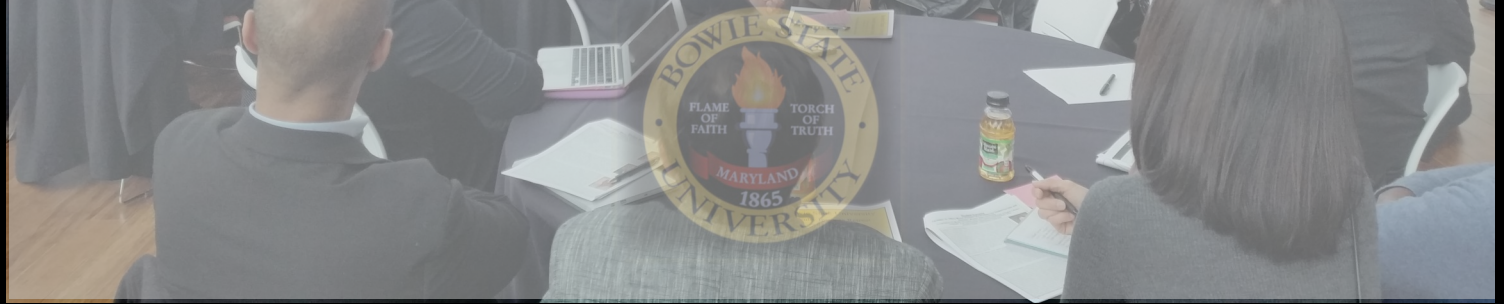


Bowie State University 2018 August Faculty Institute

**Examining High Impact Practices Through the
Lens of Habits of Mind**



We are Racing to Excellence!

**Student Center Ballroom
Wednesday, August 22, 2018
Thursday, August 23, 2018**

**Dr. Aminta H. Breaux, President
Dr. DeBrenna LaFa Agbényiga, Provost**

**Sponsored By:
The Center for Excellence in Teaching and Learning (CETL)
Dr. Eva Garin, Director**



Aminta H. Breaux, Ph.D.
President



August 22, 2018

Greetings and welcome back!

I hope that your summer included some relaxation and joyful times with family and friends. As we embark on a new academic year, I want to thank you for your attendance at the 2018 Bowie State University Faculty Institute, and for your commitment to strengthening academic excellence. The Faculty Institute is crucial to our own preparation and success for achieving the goals set forth for Bowie State and higher education today. The future for BSU is very bright because we are building on strength and excellence in our academic programs, our history, our outstanding faculty, students, alumni, and the community. We are already “out of the starting blocks” in our “race to excellence!”

I am honored to carry the torch in advancing the university mission of access and affordability to a quality educational experience for our students. The last year was full of accomplishments that included improving our ranking among the nation’s top 25 historically black colleges and universities; enhancing our living-learning communities and academic support initiatives; and, expanding our partnerships to provide experiential student learning opportunities. And I am especially pleased that, together, we will soon welcome a new incoming class of students to our campus community.

As I begin the second year of my presidency, we will continue with our “race to excellence” as we begin the implementation of our new multi-year University Strategic Plan. Our institutional priorities remain academic excellence, student success, and long-term viability of the university. These priorities align with my vision for Bowie State and the institutional goals and objectives. They have also helped to inform the direction of the University Strategic Plan (2019-2024), available for viewing on the university’s website.

I thank Dr. Eva Garin and the Center for Excellence in Teaching and Learning for organizing this year’s Faculty Institute. Also, I want to extend a very special thank you to Dr. Amy Goodburn, Senior Associate Vice Chancellor and Dean of Undergraduate Education at the University of Nebraska-Lincoln, for serving as the keynote speaker. I know that you will greatly benefit from the workshops and informative sessions that will be delivered throughout the program.

Enjoy the Institute and thank you for the positive difference you are making in the lives of our students!

Sincerely,

Aminta H. Breaux

2018 August Faculty Institute Agenda

Wednesday, August 22, 2018			
8:30 am – 9:00 am Registration & Continental Breakfast - Student Center Ballroom			
9:00 am – 9:45 am Welcome Remarks President Aminta H. Breaux Provost DeBrenna LaFa Agbényiga			
9:45 am – 10:15 am Overview of the Program Eva Garin, Director, <i>Center for Excellence in Teaching and Learning</i>			
Habits of Mind Shakil Rabbi, Assistant Professor, <i>Department of Language, Literature, and Cultural Studies</i>			
10:15 am – 12:15pm Breakout Sessions (choose one)			
<i>Active Learning: Teaching for Student Success</i> <i>What are the Habits of Mind Needed?</i>	<i>Approaches to Incorporating Entrepreneurship and Service Learning into BSU Curriculum & Coursework</i> <i>What are the Habits of Mind Needed?</i>	<i>Gen Ed Matters: Options and Opportunities to Support Student Success</i> <i>What are the Habits of Mind Needed?</i>	<i>Integration of Undergraduate and Graduate Research into Our Curriculum & Coursework</i> <i>What are the Habits of Mind Needed?</i>
12:15 pm–1:00 pm Lunch will be served at the location of your breakout session			
1:00 pm – 2:15 pm Breakout Sessions Continue			
2:30pm – 3:30 pm Full Group Sharing with Provost DeBrenna LaFa Agbényiga and Dessert & Coffee—Student Center Ballroom			
Thursday, August 23, 2018			
8:30 am – 9:00 am Registration and Breakfast Sandwiches—Student Center Ballroom			
9:00 am – 9:30am Welcome Address—Provost DeBrenna LaFa Agbényiga LOTTO Certificates			
9:30 am – Noon Keynote Address and Workshop—Dr. Amy Goodburn Inquiry into the College Classroom: A Journey Toward Scholarly Teaching <i>Senior Associate Vice Chancellor and Dean of Undergraduate Education</i> University of Nebraska, Lincoln			
Noon – 1:00 pm Lunch on your own			
1:00 pm – 3:00 pm College Meetings			
3:00 pm – 5:00 pm Department Meetings			

Dr. DeBrenna LaFa Agbényiga
Provost



Dr. DeBrenna LaFa Agbenyiga joined Bowie State University as provost and vice president for academic affairs in July 2018. She is responsible for overseeing the academic and research enterprise of the university. As the chief academic officer, she provides leadership in planning and implementing programs of the highest quality and maintaining superior teaching, scholarship and learning.

