles as teacher-scholar-leader. As a Title III-funded Activity, the Center is charged with enhancing the capacity of Morehouse College to strengthen the infrastructure, systematize faculty development activities and institutionalize the professional development program, including the use of technology in instruction. Within the dynamic technological learning environment, engagement of our five-year focus has been to expand the use and integration of digital and social media utilizing instructional design principles in an effort to improve synchronous and asynchronous delivery, increase interdisciplinary collaborations, and promote scholarship on teaching and learning of African-American males.

CONFERENCE

Friday, October 21, 2016

(continued)

10:45 a.m. – 11:20 a.m.

Concurrent Session VII

RIVER ROOM

A. Cooperative Learning Teaching Strategies Implemented Within a Graduate Classroom

Presenter:

Gwendolyn King, Alabama State University

The purpose of the study is to examine the implementation of teaching strategies by faculty in the College of Education, Alabama State University as they relate to the concept of cooperative learning skills of students. The goals of teaching strategies are to enhance the students' critical thinking, communication and teamwork skills. There are five basic elements that allow successful small-group learning: Positive interdependence, Face-to-face interaction, Individual and group accountability, Group behaviors and Group processing (Johnson and Johnson, 1999). This study is significant because it will examine the implementation of teaching strategies. A Learning Style Inventory will collect quantitative data.

IMPERIAL ROOM

~~B. Social Capital and Entrepreneurship: An Economic Model~~

~~Presenter:~~

~~Justin Kakeu, Morehouse College~~

~~Carolyn Davis, Morehouse College~~

~~This paper develops an economic model that addresses the role of social capital in supporting entrepreneurial decisions in the face of uncertainty.~~

TERRACE

~~C. Using Historical Fiction as an Interdisciplinary Approach to Promote Social Justice~~

~~Presenter:~~

~~Sulayman Clark, Morehouse College~~

~~The Rains: Voices for American Liberty, is a fact-based historical novel set in antebellum Philadelphia, when the city of "Brotherly Love" served as the center of the American abolitionist movement and a major hub of the Underground Railroad. This carefully researched literary work chronicles the exploits of a multiracial and interfaith community of activists who struggled and sacrificed to end slavery and in so doing, dared to change the course of human history. Through engaged critical reflection this "ennobling text" informs and inspires both scholars and students to view history in the broader context of contemporary events and discover their role and responsibility in advancing the cause of social justice.~~

CONFERENCE

Friday, October 21, 2016

(continued)

10:45 a.m. – 11:20 a.m.

Concurrent Session VII

CRESCENT ROOM

D. Faculty Development on a Shoestring

Presenter:

Laurette Blakely Foster, Prairie View A&M University

We are fortunate to have a pool of individuals applying to positions at are institutions that come very well trained in their specific disciplines. However, many of these individuals have never been in a classroom or served as a faculty member. Some come directly from a terminal degree program and others possible come from industry. The impact of pedagogy and assessment may be limited for faculty that have not been taught how to teach. Ken Bain writes about “What Best Colleges Teachers Do” and “What Best College Students Do”. Sandra McGuire writes and presents nationally and internationally about “Metacognition”. We are in an ever changing world and it is necessary to meet each generation of students where they are. As important as faculty development is across the academic environment, many institutions have limited or no funds allocated for this component. This session will provide some ways to increase the opportunities for faculty development on a limited budget.

CONFERENCE

Friday, October 21, 2016

(continued)

11:30 a.m. – 12:05 p.m.

Concurrent Session VIII

RIVER ROOM

A. Motivated to Succeed but not Gritty to Achieve

Presenters:

James Williams, Prairie View A&M University

Jerrel Moore, Prairie View A&M University

~~Mathias Vairez, Prairie View A&M University~~

~~Michara Delaney, Prairie View A&M University~~

Factors that impact attrition rates of college students can be categorized as cognitive or non-cognitive. In an attempt to understand students’ non-cognitive factors; students enrolled in a summer bridge program were administered the Motivated Strategies for Learning Questionnaire and the GRIT Trigger Scale assessment at the beginning of the program. All participants of the program were denied admission to an HBCU for Fall 2016, because they did not meet the minimum enrollment requirements. Students’ Fall 2016 admission is contingent on their success in the summer bridge program. The pretest revealed interesting identifiers about this student population.

