



The 30th Annual HBCU FACULTY
DEVELOPMENT NETWORK
CONFERENCE

Errata

*Leading Through Challenge: Navigating
Complex Higher Education Through
Grace & Grit*

See Information Below

October 26-28, 2023
Sheraton Houston Brookhollow Hotel
Houston, Texas

Friday, October 27, 2023

Additions

None

Time Changes

None

Deletions - Did Not Show

4:35 p.m. - 5:35 p.m. Salon C

Strengthening Virtual and Remote Online Graduate Education at HBCUs: Considering Andragogy and Instructional Design

Dr. Sheila Witherspoon, Designer eLearning LLC

This session will explore faculty instructional design of online courses to enhance HBCU graduate learners' proficiency as online learners, especially their ability to complete online graduate education programs. Examining best practices of andragogy and instructional design for asynchronous content, strengths, challenges, and solutions will discuss types of adult learners (first, second, third generation, and beyond) and their respective eras (Baby Boomers, Generation X, Millennials, and Generation Z) and approach to online learning in graduate studies. Knowles' 5 Assumptions of Adult Learners, adult learning theories, and faculty development in instructional design at HBCUs will be analyzed and delineated.

Omissions

2:25 p.m. - 3:25 p.m. - Salon A

First-Year Experience: Is it a Class, a Program, or a University Culture?

Dr. James Williams, Prairie View A&M University

Dr. Donald Chamberlain III, Prairie View A&M University

Universities recognize the pivotal role of a first-year experience in enhancing student success. Yet, several institutions lack a uniformed process for incoming student. While some colleges offer initial courses and others provide "first-year experience" programs, advanced schools have embedded a university culture through dedicated divisions. This presentation has a dual focus: firstly, addressing institutional challenges in establishing a central hub for the first-year experience; and secondly, unveiling strategies for a comprehensive and inclusive first-year experience. Join us to explore fostering a shared academic journey while navigating challenges and designing a universal blueprint for students' pivotal first year.

2:25 p.m. - 3:25 p.m. - Salon B

It's A Different World: Inclusiveness with a Holistic Approach

Dr. Tamara Brown-Payne, Fort Valley State University

This interactive presentation will examine inclusive and diversity practices on college campuses following the COVID epidemic. It will explore to the diverse needs of dstudents and how to use a holistic approach in addressing their needs. Attendees will participate in creating an inclusive program using a collaboration of supportive services and campus programs for the students at the fictional college, Hillman College.

2:25 p.m. - 3:25 p.m. - Salon C

International Graduate Students' Academic Advising Experiences in HBCUs

Mr. Juan Li, Texas Southern University

Mr. Holim Song, Texas Southern University

International students amounted to about 2.5% of the number of Historically Black Colleges and Universities (HBCUs) students in the U.S. International students have academic, financial, and social challenges while adjusting to a foreign country and good academic advising is fundamental to their overall adjustment. Investigating students' academic advising experiences helps advisors and school administrators understand their academic advising needs. This quantitative study aims to understand and describe the academic advising experiences of international graduate students studying in HBCUs in the southern states of the U.S. A quantitative research design will be selected, and descriptive statistical results will be reported.

3:30 p.m. - 3:55 p.m. - Salon D

Info Session - London Metropolitan University

Professor Lynn Dobbs (Vice-Chancellor and Chief Executive)

Professor Marcia Wilson (Pro Vice-Chancellor for Student Experience, London Metropolitan University)

Jennifer Wilkinson (Director of Student Recruitment and Business Development)

Ella Deadman(HBCU Partnership Project Manager)

4:00 p.m. - 6:00 p.m. - Salon D

Round Table Discussions & Poster Presentations

4:00 p.m. - 4:30 p.m. -Salon A

Keeping the Legacy Alive: Inspiring Student Growth

Dr. Douglas M. Butler, Prairie View A&M University

Dr. Clarissa Booker, Prairie View A&M University

Ms. Arkenya N. Junious, Prairie View A&M University Graduate Student

Ms. Tiffaney N. Thompson, Prairie View A&M University Graduate Student

Mr. Christopher Butler-Day, Prairie View A&M University Graduate Student

4:00 p.m. - 4:30 p.m. -Salon B

Academic Leadership Strategies During Department Dissolution

Ms. Jacqueline Goodwater, Texas Southern University

The process of navigating academic leadership during the dissolution of a department presents a unique set of challenges that require adaptive and effective strategies. This abstract proposes a framework for academic leaders to employ impactful leadership strategies while their department undergoes dissolution. The aim is to ensure the well-being of faculty, staff, and students, while also fostering a positive legacy and facilitating successful transitions.

4:00 p.m. - 4:30 p.m. -Salon C

When What We Teach Matters as Much as How We Teach: HBCUs and DEI

Dr. Annette Teasdel, Clark Atlanta University

School reform focusing on diversity, equity, and inclusion remains an area of major concern. Extensive efforts to control what is taught in school (book banning and curriculum restrictions) and how it is taught (Critical Race Theory) can have detrimental effects on student outcomes. Multiple efforts have been made to promote diverse school leadership and provide high-quality instruction, yet more research is needed to advance effective school reform and curricular design. How can HBCUs lead through challenging times to promote an inclusive curriculum (what we teach) and culturally responsive pedagogy (how we teach) as tools for greater diversity, equity, and inclusion?