Dr. Agbenyiga came to Bowie State from the University of Texas at San Antonio (UTSA), where she was vice provost and dean of the graduate school and professor of social work. She was noted for establishing a sustainable foundation to support academic excellence in graduate education.

Prior to UTSA, Dr. Agbenyiga was associate dean for graduate studies and inclusion in the college of social science at Michigan State University. In addition to providing significant administrative oversight for graduate programs, she was the founding director of the college's Office of Equity, Diversity and Inclusive Academic Affairs.

An accomplished scholar, Dr. Agbenyiga's research spans organizational culture, international social and economic development, community development and sustainability, women's rights, children's rights, gender-based violence, cross-cultural learning and diversity.

Dr. Agbenyiga earned her doctoral degree in social work, MBA in strategic management and MSW in social work-urban studies, all from Michigan State University. Her bachelor's degree in criminal justice is from the University of South Carolina, Columbia.



OFFICE OF THE PROVOST

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August 6, 2018

Dear Colleagues,

As the new chief academic officer at Bowie State University, it is my pleasure to welcome you to the annual fall Faculty Institute. I can already feel the energy and optimism for the year ahead. I am ready to join the *Race to Excellence*. After a summer of reinvigorating activity and relaxation, I hope you are, too.

During our time together over the next two days, let us commit to synergizing our efforts to serve more strategically President Breaux's three priorities—academic excellence, student success, and institutional viability. Let us seize the moment to listen and collaborate on ways to ensure we remain true to Bowie State's enduring mission to provide access and opportunity to deserving, talented students who aspire to attend this great university.

In the coming months, you can count on me to engage faculty in exploring and assessing what is needed to support faculty excellence and student success. Your perspectives and creativity, no doubt, will help enhance the student experience throughout the university. I know that, I can count on your active engagement in helping our students learn, grow, and succeed.

I appreciate all of your congratulations and well wishes. I look forward to working with you and to enjoying a very productive and engaging new academic year.

Warmest regards,

DeBrenna L. Agbenyiga, PhD, MBA, MSW
Provost and Vice President for Academic Affairs

Habits of Mind

Habits of Mind: A Framework for Racing to Excellence

What is the Habits of Mind Framework?

The Habits of Mind Framework focuses on intellectual behaviors leading to productive teaching and learning. Costa and Kallick list 16 habits to promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship.¹ Rooted in interdisciplinary fields, a Habits of Mind Framework provides students, faculty, and administrators the shared repertoire of behaviors for developing a shared mindset for advancing student success. This Framework is most effective when faculty and students work together as partners in the journey of continuous growth, and is designed for faculty to implement and model these strategies within their course design and teaching behaviors.

Costa's and Kallick's list should be thought of as outcomes and takeaways framing specific pedagogical activities (Figure 1). Classroom and practical learning does not only teach specific answers, but additionally teaches some foundational abilities needed to find solutions and address problems. In other words, in addition to content and thinking skills, students' ways of learning inside and outside the classroom also provides them vital lessons about intellectual behaviors and values. The latter points, it bears repeating, means that as faculty, we must model the Habits of Mind for our students. For example, if we want our students to learn the habit of taking responsible intellectual risks in our classes, we must also take responsible intellectual risks in our lessons and curriculum.

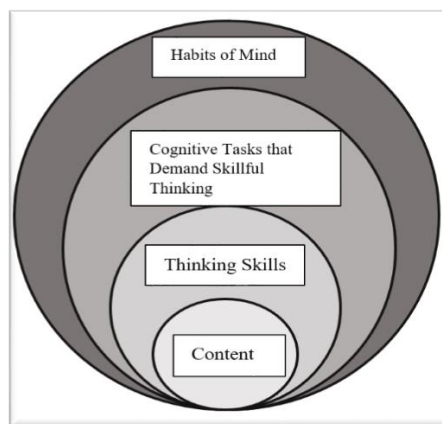


Figure: Levels of Education Outcome²

Using the Habits of Mind Framework as a Catalyst on our Race to Excellence

Utilizing a Habits of Mind Framework is essential to enhance the strategic initiatives making up Bowie State University's Race to Excellence in our classroom practices and support the pillars of Academic Excellence, Student Success, and Viability of the University. These habits can frame our course design and activities to work towards a common institutional goal, even as respective departments maintain independence regarding teaching and research activities. Courses in writing,³ mathematics,⁴ and physics⁵ in multiple universities and colleges have used the Habits of Mind Framework precisely because it provided them with a process to coherently design their own academic activities independently within a broader institutional and academic culture.

¹ Costa, A. L., & Kallick, B. (Eds.). (2008). *Learning and leading with habits of mind: 16 essential characteristics for success*. ASCD.

² Costa, A. L., & Kallick, B. (Eds.). (2008). *Learning and leading with habits of mind: 16 essential characteristics for success*. ASCD.

















³ Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project. Framework for Success in Postsecondary Writing. 81102011.

⁴ Cuoco, A., Goldenberg, E. P., & Mark, J. (1996). Habits of mind: An organizing principle for mathematics curricula. *The Journal of Mathematical Behavior*, 15(4), 375-402

⁵ Kanin, S. (2018). Mathematical Habits of Mind in Introductory Physics. *Bulletin of the American Physical Society*, 63.