CONFERENCE**Friday, October 21, 2016****(continued)****11:30 a.m. – 12:05 p.m.****Concurrent Session VIII****IMPERIAL ROOM****B. Equity Strategies in the Classroom: Backwards Design and the Transparent Assignment Template****Presenters:****Emily Lardner, Washington Center****Joye Hardiman, Washington Center**

In this session, we will introduce the principles of backwards design as we invite participants to work with the transparent assignment template developed for the Transparency in Learning and Teaching Project. Recent research points to increases in students' self-confidence, sense of belonging, and mastery of skills when faculty use the transparency template to revise their assignments. We will look at samples of assignments in their less and more transparent versions, and work with you to develop strategies for introducing these simple, powerful practices to faculty at your own institutions.

TERRACE**C. Reducing Patient Care Clinical Situations by Building Simulation Capacity****Presenters:****Ejim Sule, Prairie View A&M University****Isaac Smith, Prairie View A&M University**

The Clinical Simulation Education (CSE) study was a quantitative quasi experimental two group design. The experimental group consisted of students enrolled in the summer session of 2015, who received 50% clinical simulation education and laboratory experience. The control group consisted of students retrospectively enrolled in the same first adult health course in the summer session of 2014 and participated in 18.75% clinical simulation and laboratory experience. The study explored if there was a difference in the examination scores between the two groups.

CONFERENCE

Friday, October 21, 2016

(continued)

11:30 a.m. – 12:05 p.m.

Concurrent Session VIII

CRESCENT ROOM

D. From Underprepared Student to Engaged Collegian ... Techniques that Work!

Presenters:

Kevin Kelly, Association for College and University Educators

Bridget McGowen-Hawkins, Association for College and University Educators

HBCUs disproportionately enroll academically underprepared college students, and according to the Understanding HBCU Retention and Completion report by the United Negro College Fund Frederick D. Patterson Research Institute, "by enrolling students—even poorly prepared students— HBCUs are accepting an obligation to do everything in their power to educate them to the point of successful completion of their academic programs" (Richards & Awokoya, 2012, p. 14).

HBCU faculty are indeed ready to roll up their sleeves and embrace the awesome responsibility of moving students from enrollees to graduates; however, identifying the most effective techniques and practices for doing so can lead to much trial, error and, uncertainty surrounding what is effective and what is not.

The Association of College and University Educators (ACUE) has identified proven techniques that take the guesswork out of supporting underprepared students to meet college-level learning expectations. The practices and techniques include:

1. reviewing student records and using non-graded assignments to plan instruction that builds on student strengths and addresses need areas;
2. using practices that help you clearly communicate your expectations of what is to be learned including offering examples of quality work;
3. ensuring homework, classwork and smaller assignments prepare students to meet major course assessment and assignment expectations;
4. helping students reflect on the connection between study habits and performance;
5. assessing early and often to help students gauge and plan for meeting course expectations; and
6. providing opportunities for students to use feedback to improve performance.

Naturally, this list is not exhaustive; it is, however, a clear roadmap of research-based techniques that will move underprepared students much closer to achieving their academic goals. When faculty use these techniques to help students learn how to succeed in their courses, it ensures capable students' lack of preparedness does not exclude them from success (S. McGuire, personal communication, February 22, 2016). And what's more is when faculty implement techniques to support underprepared students, they are not the only ones who benefit; all students benefit (Gabriel, 2008).

CONFERENCE

Friday, October 21, 2016

(continued)

GRAND BALLROOM

12:15 p.m. – 2:00 p.m.

Special Panel Luncheon

Moderator: Dr. Henry Findlay
 Professor & Assistant Dean, School of Education
 & Director, Continuing Education Program
 Tuskegee University

CONFERENCE

Friday, October 21, 2016

(continued)

2:15 p.m. - 3:00 p.m.

Concurrent Session IX

RIVER ROOM

A. Creating Accessible, Relevant, and Effective Higher Education Opportunities: EarlyEdU Alliance

Presenters:

Gail Joseph, University of Washington

Kathie Emerson-Hoss, University of Washington

Access, affordability, relevance, and effectiveness have been identified as challenges to meaningful higher education for early childhood teachers (IOM and NRC, 2015; Whitebook, et al., 2012). Concurrently, the need for high quality early childhood teachers is greater than ever. Teachers must understand child development and master practices that engage children at every opportunity. We will explore the use of competency based assignments, video feedback, and building an alliance of institutions of higher education to transform the early childhood workforce. We report on implementation and preliminary results from an online early childhood bachelor's degree completion program.

