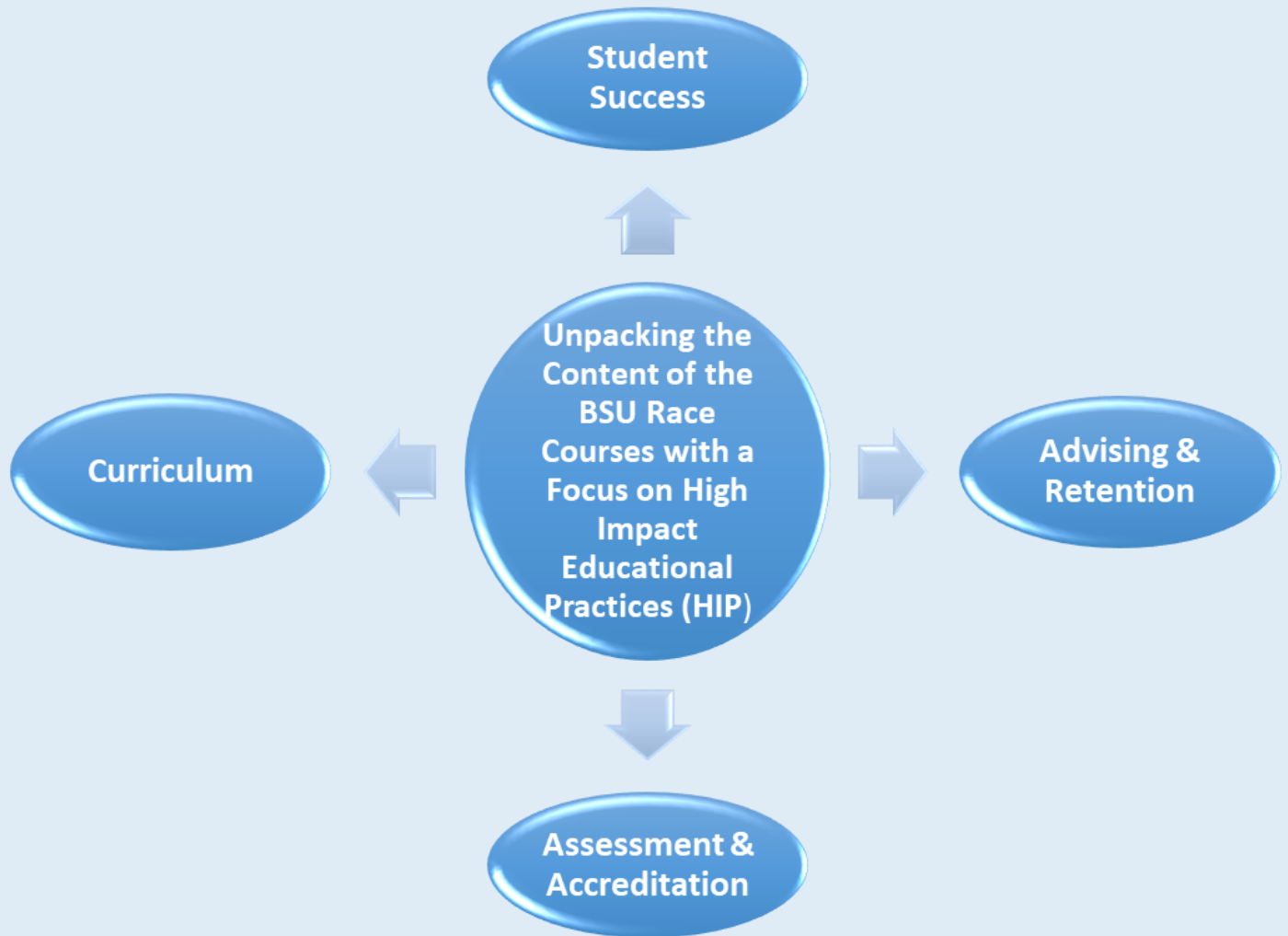


Bowie State University Faculty Institute

Wednesday, August 21, 2019 - 8:30 am ~ Thursday, August 22, 2019 - 8:30 am



Student Center Ballroom
Dr. Aminta H. Breaux, President
Dr. DeBrenna L. Agbényiga, Provost



Sponsored by:
The Center for Excellence in Teaching and Learning
Dr. Eva Garin, Director

High-Impact Educational Practices



First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.





Aminta H. Breaux, Ph.D.
President



August 21, 2019

Greetings and welcome back!

As we celebrate the achievements of last semester and look ahead in the direction of advancing our strategic priorities of academic excellence, student success and the long-term viability of the university in this coming fall semester, I invite you to continue *racing to excellence* in all forms of teaching, learning and collaborating to meet the needs of our students.

The Faculty Institute is critical to our own preparation and success for achieving the goals and adopting the high impact practices that reflect higher education today. Unlike any other group of students we have seen, these 21st century learners coming to our campus present exciting opportunities to redefine higher education. This generation has been raised with an abundance of new information available at their fingertips and new technological advances, exponentially impacting every discipline and career field with each passing year.

I extend my gratitude to Dr. Eva Garin and the Center for Excellence in Teaching and Learning for organizing this year's Faculty Institute. I also want to extend a very special thanks to Dr. Tracy Adams, Director of the Center for the Integration of Teaching, Learning and Scholarship at Lafayette College, 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.

The future for BSU is very bright because we are building on strength and excellence across the campus.