Habits of Mind, con't

16 Habits of Mind of Effective People (Identified by Arthur L. Costa and Bena Kallick in *Learning and Leading with Habits of Mind*)

	Persisting	Sticking to task at hand; Follow through to completion; Can and do remain focused.
	Managing Impulsivity	Take time to consider options; Think before speaking or acting; Remain calm when stressed or challenged; Thoughtful and considerate of others; Proceed carefully.
	Listening with Understanding and Empathy	Pay attention to and do not dismiss another person's thoughts, feeling and ideas; Seek to put myself in the other person's shoes; Tell others when I can relate to what they are expressing; Hold thoughts at a distance in order to respect another person's point of view and feelings.
	Thinking Flexibly	Able to change perspective; Consider the input of others; Generate alternatives; Weigh options.
	Thinking and Communicating with Clarity and Precision	Strive to be clear when speaking and writing; Strive to be accurate when speaking and writing; Avoid generalizations, distortions, minimizations and deletions when speaking, and writing.
	Creating, Imagining, Innovating	Think about how something might be done differently from the "norm"; Propose new ideas; Strive for originality; Consider novel suggestions others might make.
	Thinking about Thinking (Metacognition)	Being aware of own thoughts, feelings, intentions and actions; Knowing what I do and say affects others; Willing to consider the impact of choices on myself and others.
	Thinking Independently	Willing to work with others and welcome their input and perspective; Abide by decisions the work group makes even if I disagree somewhat; Willing to learn from others in reciprocal situations.
	Questioning and Posing Problems	Ask myself, "How do I know?"; develop a questioning attitude; Consider what information is needed, choose strategies to get that information; Consider the obstacles needed to resolve.
	Striving for Accuracy	Check for errors; Measure at least twice; Nurture a desire for exactness, fidelity & craftsmanship.
	Applying Past Knowledge to New Situations	Use what is learned; Consider prior knowledge and experience; Apply knowledge beyond the situation in which it was learned.
	Gathering Data through All Senses	Stop to observe what I see; Listen to what I hear; Take note of what I smell; Taste what I am eating; Feel what I am touching.
	Responding with Wonderment and Awe	Intrigued by the world's beauty, nature's power and vastness for the universe; Have regard for what is awe-inspiring and can touch my heart; Open to the little and big surprises in life I see others and myself.
	Finding Humor	Willing to laugh appropriately; Look for the whimsical, absurd, ironic and unexpected in life; Laugh at myself when I can.
	Remaining Open to Continuous Learning	Learning: Open to new experiences to learn from; Proud and humble enough to admit when don't know; Welcome new information on all subjects.
	Taking Responsible Risks	Willing to try something new and different; Consider doing things that are safe and sane even though new to me; Face fear of making mistakes or of coming up short and don't let this stop me.

⁷ Costa, A. L., & Kallick, B. (Eds.). (2008). *Learning and leading with habits of mind: 16 essential characteristics for success*. ASCD.



August 22, 2018

Dear BSU Faculty:

Welcome to the 2017-2018 academic year and to our Annual Fall Faculty Institute. I hope that you had both an enjoyable and productive summer. The theme for the first day of the Faculty Institute is *Examining High Impact Practices Through the Lens of Habits of Mind*. We will collectively learn about Habits of Mind in our general session and take a deeper dive in each of the four breakout sessions, Active Learning, Entrepreneurship/Service Learning, General Education and Undergraduate/Graduate Research.

During registration today, each of you selected a breakout session that best meets your needs and will support your teaching and planning. Each breakout session will function as a mini-faculty institute with some having keynote speakers and others offering their own breakout sessions. The Bowie State University faculty presenters and the CETL Advisory Board have worked diligently to make these sessions rich in content and in the process of Habits of Mind.

On the second day of the Faculty Institute, we have scheduled a keynote speaker, Dr. Amy Goodburn, Senior Associate Vice Chancellor and Dean of Undergraduate Education from the University of Nebraska at Lincoln and one of the authors of the book, *Inquiry into the College Classroom: A Journey Toward Scholarly Teaching*. You will receive a copy of this book and we hope that each faculty member will consider conducting classroom-based research that will support student success in our classes and that reading this book and attending this session will give us an additional opportunity to reflect upon our teaching.

This has been an exciting time for the CETL office with the addition of the CETL fellows representing each college and serving as liaisons between the CETL office and faculty. These fellows will support junior faculty and adjunct faculty by providing professional development opportunities at the college level. They will also offer campus wide workshops. Please congratulate them and wish them well in this new era for faculty development at Bowie State University.

My warmest wishes for a productive and successful academic year in teaching, service and research!

Sincerely,

Eva Garin, Professor and Director
Center for Excellence in Teaching and Learning

Agenda - Day 1

Wednesday, August 22, 2018

8:30 am – 9:00 am
Registration & Continental Breakfast - Student Center Ballroom

9:00 am – 9:45 am
Welcome Remarks
President Aminta H. Breaux
Provost DeBrenna LaFa Agbényiga

9:45 am – 10:15 am
Overview of the Program
Eva Garin, Director, *Center for Excellence in Teaching and Learning*

Habits of Mind
Shakil Rabbi, Assistant Professor, *Department of Language, Literature, and Cultural Studies*

10:15 pm – 12:15pm
Breakout Sessions (choose one)

Active Learning: Teaching for Student Success	Approaches to Incorporating Entrepreneurship and Service Learning into BSU Curriculum & Coursework	Gen Ed Matters: Options and Opportunities to Support Student Success	Integration of Undergraduate and Graduate Research into Our Curriculum & Coursework
What are the Habits of Mind Needed?	What are the Habits of Mind Needed?	What are the Habits of Mind Needed?	What are the Habits of Mind Needed?
Location: Wiseman Student Center - Ballroom	Location: Natural Sciences, Mathematics & Nursing Building - Room 1222	Location: Natural Sciences, Mathematics and Nursing Building- Room 1224	Location: Natural Sciences, Mathematics & Nursing Building - Room 1230 (The Beacon)

Lunch will be served at location of your breakout session

1:00 pm–2:15pm
Breakout sessions continue

2:30–3:30pm
Full Group Sharing with Provost DeBrenna LaFa Agbényiga –Student Center Ballroom
Dessert and Coffee

Active Learning: Teaching for Student Success

Location: Wiseman Student Center Ballroom

Habits of Mind Addressed: Engagement, Creativity, Persistence and Metacognition

Keynote Speaker: Scott Roberts, PhD - Director of Instructional Excellence and Innovation, University of Maryland

Dr. Scott Roberts is the Director of Instructional Excellence & Innovation for the University of Maryland's Teaching and Learning Transformation Center. He completed his undergraduate studies at Denison University, where he conducted research with apes at the Ohio State Chimpanzee Center, and then spent three years as a dolphin trainer and research associate at the Kewalo Basin Marine Mammal Laboratory in Honolulu. Scott came to Maryland in 2003 to pursue his Ph.D. in Social Psychology, focusing on research related to deception detection and interrogation. He went on to serve as a Research Psychologist for the Federal Government before returning to the campus in 2011 as the Director of Undergraduate Studies for the Department of Psychology. Scott also teaches courses including Introduction to Psychology, Persuasion, the Psychology of Unethical Conduct, the Psychology of Evil, and a graduate seminar on Teaching.