IMPERIAL ROOM

B. The Fulbright Program: Transforming Teaching and Learning on a Global Scale

Presenters:

Alisha Scott, Institute of International Education

Michelle Williams, University of Alabama

For 70 years Fulbright students and scholars - sponsored by the United States Department of State - have elevated their skills and served the world through study, teaching and research. Their enriched personal perspectives and their post-grant impact on home universities, colleges and communities have made Fulbright the United States Government's flagship international educational exchange program. The presentation will feature administrator and participant observations on the various Fulbright opportunities, their appropriate audiences and their value for Historically Black Colleges and Universities seeking recognition on a global scale.

CONFERENCE

Friday, October 21, 2016

(continued)

2:15 p.m. - 3:00 p.m.

Concurrent Session IX

TERRACE

C. The G.R.I.N.D. Project (Get Ready to Initiate a Nursing Degree)

Presenters:

Philisie Washington, Prairie View A&M University

Antonea' Jackson, Prairie View A&M University

Pamela Brandy-Webb, Prairie View A&M University

Background: Numbers of students who declare a pre-nursing major and who enter a nursing program are vastly different. Purpose: GRIND exposed students to the nursing career through hospital tours and human simulation while instructing in study skills, dosage calculation, and HESI preparation. Results: GRIND operated for 3 weeks from 2011 to 2015 on a nursing campus. Participants' understanding of nursing improved (95%–100%), and 90%–98% felt at least somewhat to extremely prepared for nursing after GRIND. Conclusions: Student success in nursing is predicated on the tools learners acquire. Schools that invest in pre-nursing programs add to nursing program success.

CRESCENT ROOM

D. A Systems Approach to Integrating Research into Education and Social Science Undergraduate Curricula

Presenter:

Henry Findlay, Tuskegee University

Today, one of the challenges facing educators in higher education is integrating empirical research into undergraduate courses. The question arises as to how to help undergraduate students formulate research questions or hypotheses, obtain the relevant information, analyze the data, describe the findings and draw conclusions. This session is designed to provide approaches that have been proven successful in integrating research into undergraduate curricular offerings. Participants will take away from this session “nuts and bolts” information that works in increasing students' level of scholarships, critical thinking skills, overall writing skills, and interest in research.

FOYER

3:15 p.m. – 4:00 p.m.

Break & Book Signing

CONFERENCE

Friday, October 21, 2016

(continued)

4:15 p.m. - 5:00 p.m.

Concurrent Session X

RIVER ROOM

A. Fulbright Scholar Proposal Writing 101

Presenter:

Alisha Scott, Institute of International Education

A session devoted to a practical approach to the Fulbright Scholar Program's application process. The core of the program will be a demonstration of how to approach the application process.

IMPERIAL ROOM

B. Bringing Morehouse to The World: Increasing Opportunities for Study Abroad Among African Americans.

Presenters:

Robert Peterson, Morehouse College

Patricia deSouza, Morehouse College

Students studying abroad is at an all time high, more than double than in recent decades. However, only 10% of U.S. students study abroad and minority students account for less than half. It is vital to examine the racial disparities in access and participation. Morehouse College has prioritized the need to increase these opportunities. Morehouse Pan-African Global Experience (MPAGE) Bahia is a signature program that includes language learning, cultural enrichment, and international civic engagement for building community. Student participants are designated Scholar Ambassadors who take Morehouse to the world and bring the world to Morehouse.

TERRACE

C. Mentoring Millennial Graduates in the Academic Library Setting

Presenters:

~~Reina Williams, Wilbur Wright~~

Sharon Silverman, Olive Harvey

Millennials are gravitating to Information schools across the country to pursue work in traditional libraries (academic, public, etc.), corporations, or working as independent consultants. The challenge for academic libraries is keeping these new graduates engaged and providing them with the mentorship they need to be successful in academia. Our presentation will review how professional librarians and administrators can mentor and engage new Millennial hires.

CONFERENCE

Friday, October 21, 2016

(continued)

4:15 p.m. - 5:00 p.m.

Concurrent Session X

CRESCENT ROOM

D. Instructional Design as the Means and Ends to Achieve Student Learning

Presenter:

Carter Savage, Morehouse College

The A.D.D.I.E. (Analyze---Design---Develop---Implement---Evaluate) model is recognized as a valid and reliable method to improve student learning and instruction through intentional faculty reflections of student performance and intentional course redesign. Participants will be guided through the processes of formative and summative assessment in identifying the most appropriate strategies to improve student learning outcomes. Examples will also be provided that demonstrate how student-initiated learning activities and the integration of digital, social, and multi-media in classroom pedagogy and online learning can be effectively integrated as a core design strategy to enhance synchronous and asynchronous learning and promote student-faculty scholarship.