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

Sincerely,

Aminta H. Breaux

Day 1 Agenda			
Wednesday, August 21, 2019			
8:30 am – 9:00 am Registration & Continental Breakfast – Student Center Ballroom			
9:00 am – 10:00 am Welcome Remarks President Aminta H. Breaux Provost DeBrenna L. Agbényiga Director Eva Garin, Center for Excellence in Teaching and Learning			
10:00 am – 11:30 am Keynote Address – Tracie Addy, Director Center for the Integration of Teaching, Learning and Scholarship, Lafayette College <i>The Critical Importance of Inclusive Teaching</i>			
11:30 am – 12:15 pm Panel Discussion - Student Success Academy: American Association of State Colleges & Universities (AASCU)			
12:15 pm – 1:15 pm Lunch			
1:30 pm – 2:45 pm Breakout Sessions (choose one)			
<ul style="list-style-type: none"> • Research-Supported Recommendations for Inclusive Teaching, Tracie Addy • Panel Discussion – High Impact Practices, Benjamin Arah, Lynn Harbinson, Karima Haynes, Rosetta Price, & Monica Turner • Amazon Web Services (AWS) Educate • Atomic Learning, Monifa Love • Assuring Quality of Your Course Through Quality Matters Self Review, Tolu Oladipo • Blackboard Collaborate: Virtual Class and Video for Your Course, Fabio Chacon • Beyond Millennials – Creating Conditions for iGen and GenZ Student Success, Renee Foose & Ann Hilliard • Why are Assignments a Mystery to Students? Wendy Edmonds, Erica Hernandez & Art Vidrine • Getting a Grip on the Internship Experience: Assessment Best Practices and Lessons Learned, Becky Verzinski, Charles Adams, Rochelle Daniel, Matasha Harris, & Charla McKinzie-Bishop 			
3:00 pm – 3:30 pm Student Center Ballroom Dessert with President Aminta Breaux, Provost DeBrenna Agbényiga, & Cabinet members Online Evaluations and iPad Drawing			
Day 2 Agenda			
Thursday, August 22, 2019			
8:30 am – 9:00 am Registration & Continental Breakfast – Student Center Ballroom			
9:00 am – 10:00 am Welcome Provost DeBrenna L. Agbényiga Director Eva Garin Greetings from the Faculty Senate – Dr. George Ude, Chair LOTTO Presentations—Katrina Kardiasmenos Assessment Presentations—Becky Verzinski Online Evaluations and iPad drawings			
10:15 am – 11:00 am Breakout Session 1 (choose one)			
<ul style="list-style-type: none"> • Developing a Self-Reflective Teaching Philosophy Statement–Part 1, Tracie Addy • The “Whats, Whys and Hows of Using Open Educational Resources, Katrina Kardiasmenos, Shakil Rabbi & Horacio Sierra • Teaching Sensitive Materials While Navigating Triggers and Trauma, Shelagh Johnson • Managing Advising and Faculty Responsibilities, Phyllis Gillians & Karima Haynes • Lesson Learned: Reaching Students with Different Learning Styles, Monica Turner • Improving Access To Course Materials For All Students, Tolu Oladipo 			
11:15 am – 12:00 pm Breakout Session 2 (choose one)			
<ul style="list-style-type: none"> • Developing a Self-Reflective Teaching Philosophy Statement–Part 2, Tracie Addy • Beyond Bloom’s Taxonomy, Planning Online and Blended Courses for Job Competency, Fabio Chacon • Using Google Docs for Professional Development, Katrina Kardiasmenos • Process Mapping as an Instructional & Implementation Improvement Tool, Darla Scott • The Faculty Writing Studio: Developing a Plan to Complete Your Writing Goals, Monica Boothe, & Horacio Sierra • Undergraduate Research Through Collaborative Assignment and Project, Cordelia Obizoba 			
12:00 pm – 1:00 pm Lunch on your own			
1:00 pm – 3:00 pm College Meetings			
College of Arts & Sciences MLK 102	College of Education JEP 102	College of Business CBGS 1209	College of Professional Studies JEP 117
3:15pm – 5:00 pm Department Meetings			



OFFICE OF THE PROVOST

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August 21, 2019

Dear Colleagues,

Welcome back! I hope you had a restful summer and found time to travel, spend time with family, enjoy friendships, relax and rejuvenate. I want to thank you for your attendance and active engagement at our annual Faculty Institute. The next two days will be filled with information and professional development opportunities to enhance our capacity as we continue on our Race to Excellence journey.

The summer at Bowie State has been very busy. Following the work this past spring of our four Racecourse committees (Assessment and Accreditation; Curriculum; Student Success; and Advising and Retention), faculty and staff campus-wide have attended professional development trainings across the country to learn from colleagues and institutions. They have brought that knowledge back to Bowie State University to share with you. It is my hope that you will benefit from what they have learned by attending several sessions during the Faculty Institute as we continue to work as a collective body to transform academic excellence at Bowie State University as a part of our Race to Excellence.

In the spirit of transparency, I am enclosing a listing of the training our dedicated faculty and staff members attended this summer. Many of these training sessions were made available to faculty through collaborative efforts with the faculty senate executives. It is my goal to continue to have Bowie State University faculty and staff attend and participate in high quality professional development around the country. This type of practice will ensure that we are in the best position to achieve all of our measurable goals and outcomes while providing students with the greatest advantage to achieve success.

In addition to the phenomenal work by our colleagues this summer, we also renovated six classrooms. This process included support from faculty, staff and students who serve on the Classroom Renovation Committee. The newly renovated classrooms include state-of-the-art technology that align with learning styles of the 21st Century student. These classrooms include a heightened level of flexibility and technology that support diverse teaching and learning styles. They also remove traditional barriers by providing more collaborative interactions for students and faculty. Finally, the newly renovated classrooms include furniture and technological solutions that allow students to work in groups, collaborate and learn and excel using cooperative learning techniques that are aligned with workforce expectations. My goal in Academic Affairs is to create a thriving and sustainable campus that is built on the strengths of our faculty, staff and students. To that end, during this academic year, we will be focusing on creating learning communities in all of our colleges, upgrading our infrastructure to create flexible learning spaces, enriching our curriculum and academic offerings, and renewing our commitment to student wellbeing.