Lead Facilitator: LaTanya Brown-Robertson, Interim Chair, Accounting, Finance and Economics

Co-Facilitators: Ava Baker-Teaching Learning & Professional Development, Kari Debbink-Natural Sciences, Devyn Gillette-Natural Sciences, Katrina Kardiasmenos-Psychology, Shakil Rabbi-Language, Literature & Cultural Studies, Jackie Sweeney-Teaching Learning & Professional Development

Description: Moving forward with the themes of *Habits of Mind* and *Student Engagement*, this breakout session explores where you are as a faculty member in the development of Active Learning. This session will allow faculty to take a deeper dive into three different paths of Active Learning which are:

Subgroup 1- Engaging Your Students beyond the Classroom - How an *Undergraduate Learning Assistant (ULA)* or *Near Peer* can help - LaTanya Brown-Robertson, Chair, Accounting Economics & Finance and Katrina Kardiasmenos, Psychology

Subgroup 2- Integrating Literacy Support - How to Get Students to Read Course Material Jackie Sweeney, Teaching, Learning & Professional Development and Shakil Rabbi, Language, Literature & Cultural Studies

Subgroup 3 - Your Syllabus as a Blue Print for Classroom Design - Kari Debbink and Devyn Gillette from Natural Sciences

Participants should bring:

- 1.) Course Syllabus
- 2.) Sample Assignments - possibly their textbook
- 3.) A smartphone, tablet or laptop

**Approaches to Incorporating Entrepreneurship
and Service Learning into BSU Curriculum & Coursework**
Location: Natural Sciences, Mathematics and Nursing Building - Room 1222

Habits of Mind Addressed: Openness, Engagement, Responsibility, Flexibility, Metacognition

Facilitators: Johnetta Hardy, Executive Director, Entrepreneurship Academy,
Office of the Provost

Andrea Calloway, Management, Marketing and Public Administration

Eric Bonsu, Natural Sciences

Topic: What is Entrepreneurship and Service Learning; How Do the Two Active Learning Approaches Align with the *Habits of the Mind* Strategies and with BSU Strategic Goals 1, 3 and 4; What is the Expectation for BSU Faculty?

Description: This session will present an interdisciplinary approach to incorporating entrepreneurship into the BSU curriculum through a service learning perspective, with *Habits of the Mind* strategies as a pedagogical support to teaching and learning.

This breakout sessions will explore the various ways in which faculty can incorporate these 2 active learning approaches and highlight the university support needed to do so:

- Discovery and Exploration - What are some approaches to incorporating entrepreneurship/service learning into the curriculum?
- Collaboration and Communication - How can existing courses leverage these approaches and what new courses may be created within this paradigm?
- Discussion and Decision-making - What support is needed by faculty and students, from the university, from the community?

Participants should bring:

- 1.) Course Syllabus
- 2.) A smartphone, tablet or laptop

Gen Ed Matters: Options and Opportunities to Support Student Success

Location: Natural Sciences, Mathematics and Nursing Building– Room 1224

Habits of Mind Addressed: Openness to Continuous Learning, Flexible and Interdependent Thinking, Communicating with Clarity & Precision

Lead Facilitator: Ayanna Lynch, Department of Psychology

Co-Facilitators: Tyesha Burks-Natural Sciences, Lynn Harbinson-Assessment Coordinator for the Center for Academic Programs Assessment (CAPA), Office of the Provost, Matasha Harris-Behavioral Science & Human Services, Sumanth Reddy– History & Government, Joe Regan-Fine & Performing Arts, Monica Turner-Director, TriO

Description: General Education (aka Gen Ed) courses are the academic starting blocks as our BSU Bulldogs embark on the Race to Excellence. In addition to the diverse fund of knowledge to which they are exposed, these classes serve as the training ground where academic skills are honed, attitudes towards learning are shaped and the pathway for academic and personal success is initiated. Given the profound impact that these courses have on student satisfaction, retention and graduation, we, the General Education Committee, affirm that #GenEdMatters! Accordingly, as a campus community, we must be exceedingly intentional about the “*Gen Ed Experience*” that we offer to our scholars – from how it is explained to how it is executed. Therefore, if you *currently* teach a Gen Ed course, are *considering* teaching a Gen Ed course, *advise* students about Gen Ed courses, have *ever* taken a Gen Ed course or have *never* heard of Gen Ed, this session is for *you!* The themes of this three-part interactive experience are *Transparency*, *Teamwork* and *Transformation*. The faculty community will leave enlightened and invigorated about the unique opportunities inherent in our current General Education Program to shape the learning experiences, skill and character development of our young scholars.

TOPICS:

Transparency: *Gen Ed 101: The Who, What, How and Why*

The faculty community will be reintroduced to our current General Education Program, from the course options to Gen Ed requirements to unique learning experiences. Fun facts, common questions, concerns and misconceptions about Gen Ed will also be addressed, including the process of adding courses to the General Education Program. Participants will leave feeling excited about the marvelous menu of learning opportunities that students (and faculty) *get the chance to experience* rather than the mundane and oppressive list of classes each is *forced to endure!*

Team Work: *Gen Ed 4.0*

During this breakout session, faculty will collaborate to *dream big* and pitch ideas as we collectively envision a new, campus community-driven model of General Education at BSU in the near future. Specifically, teams will explore diverse models of General Education from other institutions nationwide and consider which aspects would be optimal for BSU in the near future. Teams will also explore the *Habits of Mind* and other novel ideas as we consider what our scholars could be exposed to and ways they could be transformed as a result of completing our *Gen Ed Experience*.