CONFERENCE

Saturday, October 23, 2016

7:00 a.m. – 7:30 a.m.

Exercise – Fitness Center

GRANDBALL ROOM

8:00 a.m. – 9:30 a.m.

Breakfast

Technology Plenary Speaker – Shayla Wiggins

9:45 a.m. – 10:30 a.m.

Concurrent Session XI

RIVER ROOM

A. Active Learning and Learning Management Systems for Greater Engagement and Success for HBCU Students

Presenters:

Charmayne Patterson, Clark Atlanta University

The FRN Summer 2015 Workshop, “Ditch the In-Class Lecture, Add Active learning” introduced numerous strategies to enhance student engagement. The use of technology can prove especially useful for helping to increase student interest, participation, and interaction. I will identify some of those strategies, highlighting how they have been useful for enhancing student engagement in my undergraduate history courses, both face to face and online. In particular, I will focus on the ways in which educational technologies, including learning management systems (LMS) can be effective pedagogical resources.

CONFERENCE

Saturday, October 23, 2016

(continued)

9:45 a.m. – 10:30 a.m.

Concurrent Session XI

IMPERIAL ROOM**B. Bridging the technology divide: Freshmen technology and eLearning onboarding prepares GenZ for success in their 21st Century classroom.****Presenters:****Rona Tyger, Dillard University**

Generation Z can post, pin, snap, share and tweet with great confidence but for many, these are their only digital skills. Many find themselves on the wrong side of the digital divide. Lacking digital skills, confidence and an understanding of digital literacies needed for a technology-rich curriculum can become barriers to success in today's university. Our comprehensive research on freshmen perceptions of their digital literacy; their access, experience and confidence in using 21st century technologies for academic purposes pointed toward a need for an early intervention to help insure that all students enter begin their academic career equipped to succeed.

TERRACE**C. Transmediation of a Mentor Training Program to Transform Mentoring****Presenters:****Tiera Coston, Xavier University****Karen Nichols, Xavier University****Bart Everson, Xavier University****Janice Florent, Xavier University**

Xavier University has moved towards formalizing its mentoring and advising practices to ensure that all students are provided with consistent, high-quality advising and mentoring. The Preparing Mentors and Advisors at Xavier (P-MAX) ONLINE program is designed to formalize and transform mentoring by providing knowledge and skills needed to mentor and advise students who are transitioning from undergraduate to graduate and professional studies, especially those engaged in research. Participants will learn about the process of translating the different aspects of P-MAX from a face-to-face to an online format (transmediation). Additionally, presenters will share some technological tools used to effectuate the transmediation.

CONFERENCE

Saturday, October 23, 2016

(continued)

9:45 a.m. – 10:30 a.m.

Concurrent Session XI

CRESCENT ROOM

D. It's All By Design: Integrating New and Emerging Technologies to Enhance Student Learning and Promote Faculty Development

Presenters:

Derrick Bryan, Morehouse College

Participants will gain insights on how to intentionally integrate technology to advance instructional objectives, attain faculty development and academic programs goals while increasing student engagement to achieve learning outcomes. Examples will include how to effectively increase: (1) the use of digital, social, and multi-media in classroom pedagogy, synchronous and asynchronous learning; (2) the use of student facilitated classroom activities as a teaching tool to promote student faculty research and scholarship; (3) Faculty utilization of technology, including the College's learning management system; as well as (4) proven strategies to develop and implement an online instructional technology program for faculty and students.

CONFERENCE

Saturday, October 23, 2016

(continued)

10:45 a.m. – 12:00 p.m.

Concurrent Session XII

RIVER ROOM

~~A. Technology, Games and Learning in an Intermediate Spanish Class~~

~~Presenters:~~

~~Rosalind Arthur, Clark Atlanta University~~

~~This presentation discusses the results of preliminary research involving two intermediate Spanish classes to measure the effectiveness of a simple game (hangman) and student response system or clickers technology as practice and review tools versus traditional methods in formative assessment. The research examines some theories of learning at the tertiary level of education, and tests them in this research activity involving games and learning/knowledge. The presentation will consist of reporting on the Quantitative results focusing on the impact of using games in learning on students in the digital age; additionally, student attitudes based on a qualitative survey will be included.~~

CONFERENCE

Saturday, October 23, 2016

(continued)

10:45 a.m. – 12:00 p.m.