Throughout this Faculty Institute, I look forward to engaging with you, hearing about your summer and talking in-depth about how you will use your strengths to help us continue to transform the student experience this semester. We have great momentum from the work this past spring and summer. I am also eager to join you in welcoming students back to Bowie State University!

Thank you for your commitment to Bowie State.

Sincerely,

DeBrenna LaFa Agbényiga, PhD, MBA, MSW
Provost and Vice President of Academic Affairs

Travel Activities for Academic Affairs: Spring 2019

Gardner Institute: 2019 Gateway Course Experience March 16—19, 2019 – Atlanta, GA

Gloria Alexander	Shirelle Briscoe
Tyesha Burks	Devyn Gillette
Regina Tawah	

2019 Curriculum Planning Retreat April 10—14, 2019—North Bend, WA

Tyesha Burks	Matasha Harris
Lisa Nardi	Joseph C. Reagan
Joseph Spears	Monica Turner

2019 Institute on High-Impact Practices & Student Success June 18-22, 2019—Villanova, PA

Benjamin Arah	Lynn Harbinson
Karima Haynes	Rosetta Price
Monica Turner	

AASCU Student Success Academy June 24—26, 2019—Orlando, FL

DeBrenna Agbényiga	Aminta Breaux
Gayle Fink	Sondra Gaines
Eva Garin	Katrina Kardiasmenos
Monica Turner	

4th Annual Using Evidence for Improvement: Teaching & Learning National Institute—July 7-12, 2019 Olympia, WA

Janeula Burt	Sondra Gaines
Makeba T. Green	Nedra Mahone
Cordelia Obizoba	Josephine Wilson

21st Annual Summer Institute on Learning Communities July 7-12, 2019—Olympia, WA

Deborah Bailey	Tanya Smith Brice
Doris Clark	Renee Foose
Hoke Glover	Lucia Santacruz
Joseph Spears	Monica Turner



Collaborative Learning Environments

We will be introducing 6 new collaborative learning environments to Bowie State University to enhance the teaching and learning process. The goal of this project is to create technologically enhanced learning environments for multiple styles of teaching and learning.

Robinson Hall will be the stage for the mixed collaborative classroom style. This classroom style will promote student engagement with row seating and semi-round tables that will allow students to collaborate in a group setting. The Proctor Building will host 2 Learn2 style classrooms. These rooms will encompass mobile student desks with tablet arms and integrated storage compartments that can be configured in any number of arrangements throughout the day. James Gym 102 will be the home of the 6Round learning environment. It will have round tables for students with the instructor's station in the central part of the room. All these rooms will have new instructional technologies that are tailor fitted for each learning environment that will enhance student engagement.

Classrooms Targeted for Renovation

James Gym 102

Proctor 130, 131

Business 3211

Robinson 1114, 1118

Classroom Renovation Committee

Anika Bissahoyo

Chartez G. Bond

Leasia Vernese Blackmon

GSA President*

Brian Hill*

Rebecca Blevins

Brad Bothun

William Drakeford

David Fisher

Tyra Harrison

Shadiya T. Hossain

Olajide Iyanda*

Ayanna Lynch

Salvador Martinez

Jacqueline Jackson-Palmer

Sumanth Reddy

Mililani Sinclair

Darryl Williford

*2018/2019 Student Representative, Donovan Griffin-Blake, President-Elect

Keynote Speaker

Dr. Tracie Addy
Director
**Center for the Integration of Teaching,
Learning and Scholarship**
Lafayette College



Dr. Tracie Addy is the Director of the Center for the Integration of Teaching, Learning and Scholarship at Lafayette College in Easton, PA. She has a passion for helping educators do their best work. She has a B.S. from Duke University, M.Phil. from Yale University, and Ph.D. from North Carolina State University. Prior to entering educator development full-time she taught at the undergraduate level for several years. She previously served as the Associate Director of Faculty Teaching Initiatives at the Yale Poorvu Center for Teaching and Learning and Co-Director of the Summer Institutes on Scientific Teaching, a nationally-recognized program providing evidenced-based faculty development regionally to instructors.

Dr. Addy served on the board for the New England Faculty Development Consortium and has a number of other achievements including being named a Science Case Network Scholarship of Teaching and Learning Fellow and a National Association for Research in Science Teaching Jhumki Basu Scholar. She is a scholar of teaching and learning, and actively publishes on active learning, case-based learning, the intersections between active learning and technology, and inclusive teaching. She was most recently awarded an Arthur Vining Davis Foundations Teaching and Learning Award in partnership with colleagues at Muhlenberg College to focus on students as critical partners in inclusive teaching efforts. She is currently an editor for CourseSource, a peer-reviewed journal containing evidence-based teaching resources.

Dr. Addy enjoys partnering with faculty from all disciplines and appointment types to promote excellence in teaching and scholarship.

August 21, 2019



Dear Bowie State University Faculty:

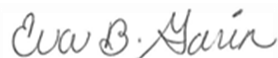
Welcome back to the new academic year, and our August Faculty Institute. The theme for our institute is, *Unpacking the Content of the BSU Race Courses with a Focus on High Impact Educational Practices (HIP)*. Please refer to your program for a listing of the eleven practices that are research-based and considered to be effective, evidence-best practices for colleges and universities.