Transformation: *Teaching Outside the Box*

Building on the momentum of the previous session, faculty will interact to identify practical ways to personally enhance the experiences and support the success of our scholars in our current Gen Ed program, starting in Fall 2018. This includes getting students (*and fellow faculty*) excited about General Education on Day 1, advising students about General Education, incorporating *Habits of Mind* into your courses and considering exciting new or existing classes that can be integrated into the General Education Program.

Participants should bring:

- 1.) A copy of the Academic Checklist for your respective degree program (*e.g, list of Gen Ed and Major requirements*)
- 2.) One of your course syllabi (*either the Gen Ed course you teach or a course with a Gen Ed prerequisite*)
- 3.) Your vision for General Education at BSU (*Dream big!*)
- 4.) A smartphone, tablet or laptop

Integration of Undergraduate and Graduate Research into Our Curriculum and Coursework

Location: Natural Sciences, Mathematics and Nursing Building- Room 1230
(The Beacon)

Habits of Mind Addressed: Engagement, Creativity, Persistence, Questioning and Posing Problems, Finding Humor

Keynote Speaker: Dr. Erin Dolan, University of Georgia

Erin Dolan is a Professor of Biochemistry & Molecular Biology and Georgia Athletic Association Professor of Innovative Science Education at the University of Georgia (<https://research.franklin.uga.edu/crindolan/>). As a graduate student in Neuroscience at University of California San Francisco, she volunteered extensively in K-12 schools, which prompted her to pursue a career in biology education. She teaches introductory biology and biochemistry, and her research group studies undergraduate research experiences and mentoring of undergraduate researchers in the life sciences, especially related to students' psychosocial and sociocultural development. She has designed and led a wide range of professional development on active learning and mentoring, including intensive sessions for faculty to develop research courses. She is also Editor-in-Chief of the leading biology education journal, *CBE - Life Sciences Education* (<http://www.lifescied.org/>).

National calls to improve higher education in STEM have emphasized the importance of research experiences. Research courses involve groups of students in addressing research problems or questions in the context of a class and have been proposed as scalable ways of involving students in research. In her keynote, Dolan will offer a definition of a research course, describe what makes them distinctive from other learning experiences, outline the state of knowledge about research course effectiveness, and highlight key features of planning and teaching research courses, including aligning research and student goals, considering equity and inclusion in research, and assessment in a research course environment.

Lead Facilitators: Charles Adams, Chair-Behavioral Sciences & Human Services, George Ude-Chair, Natural Sciences, Hoda El-Sayed-Computer Science

Description: This session will provide strategies for including students in both undergraduate and graduate courses **in all disciplines**

Agenda:

- Keynote Address
- Discussion: What Counts as Scholarship
- Habits of Mind
- Graduate Research

Session Objectives:

Participants will be able to:

- Integrate research into their coursework
- Experience a shift in culture in terms of putting research in the forefront at a teaching university

Participants should bring:

- 1.) Open mind
- 2.) Syllabus
- 3.) A smartphone, tablet or laptop

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Agenda - Day 2

Thursday, August 23, 2018

8:30 am – 9:00 am

Registration and Breakfast Sandwiches—Student Center Ballroom

9:00 am – 9:30am

Welcome Address—Provost DeBrenna LaFa Agbényiga

LOTTO Certificates

9:30 am – Noon

Keynote Address and Workshop —Dr. Amy Goodburn
Inquiry into the College Classroom: A Journey Toward Scholarly Teaching
Senior Associate Vice Chancellor and Dean of Undergraduate Education
University of Nebraska, Lincoln

(Note: Each faculty member in attendance will receive a copy of Dr. Goodburn's book)

Noon – 1:00 pm

Lunch on your own

1:00 pm – 3:00 pm

College Meetings

- ⇒ College of Arts and Science—MLK 102
- ⇒ College of Business—CBGS 1209
- ⇒ College of Education—CLT 102
- ⇒ College of Professional Studies—CLT 117

3:00 pm – 5:00 pm

Department Meetings

Amy Goodburn Ph.D. Keynote Speaker



Amy Goodburn is Senior Associate Vice Chancellor and Dean of Undergraduate Education and Professor of English at the University of Nebraska-Lincoln (UNL). Goodburn leads university-wide student success and time to degree initiatives and provides strategic direction to 11 academic and engagement units, including the offices of First Year Experience, New Student Enrollment, Career Services, Undergraduate Research, Learning Communities, Enrollment Management, and the Honors Program.

Dr. Goodburn's interests include ethnographic literacy and teacher research, documenting teaching and learning, and social justice pedagogies. From 2001-2013, she co-coordinated UNL's Peer Review of Teaching Project, a faculty development program to document and assess student learning via electronic course portfolios. Her publications include *Inquiry into the College Classroom: a Model for the Scholarship of Teaching and Learning*, *Making Teaching and Learning Visible: Peer Review and Course Portfolios*, and numerous book chapters and journal articles.

Goodburn's teaching contributions have been recognized with a College of Arts and Sciences Distinguished Teaching Award, the Scholarly Teaching Award, and induction into the Academy of Distinguished Teachers.

"Inquiry into the College Classroom"

Dr. Amy Goodburn

In this interactive workshop, Dr. Goodburn will discuss issues and showcase strategies for conducting inquiry into one's teaching. Drawing upon the work of hundreds of faculty who have systematically inquired into their teaching, she will describe how inquiry into the classroom can benefit Bowie State University faculty and departments in promoting a campus culture focused on teaching and learning excellence.

Increasingly faculty are asked to document, assess, and make public their teaching practices. Yet, even faculty who value and support excellence in teaching often find it difficult to capture the intellectual work of teaching in a form that can be conveyed easily to others. In this workshop, Dr. Goodburn will share concrete strategies for helping Bowie State faculty engage in classroom inquiry, including formulating an inquiry question and developing a plan for investigating it. Workshop participants will also learn about approaches for disseminating classroom-based inquiry to public audiences and various venues and networks that support such work. Throughout the workshop, Bowie State University faculty will have opportunities to consider how their inquiry into teaching and the student learning that results can be made visible and used programmatically on their campus as well as linked to larger conversations that promote the scholarship of teaching and learning.