Concurrent Session XII

IMPERIAL ROOM**B. Student Engagement Metrics and Success in Technology-rich Hybrid Undergraduate STEM Courses.****Presenters:****Julie Basu Ray, Dillard University**

Today, many institutions of higher education are embracing distance learning as an answer to time constraints, financial barriers and other obstacles to accessing education. The main goal, no matter what mode - online, hybrid, or face-to-face, always remains to engage and retain the students. This presentation outlines student engagement metrics and success in two technology-rich hybrid courses, one freshman and one senior/junior level, in the Department of Biology at Dillard University. Our data suggests a positive relationship between student performance and their daily and weekly engagement and the type of engagement they have in their online course learning management system.

TERRACE**C. A Project-based Teaching Tool with Multifaceted and Visible Learning Outcomes****Presenters:****Sidika Colakoglu, Norfolk State University****April Lanz, Norfolk State University****Josephine Stanley-Brown, Norfolk State University**

We are proposing a project-based teaching tool that emphasizes the development of multifaceted and visible learning outcomes for students across different disciplines. This tool encourages a student-centered approach to learning by allowing students to plan, execute, and evaluate an entire project from the beginning to the end. A comprehensive project with civic engagement requirements can also help students develop social responsibility skills in addition to the development of discipline specific skills that are required by a specific course. Attendees will take away a framework of an adaptable lesson plan for their own project-based course.

CONFERENCE

Saturday, October 23, 2016

(continued)

10:45 a.m. – 12:00 p.m.

Concurrent Session XII

CRESCENT ROOM

~~D. Applying African-Centered Principles to Promote Organizational Health, Enhance Faculty Well-Being and Increase Employee Satisfaction~~

~~Presenter:~~

~~Monique Earl-Lewis, Morehouse College~~

~~Educators agree these are dynamic and challenging times in American higher education. With increasing fiscal and physical demands on organizational and human resources, there is an urgent need to promote psychological and spiritual wellness as part of our learning communities. This session offered from an organizational perspective will assist participants in identifying: (1) unhealthy behaviors and ways pathology exists and is created in organizational systems; (2) methods for reducing/eliminating unhealthy conditions in organizational systems; and (3) structures conducive to promoting positive individual development, organizational health and community well-being. Participants will be asked to share insights, affirmative approaches, and cultural rituals.~~

GRAND BALLROOM

12:15 p.m. – 1:45 p.m.

LUNCHEON KEYNOTE SPEAKER

**Dr. Sandra McGuire, Director Emerita for Academic Success
Louisiana State University**

2:00 p.m. – 2:45 p.m.

Business Meeting

**Friday, October 21, 2016
Special Panel Luncheon**

Moderator: Dr. Henry Findlay
Professor & Assistant Dean, School of Education
& Director, Continuing Education Program
Tuskegee University

Dr. Denise Wallace, Legal Affairs – Representative Dillard University

Dr. Michael Andrew Fitts – President, Tulane University

Dr. John Nicklow – President, University of New Orleans

Dr. Kevin Wildes, – President, Loyola University

Dr. Larry Nelson, Dean of Medicine – Representative LSUHSC (New Orleans)

Dr. David Adegboye, Vice Chancellor – Representative Southern University at New Orleans

Dr. Joan Y. Davis – Chancellor, Delgado Community College

***Saturday October 23, 2016
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:

“Get it Together: Using Technology to Create Faculty Portfolios Worth Talking About”

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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: Laurette 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

For more information about the Strategic Outreach Alliances initiative or to learn how your association or organization can join, please contact us at outreach@iie.org.



The Fulbright Program, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, is the U.S. government's flagship international exchange program and is supported by the people of the United States and partner countries around the world. For more information, visit eca.state.gov/fulbright.

The Fulbright Scholar Program is administered by the Council for International Exchange of Scholars, a division of the Institute of International Education. For more information, contact us at scholars@iie.org or 202-686-4000, or visit www.iie.org/cies.

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

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MR. TIMOTHY COLE @ 936-261-3546
MS. NATALIE WILLIAMSON @936-261-3546
E-MAIL: CTE@PVAMU.EDU



**HBCU Faculty Development
Board Member 2011 - 2016
Dr. Joyce O. Jenkins, former
Vice President for Academic
Affairs and Director of the
Center for Teaching and e-
Learning, passes away**

A native of Glen Allan, Mississippi, Dr. Joyce Jenkins joined the ABC family in July 2012 as Vice President for Academic Affairs. She served the College in this role until January 2014, when she returned to faculty as a professor of English and led the

development of the Center for Teaching and e-Learning.