During the last academic year we moved to technology-based evaluations for our faculty institutes. You, the faculty told us that you preferred a combination of large breakout day-long sessions and smaller breakout sessions. It has been several years since we organized our faculty institute around smaller breakout sessions and we look forward to getting your feedback on this format and other offerings by the Center for Excellence in Teaching and Learning (CETL).

We will continue examining HIP throughout this academic year and look forward to learning what we are already doing on our campus and how we can collaborate across disciplines to continue addressing these and other emerging best-practices in university and college teaching.

We have interesting and engaging plans for a variety of CETL sponsored events for this academic year and we look forward to your participation and ideas!

Sincerely,



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

Day 1 Agenda
Wednesday, August 21, 2019

8:30 am – 9:00 am

9:00 am – 10:00 am
Welcome Remarks
President Aminta H. Breaux
Provost DeBrenna L. Agbényiga
Director Eva Garin, Center for Excellence in Teaching and Learning

10:00 am – 11:30 am
Keynote Address – Tracie Addy, Director
Center for the Integration of Teaching, Learning and Scholarship, Lafayette College
The Critical Importance of Inclusive Teaching

11:30 am – 12:15 pm
Panel Discussion - Student Success Academy: American Association of State Colleges & Universities (AASCU)
Panelists: Dr. Aminta Breaux, Dr. DeBrenna Agbényiga, Dr. Sondra Gaines, Dr. Eva Garin
Ms. Gayle Fink, Ms. Monica Turner, Dr. Tanya Brice, Dr. Katrina Kardiasmenos

12:15 pm – 1:15 pm Lunch

1:30 pm – 2:45 pm Breakout Sessions (choose one)

- Research-Supported Recommendations for Inclusive Teaching, Tracie Addy— Student Center Ballroom
- Panel Discussion - High Impact Practices, Benjamin Arah, Lynn Harbinson, Karima Haynes, Rosetta Price, & Monica Turner— Center for Natural Sciences, Mathematics & Nursing (CNSMN) Room 1230—The Beacon
- Amazon Web Services (AWS) Educate—Center for Natural Sciences, Mathematics & Nursing (CNSMN) Room 1224
- Atomic Learning, Monifa Love—Student Center Baltimore/Columbia Room
- Assuring Quality of Your Course Through Quality Matters Self Review, Tolu Oladipo—James E. Proctor, Jr. (JEP) 341
- Blackboard Collaborate: Virtual Class and Video for Your Course, Fabio Chacon—James E. Proctor, Jr. (JEP) 345
- Beyond Millennials - Creating Conditions for iGen and GenZ Student Success, Renee Foose & Ann Hilliard—Student Center Chesapeake Room
- Why are Assignments a Mystery to Students? Wendy Edmonds, Erica Hernandez & Art Vidrine—Center for Natural Sciences, Mathematics & Nursing (CNSMN) Room 1101
- Getting a Grip on the Internship Experience: Assessment Best Practices and Lessons Learned, Moderator: Becky Verzinski— Panelists: Charles Adams, Rochelle Daniel, Matasha Harris, Charla McKinzie-Bishop Center for Natural Sciences, Mathematics & Nursing (CNSMN) Room 1222

3:00pm – 3:30 pm
Student Center Ballroom
Dessert with President Aminta Breaux, Provost DeBrenna Agbényiga, & Cabinet Members
Online Evaluations and iPad Drawing

Day 1 Wednesday, August 21, 2019

Afternoon Breakout Sessions ~ 1:30 pm - 2:45 pm

Research-Supported Recommendation for Inclusive Teaching

Presenter: Tracie Addy, Director, Center for the Integration of Teaching, Learning and Scholarship, Lafayette College

Location: Student Center Ballroom

Session Description

During the keynote session prior, participants explored challenges and opportunities around inclusive teaching in higher education. This breakout session will allow for more focused discussion on equity and inclusion challenges specific to Bowie State University, the presentation of teaching strategies supported in the literature, and the consideration of actionable items for the academic year and beyond.

Session Objectives

Participants will be able to:

- ◆ Identify equity and inclusion challenges specific to classrooms at Bowie State University
- ◆ Utilize research-supported strategies for teaching diverse learners

Research Interest

Teaching and learning, educator development

Recent Publications

Addy, T.M., Husseini, A., DeVault, A. (2019).

What two students want you to know about inclusive teaching. Faculty Focus. Available at: <https://www.facultyfocus.com/articles/teaching-and-learning/inclusive-teaching-fosters-supportive-classroom/>

Addy, T.M., Dube, D., Swanwick, C. C., Nardolilli, J. O., Paynter, O. C., Hutchings, M.L., Honsberger, M.J., Reeves, P. M. (2018). Integrating a serious game into case-based learning. *Simulation & Gaming*, 49(4), 378-400. <http://journals.sagepub.com/doi/full/10.1177/1046878118779416>

Panel Discussion - High Impact Practices

Panelists: Benjamin Arah, History & Government
Lynn Harbinson, Center for Academic Programs Assessment (CAPA); Karima Haynes, Communications; Rosetta Price, Career Development Center
Monica Turner, Engaged Learning & Student Support

Location: Center for Natural Sciences, Mathematics & Nursing (CNSMN) Room 1230 -The Beacon

Session Description

The BSU 6-member Team who attended the June 18-22, 2019 AAC&U High-Impact Institute will share their experience and discuss the importance of faculty integrating the high-impact educational activities and practices to engage students and promote students' success. The value of their presentation at the Faculty Institute is to make faculty aware that these high-impact practices have significant benefits on students' learning and academic success.