CETL Fellows

What is a CETL Fellow?

CETL Fellows will represent their respective colleges and work with CETL to support the professional development of faculty at all phases of their career. There will be one CETL Fellow from the Colleges of Education, Business and Professional Studies. From the College of Arts and Science there will be two CETL fellows, one CETL Fellow from Technology & Security, Mathematics, Computer Science, Military Science & Natural Science and one representing Language, Literature, and Cultural Studies, History & Government, Fine & Performing Arts.

CETL Fellows will design and implement workshops based on the needs of faculty that focus on engaged pedagogy and evidence-based learning; They will also create a learning community in each college for early career faculty members to support their teaching, research and service; and create and deliver one faculty institute for adjunct faculty, as well as assist with planning and delivery of the August and January Faculty Institutes.

Meet the CETL Fellows

College of Professional Studies



Introducing **Katrina Kardiasmenos**, from the Department of Psychology (College of Professional Studies), who is honored, and excited, to serve as a CETL Fellow. As an Associate Professor in her Department, Dr. Kardiasmenos serves as the course manager for General Psychology (PSYC 101) and Cognitive Psychology (PSYC 415), and teaches one of the sections of Senior Seminar (PSYC 431), the department's capstone course. She is also the coordinator for the Undergraduate Learning Assistant (ULA) program in the department. In terms of research, she serves as the faculty mentor for students examining the effects of cognitive load on the ability to remember to do things in the future (prospective memory). She is also part of a research team that is collecting data with the goal of building a predictive model of student success, a topic she and her colleagues presented in March 2018 at the Spring Conference of the International Organization of Social Sciences and Behavioral Research. As the lead organizer for the LOTTO program, Dr. Kardiasmenos's goal as a CETL Fellow is to help faculty in the College of Professional Studies, and across campus, become more comfortable with the use of Blackboard. In addition, she wants to serve as a resource to answer questions, give advice, and hopefully be a mentor to her colleagues. She plans to invite faculty in her college to a couple of sessions per month on a variety of topics that she hopes you will find engaging and worthwhile.

Meet the CETL Fellows

College of Business



Dr. Angela Kline is an Assistant Professor of Public Administration in the Department of Management, Marketing, and Public Administration. Dr. Kline teaches graduate courses in the Master of Public Administration program and serves as the faculty adviser of Pi Alpha Alpha, the public administration honor society. Dr. Kline is looking forward to collaborating with her colleagues as a CETL Fellow. Her objective in the classroom is to help students understand their own learning styles and present course material using diverse instructional methods. Dr. Kline believes that humility is required as faculty member in order to effectively engage in transformational learning.

Dr. Kline received her PhD in Urban Affairs and Public Policy from the University of Delaware's School of Public Policy and Administration. Her research interests include performance management, strategic planning, nonprofit accountability, and ethical decision making. Her recent research is focused on how communities operationalize and measure social equity through social indicators. During her time at the University of Delaware, Dr. Kline was a Public Administration Fellow in the Institute for Public Administration and taught courses in the Master of Public Administration program and assisted with the curricula design and implementation of a new online MPA program.

College of Education



Josephine Wilson is an Associate Professor of Education serving in the College of Education, Department of Teaching, Learning, and Professional Development as instructor for undergraduate students in the Early Childhood/Special Education program and graduate students in education. She has served administratively, as department chairperson and director of the Teacher Education Council in the College of Education. Dr. Wilson has also served as chairperson of dissertation committees for eleven doctoral candidates in Educational Studies and Leadership. Her engagement in research has focused on pre-service teacher preparation, culturally responsive pedagogy, family literacy and family engagement. She has presented at local, national and international conferences. Currently, she is involved in grant activities equipping teacher candidates with resources for retention and state certification, as well as a mentor for education scholars. She has published in several peer-reviewed journals.

During her seventeen years of service at Bowie State University, she has contributed to the reaffirmation of accreditation process as chair of sub-committee for Middle States and co-chair of the Conceptual Framework committee for the College of Education NCATE over two visits. Additionally, she has served on University, College and Departmental committees to enhance recruitment and retention of students.

As a Center for Excellence in Teaching and Learning (CETL) Fellow, Dr. Wilson's goal is to serve as liaison on the CETL Advisory Board between the College of Education and CETL in being supportive of new faculty, adjunct faculty, and tenured faculty in the College of Education. She hopes to help faculty in the College of Education build engagement with faculty across campus and other institutions for academic excellence, students success and institutional viability. Outside of the University, Dr. Wilson enjoys interacting with family, reading, gardening and fishing.

Meet the CETL Fellows

College of Arts and Sciences



Dr. Hoda El-Sayed is a Professor in the Department of Computer Science at Bowie State University. She is the founding director of the Center for High-Performance Information Processing (CHIP), a BSU interdisciplinary high-performance computing research center, which is the home to the BSU state-of-the-art Cray-XC-40 Supercomputer (Sphinx). Dr. El-Sayed's research interests include Parallel and Distributed Algorithms, High-Performance Computing and Applications, and Programming. She received her D.Sc. in Computer Science from The George Washington University. Dr. El-Sayed has published many refereed research articles and her publications appeared in prestigious venues such as the IEEE Transactions and the IEEE International Parallel and Distributed Processing Symposium (IPDPS).

Dr. El-Sayed's research has been supported by Federal agencies including the National Security Agency and Department of Defense. She has received many national and international awards and recognitions including University System of Maryland Board of Regents' Faculty Award for Excellence in Innovation and Bowie State University College of Arts and Science Outstanding

Faculty Achievement Award. Dr. El-Sayed is an IEEE Senior and a member of the Association for Computing Machinery (ACM).



Monifa Love Asante, is a Professor of English in the Department of Language, Literature, and Cultural Studies where she teaches composition, observation, critical thinking, literature, and creative writing, and where she serves as creative writing and graduate studies coordinator. Her family, a Sunday school teacher Winston K. McAllister, mentor William R. Jones, music, are all contributing factors in a belief that it is possible to build a just society and this has defined her teaching practice.