A strong proponent of lifelong learning, student engagement, and student success, Dr. Jenkins was asked by President Fitz Hill to serve as Chair of the Achieving the Dream (ATD) National Reform Network at Arkansas Baptist College. The Achieving the Dream National Reform Network acts “as a catalyst for providing ways for colleges to strengthen and build their capacity to ensure that more students complete their college education and have more opportunity for economic success.” Dr. Jenkins established an Achieving the Dream Committee with representatives from faculty, staff, and students to identify strategies to improve student retention and graduation completion rates.

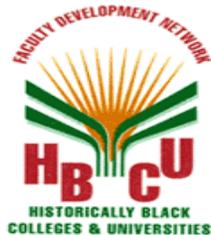
Dr. Jenkins was instrumental in the internal renovations of the James C. Oliver Library. She was able to secure the purchase of a special African American Collection containing 3,000 volumes from St. Paul College, in Lawrenceville, Virginia. When she became aware of an additional 30,000 volumes that were available for purchase, Dr. Jenkins convinced Arkansas Baptist College of the economic and academic value of obtaining these volumes as well.

“Whenever there was a challenging situation facing the College, Dr. Jenkins believed in the power of corporate prayer. She was very persistent in making sure the needs of faculty and students were met,” stated Stacy Howard, Executive Assistant for the Office of Academic Affairs and Alumnus of the College.

In her current position as Director of the Center for Teaching and e-Learning, Dr. Jenkins implemented a Faculty Development Committee to coordinate seminars known as “Terrific Tuesdays” and “Fantastic Fridays” that would empower faculty in teaching, research and service.

Prior to joining Arkansas Baptist College, Dr. Jenkins was Chair of the Department of English and Foreign Languages at Fort Valley State University, Fort Valley, Georgia, where she served for 26 years before retiring in 2012.

She earned her undergraduate degree in English and a Master of Secondary Education, English emphasis, from the University of Mississippi, and a Ph.D. in English from Bowling Green State University.



23rd National HBCU Faculty
Development Network Symposium

*“Transforming the Teaching and
Learning Environment”*

October 20-22, 2016
The Westin New Orleans Canal Place
New Orleans, Louisiana

Errata

Deletions - Did Not Present

1:30 p.m.

Page 11 – Concurrent Session I: Engaging Faculty in New and Emerging Technologies Across Disciplines at Morehouse College, **Juana Mendenhall**, Morehouse College

2:15 p.m.

Page 12 – Concurrent Session II: Assessment of Sources, Targets, and impact of academic Bullying-Gangsterism on teaching and learning. **Eugene Hughley**, SPECTRUM

Page 13 – Concurrent Session II: From the Dorm to the Cubicle: Helping Students Lift Off, **Tasha Burks**, T. Burks & Associates

8:00 a.m.

Page 18 – Round Table: Faculty/Librarian Information Literacy Instructional Collaborations and It's Affects on Student Learning Outcomes of 2nd Year College Students, **Cynthia Charles**, Dillard University

Page 19 – Round Table: Enriching Academic Preparation of Minority Students in Chesapeake Bay Climate Study for Sustainable Agriculture, **Shobha Sriharan**, Virginia State University, **Gulnihal Ozbay**, Delaware State University, **Chunlei Fan**, Morgan State University

10:00 a.m.

Page 23 – Concurrent Session VI: Copology: Shifting from Historically Black Colleges and Universities to Historically ATTENDED Black Colleges & Universities?, **Eugene Hughley**, SPECTRUM

10:45 a.m.

Page 24 – Concurrent Session VII: Using Historical Fiction as an Interdisciplinary Approach to Promote Social Justice, **Sulayman Clark**, Morehouse College

9:45 a.m.

Page 33 – Concurrent Session XII: Technology, Games and Learning in an Intermediate Spanish Class, **Dr. Rosalind Arthur**, Clark Atlanta University

10:45 a.m.

Page 35 – Concurrent Session XII: Applying African-Centered Principles to Promote Organizational Health, Enhance Faculty Well-Being and Increase Employee Satisfaction, **Dr. Monique Earl-Lewis**, Morehouse College