Session Objectives

Participants will be able to:

- ◆ Learn about attending the Association of American Colleges & Universities 2019 AAC&U Institute on High-Impact educational activities and practices
- ◆ Highlight the benefits BSU students can gain from these high-impact learning activities: learning communities, intensive writing across the disciplines, internships, service learning, study abroad for global learning, collaborative work, and capstone courses and/or projects

Recent Publications

Haynes, K. A., (2019) Black diamonds: African-american women executives embody transformational leadership at community colleges. In J. Cubbage (ed.), *Developing Women Leaders in the Academy Through Enhanced Communication Strategies*. Lanham, MD: Lexington Books. In progress.

Arah, Benjamin & Arah, Diliolah Benedict Ezuem. (April 2019). "Leadership challenges in a post-colonial and post-independent africa: the leadership experience in nigeria (1960-2018)" In Cosmas Uchenna Nwokefor (ed.), *Development Communication and Leadership in Africa*. Lanham, MD: University Press of America

Day 1 Wednesday, August 21, 2019

Afternoon Breakout Sessions ~ 1:30 pm - 2:45 pm

Amazon Web Services (AWS) Educate

Presenter: AWS Representatives

Location: Center for Natural Sciences, Mathematics & Nursing (CNSMN) Room 1224

Session Description

This session will educate Bowie State University faculty on the new Amazon Web Services (AWS) Educate initiatives. Faculty will also learn the opportunities for both faculty and students to be involved in the AWS cloud-related learning opportunities. Participants can also bring their course syllabi and possible cloud project activities.

Session Objectives

Participants will be able to:

- ◆ Understand Amazon Web Services (AWS) Educate Initiative
- ◆ Learn how to incorporate AWS Educate Modules into courses
- ◆ Develop a plan for BSU to partner AWS Educate

Atomic Learning

Presenter: Monifa Love, Language, Literature & Cultural Studies

Location: Student Center Baltimore/Columbia Room

Session Description

This skill-building workshop is based on James Clear's Atomic Habits: An Easy and Proven Way to Build Good Habits and Break Bad Ones. It offers strategies for building habits of mind in small increments, and it presents methods for improving faculty time management, productivity, and engagement through small adjustments instead of major overalls that are often difficult to sustain.

Session Objectives

Participants will be able to:

- ◆ Create a pedagogical system of small and compounding habits to support learning goals more effectively
- ◆ Implement strategies to diminish procrastination in themselves and their students
- ◆ Reduce the gap between a good class and a great one

Research Interest

Culture and consciousness; Pedagogy and liberation

Recent Publications

Love, M. (2016). Language cracks from the weight of your absence, Rain in due season, Mourning ropes, and Walking, interstate 95. Lute & Drum.

Day 1 Wednesday, August 21, 2019

Afternoon Breakout Sessions ~ 1:30 pm - 2:45 pm

Assuring Quality of Your Course Through Quality Matters Self Review

Presenter: Tolu Oladipo, Academic Computing

Location: James E. Proctor, Jr. (JEP) 341

Session Description

This hands-on workshop explores Quality Matters (QM) Standards as a framework for improving course quality, independent of the instruction mode: online, hybrid, web-supported or in-presence. Participants will use the QM Rubric to review sample courses and develop a course improvement plan. It is specifically helpful to any faculty member considering adoption of a quality assurance process for promotion, program accreditation, or in view of on-coming Middle States review.

Session Objectives

Participants will be able to:

- ◆ Apply a continuous improvement cycle in college courses
- ◆ Design Objectives that are measurable, and apply the principles of alignment

Research Interest

Accessible Instructional Design, Hardware & Software in Instructional Development, Synchronous, Asynchronous, & Multimedia Technologies

Blackboard Collaborative: Virtual Class and Video for Your Course

Presenter: Fabio Chacon, Academic Computing

Location: James E. Proctor, Jr. (JEP) 345

Session Description

In this workshop, participants will understand the principles surrounding Cognitive Task Analysis and the popular “Bloom’s Taxonomy of Learning. Once these skills are mastered, participants will begin mapping tasks for their course, begin task analysis diagrams, and complete content-task analysis forms. These will be performed using a variety of technology based tools such as: Merlot Search, Lynda.Com, OER, YouTube Video, Virtual Reality, etc.

Session Objectives

Participants will be able to :

- ◆ Create and record full-video interactive lessons with Blackboard Collaborate
- ◆ Post their own and shared videos into Blackboard for on-demand usage in the course

Recent Publications

Chacon, Fabio (2017). Internationalization of university through the eLearning Ecosystem. Proceedings of UCSAL Congress. Universidade Catolica do Salvador, Bahia, Brazil.

Research Interest

Online Learning, Cognitive Science, Learning Analytics

Day 1 Wednesday, August 21, 2019

Afternoon Breakout Sessions ~ 1:30 pm - 2:45 pm

Beyond Millennials—Creating Conditions for iGen and GenZ Student Success

Presenters: Renee Foose, Educational Studies & Leadership
Ann Hilliard, Educational Studies & Leadership

Location: Student Center Chesapeake Room

Session Description

The first wave of iGen or GenZ has arrived on college campus nation-wide. In the mid-1990's colleges saw the internet arrive on campus and were slow to adopt the web. A decade later colleges were tardy with embracing social media. As Millennials age out of college a new generation has arrived and they are the first true digital natives. This presentation will share the profile of this new generation and discuss strategies instructors can use to engage this progressive generation.

Session Objectives

Participants will be able to:

- ◆ Draw comparisons between student generations
- ◆ Learn effective strategies to create engaging classrooms that use students strengths and natural talents.

Research Interest

Organizational Culture & School Reform

Recent Publications

Hilliard, A. (2019). Creating campus-wide leadership for a proactive approach to anti-semitism. Peter Lang Publishing Group

Foose, R.A., Creating Campus-wide Leadership for a Proactive Approach to Anti-Semitism. Equity in Higher Education Theory, Policy, & Praxis, Vol. 14. March 2019. Peter Lang Publishing, NY.