Dr. Love has spent her career studying liberative pedagogies, interdisciplinarity, and best practices. She is interested in the benefits and costs of analog and digital learning. She has moved away from liberal arts towards *quantum arts*—an integrative, transdisciplinary method for understanding human potential and labor, social phenomena, and cultural activities. As she strives to be an effective contributor to student and collegial greatness, she seeks collaborative methodologies that will help to unleash dynamic learning, research, creativity, practices, and solutions. She believes in the power of a village committed to mutual development, dexterity, discovery, contextuality, and cooperation.

In her own words, "My aim as a CETL fellow is to foster an environment in which we teach and share robust skills, attack problems with imagination, care, and determination, and practice social justice and community well-being. I believe our faculty has the capacity to not only race to excellence, but to achieve uncommon distinction. I want to be a cheerleader and a resource for such efforts. I look forward to continuing this work in January 2019."



Devyn Gillette is an Assistant Professor of Biology in the Natural Sciences Department. She will service as CETL Fellow while Monifa Love-Asante is on sabbatical. She is a formally trained immunologist, with expertise in characterizing host defense responses to bacterial pathogens. She currently works with first year students in Introductory Biology courses and will teach Freshman Seminar in Fall 2018. In addition to her scientific background, she has experience in the creation and implementation of initiatives which enhance the training of underrepresented students in STEM. Her most recent workshop presentation at the *Understanding Interventions that Broadened Participation in Research Careers National Conference* focused on a project titled "Accelerating our understanding of interventions using RAPID, a Rubric to Assess Programs that Increase Diversity in STEM." She has established programs to promote student development, academic excellence and diversity in the biomedical sciences at the undergraduate and graduate levels, and is eager to continue this effort at Bowie State during her involvement as a CETL fellow for the College of Arts & Sciences. Her goal is to create, develop, and support initiatives which positively aid in underrepresented students' retention and success at BSU all while continuing

to provide similar support and guidance to BSU faculty in the race to excellence!

Learning Online and Teaching with Technology Online 2018

Congratulations!

LOTTO I – January 2018

Instructors

*Dr. Sumanth Reddy &
Dr. Michelle Phipps*

Tina L. Jordan
Kathryn Kawecki
LaTonya Wrenn
Augustin Ntembe
Surjit Dhariwal
Uchenna Onuzulike

LOTTO I – June 2018

Instructors

*Dr. Sumanth Reddy &
Dr. Michelle Phipps*

Cassandra Scott
Kwema Ledbetter
Joseph Cole Regan
Elena Velasco
Kimberly Daniel
Jesse Bemley
Eva Garin
Gail Shaw-Clemons
Shinzira Shomade

LOTTO II – January 2018

Instructors

*Dr. Katrina Kardiasmenos &
Dr. Erica Hernandez*

Danielle Brown
Claudette Burge
Andrea Calloway
Jayne Cubbage
Wendy Edmonds
Emerald Fulmore
Angela Kline
Andrew Mangle
Victoria Mosley
Horacio Sierra
Arthur Vidrineiv

LOTTO II – June 2018

Instructors

*Dr. Katrina Kardiasmenos &
Dr. Erica Hernandez*

Reginald Ballard
Augustin N'Tembe
Uchenna Onuzulike
Akeda Pearson-Stenbar
Cherie Peay
David Reed

CETL Advisory Board for the 2018 Faculty Institute

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Natural Sciences

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Computer Science

Devyn Gillette
Natural Sciences

Katrina Kardiasmenos
Psychology

Elena Klimova
Mathematics

Monifa Love-Asante
Language, Literature, and Cultural Studies

Shakil S. Rabbi
Language, Literature, and Cultural Studies

Sumanth Reddy
History and Government

Jackie Sweeney
Teaching, Learning and Professional Development

Hold these dates

2019 Spring Faculty Institute

Wednesday, January 23, 2019

Thursday, January 24, 2019

January LOTTO Dates to be Announced

Academic Computing

Academic Computing Training Schedule for Fall 2018

Place: James E. Proctor Jr. Building Lab 345 (Third Floor)

Instructors: Dr. Fabio Chacon, Phone 2-3933 MLK-233 | Ms. Tolulope Oladipo, Phone: 2-3981 MLK-234

Please, register using the workshop enrollment form in the Academic Computing website.

Day	Date	Time	Instr.	Topic	Description
WE	08/22/18 Place Library Bld DIT Training Lab	5:30 7:30 PM	FC&TO	Teaching with Blackboard for Adjunct Faculty Part 1 (in-presence and can be attended online)	This workshop constitutes a comprehensive training focused on adjunct faculty needs. Part 1 includes Blackboard basics, build content, multimedia and communications.
TH	08/23/18 Place Library Bld DIT Training Lab	5:30 7:30 PM	FC&TO	Teaching with Blackboard for Adjunct Faculty Part 2 (in-presence and can be attended online)	This workshop constitutes a comprehensive training focused on adjunct faculty needs. Part 2 focuses on assessment, grade center, reports and course maintenance.
W e e k	09/03/2018 09/7/2018	2-4 PM	FC	Minimum Presence in Blackboard and iCAN Online	BSU faculty will be able to apply the recommendations of minimum presence in every class. This includes availability of the Syllabus, attendance records, full grade center, and use of ICAN early alert tool.
W e e k	09/10/2018 09/14/2018	2-4 PM	TO	Minimum Presence in Blackboard and iCAN Online	BSU faculty will be able to apply the recommendations of minimum presence in every class. This includes availability of the Syllabus, attendance records, full grade center, and use of ICAN early alert tool.
W e e k	09/17/2018 09/21/2018		FC	Minimum Presence in Blackboard and iCAN Online	BSU faculty will be able to apply the recommendations of minimum presence in every class. This includes availability of the Syllabus, attendance records, full grade center, and use of ICAN early alert tool.
W e e k	09/24/2018 09/28/2018		TO	Minimum Presence in Blackboard and iCAN Online	BSU faculty will be able to apply the recommendations of minimum presence in every class. This includes availability of the Syllabus, attendance records, full grade center, and use of ICAN early alert tool.
WE	10/03/2018	2-4 PM	TO	Blackboard Collaborate Lecture and Video	Create lectures in your course that can be attended anywhere. Convert to videos for permanent display. Practice the interactive classroom with Collaborate.
TH	10/11/2018	2-4 PM	FC	Assessing Academic Transformation impact	Introduces how to collect and prepare course outcomes data for analysis with SPSS, different designs for learning analytics, tools for descriptive analysis, graphics and testing hypotheses about learning.