4:35 p.m. - 5:35 p.m. -Salon A

Adapting to the Digital Classroom: Equipping College Instructors and Students for Online Learning Success

Dr. Kesha James, Lawson State Community College

The session highlights the importance of adapting to the digital classroom by equipping faculty and students with the necessary skills for successful online learning. The session will outline an online certification program to empower faculty members interested in online teaching. This program will provide comprehensive training and resources to enhance their pedagogical approach in the virtual setting. Additionally, the session will emphasize student orientation's significance in ensuring their success in online courses. By focusing on key strategies and tools for effective online learning, this session will show that equipping both faculty and students will foster a seamless transition to the digital classroom and lead to enhanced academic outcomes.

4:35 p.m. - 5:35 p.m. -Salon B

Impact of Artificial Intelligence (AI) for HBCUs

Dr. Robbie Melton, Tennessee State University - SMART Center

Dr. Denise Malloy, Tennessee State University-HBCU C2

Artificial intelligence (AI) Transforming HBCUs. AI offers tremendous potential benefits for historically black colleges and universities (HBCUs) to enhance learning outcomes, operational efficiency and research capabilities. AI can assist with intelligent tutoring, adaptive learning, and providing personalized recommendations for students. For faculty, AI offers new ways to analyze massive datasets, simulate experiments, and accelerate research in fields like medicine, agriculture and material science. However, HBCUs face challenges in acquiring AI technologies and developing AI expertise. With a concerted effort and strategy, AI technologies can help propel HBCUs forward in fulfilling their missions of empowering underserved communities through education.

4:35 p.m. - 5:35 p.m. -Salon A

Midweek Motivation: Humanizing the Learner Experience

Dr. Jeremiah Shipp, Winston-Salem State University

Do you know how many challenges students face to complete a college education? Significant influences on student retention include financial support, mentors, spirituality, institutional culture, and family support. During this session, participants will explore an instructional technique called “Midweek Motivation” to model grace and incorporate encouragement into their course design. Participants will review practical tips to humanize their courses, recall the benefits of encouragement, and share personal and professional experiences to ignite student resiliency. According to John Maxwell, “Encouragement is oxygen for the soul.”

4:35 p.m. - 5:35 p.m. - Salon B

Navigating Artificial Intelligence with Special Population Students in a Post-Pandemic World

Dr. Patrese Nesbitt, Kentucky State University

Dr. Whitney Lawrence, Kentucky State University

COVID-19 created history’s largest disruption to the education system. Despite the heroic efforts of health care providers, educators, and communities alike, its impact on students is far reaching. As the aftermath of the pandemic lingers, it is essential to address new obstacles and equip universities for success. A critical innovative method HBCU faculty members should not evade is Artificial Intelligence (AI). This session will examine AI opportunities to increase student achievement and engagement, enhance personalized instruction, as well as develop other equitable opportunities that support acquisition of new skills. Though prevalent pre and post pandemic, eLearning adds an extra layer to the ever-growing achievement gap, which amplifies the concern specifically for HBCU’s across America. Universities have proposed various components to instruction, accountability, learning standards, and student management. These elements are an effort to collectively close learning gaps and enhance instruction of academia on all levels. This session discusses ways in which Artificial Intelligence could aid in reconstructing methods to providing and acquiring information. Exploration of research behind AI strategies will be presented that aid in obtaining knowledge, and ultimately, increasing student success. With students’ variances in virtual learning circumstances, students have developed behavioral habits that have disengaged from the learning aspect. Meeting the diverse needs of students today requires much debate, research, and action. To combat the issue, classroom engagement and management strategies are needed to identify and analyze student and socio-economic factors that impact student behaviors and acquisition. The task at hand is cumbersome, but the mission is attainable with clearly defined AI strategies. As gaps continue to widen for minority and special education students, this session provides effective strategies for AI to support development amongst all students through personalized instruction. As students and teachers navigate a post-pandemic world, this session will provide effective implementation of artificial intelligence to shift the focus of educators to executing individualized instruction and interacting with students. Effective implementation is essential, specifically to special population students to increase student engagement and enhance instruction. This session examines incorporation of AI education into the curriculum to support innovative instruction that promotes growth and transition post pandemic.

4:35 p.m. - 5:35 p.m. - Salon C

Thinking with Things: Teaching for the Way We REALLY Learn

Ms. Sarah Kuhn, University of Massachusetts Lowell

We human beings think with our hands, our bodies, and our immediate environments, not just with the contents of our skulls. So why do we send students into the sensory deprivation chamber that is the conventional classroom, telling them to sit still, face the teacher, and take notes? By ignoring the powerful, “embodied” way in which all learners explore, think, and make meaning, this conventional approach disables rather than enables learning. This interactive, hands-on session models the theory and

practice of an effective, engaging, and inexpensive “Thinking With Things” approach to classroom instruction and assessment. Come be inspired!

A digital copy is available online at hbcufdn.org/attendees.