Why Are Assignments a Mystery to Students

Presenters: Wendy Edmonds, Behavioral Sciences & Human Services
Erica Hernandez, Psychology
Arthur Vidrine, Fine & Performing Arts

Location: Center for Natural Sciences, Mathematics & Nursing (CNSMN) Room 1101

Session Description

You can increase student success by detailing the “why”, “what” and “how” of your assignment. Transparent design involves detailing three aspects of your assignment- 1) Purpose (what skills and knowledge does this assignment develop?), 2) Task (list any steps or guidelines for the assignment) and 3) Criteria for success (annotated examples of a finished product, checklist for characteristics of successful work). We will use materials from the data-driven TILT Higher Ed - Transparency in Learning and Teaching project. Please bring a copy of one course assignment prompt and a syllabus for the hands-on part of the session. This is your chance to revitalize one of your assignments with transparent design!

Session Objectives

Participants will be able to:

- ◆ Design new or revise current course assignments to make their learning objectives more transparent for students
- ◆ Connect in the syllabus specific course learning objectives to all course assignments
- ◆ Practice strategies for assessing student success resulting from designing transparent assignments

Research Interest

Studio Art and Art Theory

Toxic followership, Entrepreneurship Education

Recent Publications

Vidrine, A. (2018). Target gallery, Illuminate, Alexandria, VA (2018); Bowie State University Gallery of Art, Off Kilter, Bowie, MD (2018); Sideshow Gallery, Sideshow Nation VI, Brooklyn, NY (2018)

Edmonds, W.M., Ealy, D.B. (2019, July). Lived experiences of survivors of domestic violence using followership and servant leadership as a framework. Paper presented at the Inaugural Global Followership Conference 2019, Waterloo, Canada

Day 1 Wednesday, August 21, 2019
Afternoon Breakout Sessions ~ 1:30 pm - 2:45 pm

Getting a Grip On the Internship Experience: Assessment Best Practices and Lessons Learned

Moderator: Becky Verzinski, Center for Academic Programs Assessment (CAPA)

Panelists: Charles Adams, Behavioral Sciences & Human Services
Rochelle Daniel, Communications
Matasha Harris, Behavioral Sciences & Human Services
Charla McKinzie-Bishop, Behavioral Sciences & Human Services

Location: Center for Natural Sciences, Mathematics & Nursing (CNSMN) Room 1222

Session Description

This presentation will consist of a panel of four faculty members who will share best practices in the assessment of internships and field experiences learned from attending the 2018 Drexel University Assessment Conference, as well as best practices that they incorporate as instructors of these courses. Participants will be given professional development resources (articles, sample surveys and/or rubrics, etc.) related to internship assessment.

Session Objectives

Participants will be able to:

- ◆ Learn about best practices for assessing internships/field experiences
- ◆ Obtain specific resources related to internship assessment

Research Interest

Assessment and General Education; Crisis communications, management communication, and public relations education

Recent Publications

Verzinski, B. (2019). Grassroots faculty initiatives grow a culture of assessment at bowie state university. *Assessment Update*, Jan/Feb 2019, Vol. 31

Daniel, R. (2018). Book Review Thanks, obama sheds light on obama's presidency"; in *Journal of African American Studies*, 22(2), 289-291

Daniel, R. (2018). Communication barriers to innovation diffusion in the context of e-technology within universities: a synthesis of case studies. *Journal of Strategic Innovation and Sustainability*, 13(3), 38-53

Faculty Institute Notes

[illegible]

Day 2 Agenda
Thursday, August 22, 2019

8:30 am – 9:00 am

Registration & Continental Breakfast – Student Center Ballroom

9:00 am – 10:00 am

Welcome

Provost DeBrenna L. Agbényiga

Director Eva Garin

Greetings from the Faculty Senate Chair George Ude

LOTTO Presentations—Katrina Kardiasmenos, LOTTO Coordinator

Assessment Presentations—Becky Verzenski, Assistant Vice President for Assessment

Online Evaluations & iPad Drawing

10:15 am – 11:00 am Breakout Session 1 (choose one)

- Developing a Powerful Self-Reflective Teaching Philosophy Statement–Part 1, Tracie Addy—Student Center Ballroom
- The “Whats, Whys and Hows of Using Open Educational Resources, Katrina Kardiasmenos, Shakil Rabbi & Horacio Sierra—James E. Proctor, Jr. (JEP) 345
- Teaching Sensitive Materials While Navigating Triggers and Trauma, Shelagh Johnson – Student Center Chesapeake Room
- Managing Advising and Faculty Responsibilities, Phyllis Gillians & Karima Haynes – Center for Natural Sciences, Mathematics & Nursing (CNSMN) Room 1222
- Lesson Learned: Reaching Students with Different Learning Styles, Monica Turner – Student Center Baltimore/Columbia Room
- Improving Access To Course Materials For All Students, Tolu Oladipo – James E. Proctor, Jr. (JEP) 341

11:15 am - 12:00 pm Breakout Session 2 (choose one)

- Developing a Powerful Self-Reflective Teaching Philosophy Statement–Part 2, Tracie Addy – Student Center Ballroom
- Beyond Bloom’s Taxonomy, Planning Online and Blended Courses for Job Competency, Fabio Chacon – James E. Proctor, Jr. (JEP) 341
- Using Google Docs for Professional Development, Katrina Kardiasmenos—James E. Proctor, Jr. (JEP) 345
- Process Mapping as an Instructional & Implementation Improvement Tool, Darla Scott- Student Center Chesapeake Room
- The Faculty Writing Studio: Developing a Plan to Complete Your Writing Goals, Monica Boothe, & Horacio Sierra – Student Center Baltimore/Columbia Room
- Undergraduate Research Through Collaborative Assignment and Project, Cordelia Obizoba— Center for Natural Sciences, Mathematics & Nursing (CNSMN) Room 1222