Academic Computing, Con't

Day	Date	Time	Instr.	Topic	Description
					for descriptive analysis, graphics and testing hypotheses about learning.
WE	10/17/2018	2-4 PM	TO	Ally Technology for Access	The Blackboard Ally solution checks course content for accessibility. The workshop focuses on how to create accessible content and use Ally feedback to improve courses.
TH	10/25/2018	2-4 PM	FC	Advising with iCAN	iCAN, powered by Starfish Early Alert, is an extraordinary tool for academic advisors and faculty who have this role. Identify your advisees, organize by major or other fields, set up milestones for students, send messages, schedule appointments, etc. You can customize each student academic plan with the intake form and keep track of their performance. In addition, generate reports about your advisees.
WE	10/31/2018	2-4 PM	TO	Blackboard Collaborate Lecture and Video	Create lectures in your course that can be attended anywhere. Convert to videos for permanent display. Practice the interactive classroom with Collaborate.
TH	11/08/2018	2-4 PM	FC	Assessment and Grade Center	Advanced assessment tools in Blackboard Learn. Topics include quantitative and qualitative assessments tools, questions with graphics, rubrics, SafeAssign & TurnItIn, Grade Center, and Reporting.
WE	11/14/2018	2-4 PM	TO	Ally Technology for Access	The Blackboard Ally solution checks course content for accessibility. The workshop focuses on how to create accessible content and use Ally feedback to improve courses.
TH	11/22/2018	2-4 PM	FC	Assessing Academic Transformation impact	Introduces how to collect and prepare course outcomes data for analysis with SPSS, different designs for learning analytics, tools for descriptive analysis, graphics and testing hypotheses about learning.
WE	11/28/2018	2-4 PM	TO	Quality Matters Review	Faculty will be able to analyze and enhance the quality framework applied in their own courses. Standards: Course overview, learning objectives or competencies, assessment and measurement, instructional materials, learner interaction, course technology, learner support, and accessibility.

* Note: In addition, Dr. Fabio Chacon offers walk-in appointment hours for advisory on course technology and troubleshooting, every Tuesday from 1:30-4:30, Office MLK233 (Second Floor, hallway behind vending machines). Contact by phone x. 23933 or email fchacon@bowiestate.edu.

Faculty Institute Keynote Speakers

Date	Keynote Title & Speakers
August 28, 2013	<i>What the Best College Teachers Do</i> Ken Bain, Former Provost and Vice President for Academic Affairs University of the District of Columbia
January 22, 2014	<i>Closing the Achievement Gap</i> Bryant Marks, Associate Professor of Psychology and Director of the Morehouse Male Initiative Morehouse College
August 27, 2014	<i>Mentoring and Investing in Your Bowie State University Students</i> Michele Singletary, Author & Syndicated Columnist Washington Post
January 21, 2015	<i>Designing Your Flipped Classroom</i> La Tonya Dyer, Course Developer and Support Manager for the Office of Academic Innovation Towson University
August 26, 2015	<i>Academic Innovation</i> Steve Ehrmann, Associate Director for Research Evaluation, William E. Kirwan Center for Academic Innovation University System of Maryland
January 20, 2016	<i>Publishing in a Teaching University: Toward a Balancing Act</i> Rich Milner, Professor of Education & Director for the Center for Urban Education University of Pittsburgh
August 21, 2016	<i>Increasing Retention and Graduation Rates at Historically Black Colleges and Universities</i> Tiffany Mfume, Director of Student Success and Retention Morgan State University
January 19, 2017	<i>Successfully Publishing Your Journal Articles</i> Wendy Belcher, Author & Professor Princeton University
August 23, 2017	<i>New Approaches to Teaching, Learning & Retention</i> Christopher Emdin, Author & Professor Columbia University
August 24, 2017	<i>Reading Non-Fiction Textbooks: What is Truth?</i> Patricia Miller, Literacy Consultant Prince George County Public Schools
January 16, 2018	<i>Organization & Change to the Groups</i> —Dr. Richard Milner, Professor of Education, University of Pittsburgh <i>Sustainability of the Organization</i> —Dr. MJ Bishop, Director of University Systems of Maryland's Center for Academic Innovation <i>Academic Excellence</i> —Ivory Toldson, Editor and Chief of Journal of Negro Education, Howard University <i>Student Success</i> —Dr. Tiffany Mfume, Director of Student Success and Retention Morgan State University
August 23, 2018	<i>Inquiry into the College Classroom: A Journey Toward Scholarly Teaching</i> —Amy Goodburn—Senior Associate Vice Chancellor and Dean of Undergraduate Education University of Nebraska Lincoln <i>Engagement, Creativity, Persistence, Questioning and Posing Problems, Finding Humor</i> —Erin Dolan—Professor of Biochemistry & Molecular Biology and Georgia Athletic Association Professor of Innovative Science Education at the University of Georgia <i>Engagement, Creativity, Persistence and Metacognition</i> Scott Roberts—Director of Instructional Excellence and Innovation at University of Maryland

**The Faculty Institute is coordinated by the
Center for Excellence in Teaching and Learning (CETL) Advisory Board**
Dr. Eva Garin, Director
Mrs. Fran Thorn, Administrative Assistant

Special Thanks To:
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Presenters

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Tyesha Burks	Andrea Calloway
Kari Debbink	Hoda El-Sayed
Devyn Gillette	Lynn Harbinson
Johnetta Hardy	Matasha Harris
Katrina Kardiasmenos	Ayanna Lynch
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