12:00 pm – 1:00 pm Lunch on your own

1:00 pm – 3:00 pm College Meetings

College of Arts & Sciences
MLK 102

College of Education
JEP 102

College of Business
CBGS 1209

College of Professional Studies
JEP 117

3:15pm – 5:00 pm Department Meetings

Day 2 Thursday, August 22, 2019

Breakout Session 1 ~ 10:15 am - 11:00 am

Developing a Powerful, Self-Reflective Teaching Philosophy—Part 1

Presenter: Tracie Addy, Director, Center for the Integration of Teaching, Learning and Scholarship, Lafayette College

Location: Student Center Ballroom

Session Description

During this session participants will discuss and reflect upon their beliefs about teaching and learning. They will also apply a framework and develop initial ideas for writing a powerful, self-reflective statement of teaching philosophy that can be shared with colleagues and students. This is part 1 of 2 and **will involve discussing elements of a teaching philosophy statement, in addition to reviewing several examples.**

Session Objectives

Participants will be able to:

- ◆ Critically reflect upon their beliefs about teaching and learning
- ◆ Utilize a framework to develop or revise a statement of teaching philosophy

Research Interest

Teaching and learning, educator development

Recent Publications

Addy, T.M., Husseini, A., DeVault, A. (2019). What two students want you to know about inclusive teaching. *Faculty Focus*. Available at: <https://www.facultyfocus.com/articles/teaching-and-learning/inclusive-teaching-fosters-supportive-classroom/>

Addy, T.M., Dube, D., Swanwick, C. C., Nardolilli, J. O., Paynter, O. C., Hutchings, M.L., Honsberger, M.J., Reeves, P. M. (2018). Integrating a serious game into case-based learning. *Simulation & Gaming*, 49(4), 378-400. <http://journals.sagepub.com/doi/full/10.1177/1046878118779416>

The “Whats,” “Whys,” and “Hows” of Using Open Educational Resources (OERs)

Presenters: Katrina Kardiasmenos, Psychology
Shakil Rabbi, Language Literature & Cultural Studies
Horacio Sierra, Language, Literature & Cultural Studies

Location: James E. Proctor, Jr. (JEP) Room 345

Session Description

Colleges and universities are looking for alternative options to traditional course materials to address the rising costs of higher education. One option has been open educational resources (OERs), including textbooks, activities, homework, etc. Despite the availability of OERs, many instructors do not use them for their courses. Some of the reasons for not using them include: (1) they are not reliable sources of information; (2) there is no quality control; (3) instructors do not know they exist; and (4) instructors do not know how to find them and adopt them. This presentation will address these reasons, discuss how OERs support student success, uncover the pedagogical affordances of OERs and provide examples of how OERs have been successfully adopted in courses offered at BSU.

Session Objectives

Participants will be able to :

- ◆ Identify the differences between OERs and traditional course materials
- ◆ Describe why (advantages/disadvantages) an instructor may choose to use OERs over traditional course materials.
- ◆ Locate OER materials for their particular course

Research Interest

Executive functioning and prospective memory in college students; Increasing student success

Recent Publications

Lewis-Jack, O., Kardiasmenos, K.S., Blackman, C., & Daniel, K. (submitted). Building a predictive model of student success. *Journal of Social Science Research*

Rabbi, S. (Under review). “Pitching academic literacies: conceptual metaphors and rhetorical knowledge development in a STEM graduate student in entomology writing genres.” *Research in the Teaching of English*.

Sierra, H. (2018). “The Cuban-American Sound Machine: Nostalgia and Identity in the Music of Celia Cruz, Gloria Estefan, and Pitbull.” *International Journal of Cuban Studies*. 10.2 (2018): 238-65.

Day 2 Thursday, August 22, 2019

Breakout Session 1 ~ 10:15 am - 11:00 am

Teaching Sensitive Material While Navigating Triggers and Trauma

Presenter: Shelagh Johnson

Language, Literature & Cultural Studies

Location: Student Center Chesapeake Room

Session Description

Teaching Bowie State University students requires creating a safe space that allows for honest dialogue without re-traumatizing students through course material that may be sensitive. This presentation will allow the faculty to collaborate and practice how to cover sensitive topics such as rape, incest, abortion, miscarriage, police brutality, hate crimes, and gun violence.

Session Objectives

Participants will be able to:

- ◆ Learn how to adopt a “trauma-informed approach” to teaching and advising.
- ◆ Faculty and administrators will collaborate and practice discussing/teaching potentially triggering topics with students.

Research Interest

Teaching Literature and Composition; Creative Writing

Recent Publications

Vilageliu-Diaz, Ada. (2017). Knocking on the door of the white house: Latina and Latino Poets in Washington, D.C. Ed. Jose Ballesteros. Zozobra Publishing.

Johnson, Shelagh. (2018). What we imagined” Typishly Literary Journal.

Managing Advising & Faculty Responsibilities

Presenters: Phyllis Gillians, Social Work

Karima Haynes, Communications

Location: Center for Natural Sciences, Mathematics & Nursing (CNSMN) Room 1222

Session Description

Advising students consists of much more than just assisting students with which courses to take. Responsible advising can include mentorship, relationship building, and career counseling. Yet, it can be challenging to find the time needed to develop these connections with advisees and maintain our other faculty responsibilities.

Session Objectives

Participants will be able to:

- ◆ Develop an advisement plan and assessment strategy for advisees
- ◆ Familiarize themselves with strategies useful for balancing faculty responsibilities in relationship to advising
- ◆ Learn to effectively plan for student advising meetings and create an office environment o support student success

Research Interest

Cyberbullying Victimization, Women in Academic Leadership, Scholastic Journalism Cultural Competence, Bullying and Suicide, Racial Profiling

Recent Publications

Cubbage, J., Gillians, P., Algoood, C.L., & Shannon-Ramsey, V. (2016) Implementing media literacy training for social work programs at hbcus a literary analysis of barriers and opportunities. In Stevenson, A., Jones, J., & Hamilton-Dyson, Y. (Eds.). Teaching, Research and Practice: The HBCU (Historically Black Colleges and University) Perspective. Journal of Human Behavior and the Social Environment. Taylor & Francis.

Haynes, K. A., (2019) Black diamonds: african-american women executives embody transformational leadership at community colleges. In J. Cubbage (ed.), *Developing Women Leaders in the Academy Through Enhanced*

Day 2 Thursday, August 22, 2019

Breakout Session 1 ~ 10:15 am - 11:00 am

Lesson Learned: Reaching Students with Different Learning Styles

Presenter: Monica Turner, Engaged Learning & Student Support

Location: Student Center Baltimore/Columbia Rooms

Session Description

This practical presentation will discuss learning style theory and effective strategies for higher education classrooms. Participants will engage in hands on activities to create a lived experience of different learning styles and the impact on learning. Participants are invited to bring a current lesson plan for transformation to more effectively reach multiple learning styles.

Session Objectives

Participants will be able to:

- ◆ Define various learning styles and identify corresponding teaching strategies
- ◆ Identify resources for exploring effective pedagogies
- ◆ Transform a lesson plan that responds to various learning style needs.

Research Interest

Transformative teaching and learning; Higher education mission and transformation

Improving Access To Course Materials For All Students

Presenter: Tolu Oladipo, Academic Computing

Location: James E. Proctor, Jr. (JEP) 341

Session Description

This hands-on workshop explores Ally Technology, a new tool available in your Blackboard course, as a tool for designing your course to meet accessibility requirements as per American with Disabilities Act (ADA). Take the first steps to help make your course more inclusive for all learners by using Ally Indicators to see how you can improve the accessibility of resources. Use this tool to show students how to use alternate formats provided by Ally. This session will offer general improvement for cognitive accessibility of your course.

Session Objectives

Participants will be able to:

- ◆ Create accessible course contents
- ◆ Apply Ally feedback to improve inclusive learning, and design apply a continuous improvement cycle in college courses
- ◆ Design objectives that are measurable, and apply the principles of alignment

Research Interest

Accessible Instructional Design, Hardware & Software in Instructional Development, Synchronous, Asynchronous, & Multimedia Technologies

Day 2 Thursday, August 22, 2019

Breakout Session 2 ~ 11:15 am - Noon

Developing a Powerful, Self-Reflective Teaching Philosophy—Part 2

Presenter: Tracie Addy, Director, Center for the Integration of Teaching, Learning and Scholarship, Lafayette College

Location: Student Center Ballroom

Session Description

During this session participants will discuss and reflect upon their beliefs about teaching and learning. They will also apply a framework and develop initial ideas for writing a powerful, self-reflective statement of teaching philosophy that can be shared with colleagues and students. This is part 2 where participants will start drafting their own teaching philosophy statement that they can later further develop.

Session Objectives

Participants will be able to:

- ♦ Critically reflect upon their beliefs about teaching and learning
- ♦ Utilize a framework to develop or revise a statement of teaching philosophy

Research Interest

Teaching and learning, educator development

Recent Publications

Addy, T.M., Hussein, A., DeVault, A. (2019). What two students want you to know about inclusive teaching. Faculty Focus. Available at: <https://www.facultyfocus.com/articles/teaching-and-learning/inclusive-teaching-fosters-supportive-classroom/>

Addy, T.M., Dube, D., Swanwick, C. C., Nardolilli, J. O., Paynter, O. C., Hutchings, M.L., Honsberger, M.J., Reeves, P. M. (2018). Integrating a serious game into case-based learning. Simulation & Gaming, 49(4), 378-400. <http://journals.sagepub.com/doi/full/10.1177/1046878118779416>

Beyond Bloom's Taxonomy, Planning Online and Blended Courses for Job Competency

Presenter: Fabio Chacon, Academic Computing

Location: James E. Proctor, Jr. (JEP) 341

Session Description

Cognitive Task Analysis Principles. Main Categories. Mapping tasks for a course: task analysis diagrams; content-task analysis form. Technology components: Merlot Search, Lynda.com, OER, YouTube Video, Virtual Reality, etc. Setting up all components in the course template

Session Objectives

Participants will be able to:

- ♦ Use a course design approach based on two pillars: (1) analysis of expert behavior in job environment, (2) innovative technologies to reproduce job environment and facilitate learning

Research Interest

Online Learning, Cognitive Science, Learning Analytics

Recent Publications

Chacon, Fabio (2017). Internationalization of university through the eLearning Ecosystem. Proceedings of UCSAL Congress. Universidade Catolica do Salvador, Bahia, Brazil.

Day 2 Thursday, August 22, 2019

Breakout Session 2 ~ 11:15 am - Noon

Using Google Docs for Professional Development

Presenter: Katrina Kardiasmenos, Psychology

Location: James E. Proctor, Jr. (JEP) 345

Session Description

Microsoft Office has been, and still is, the gold standard of productivity applications. However, it is a paid service and real-time collaboration is often not easy. As such, many individuals are turning to the google suite of applications for productivity. By creating a free email account (Gmail), individuals can have full access to the entire suite of Google productivity apps, Google Drive, and enjoy the ability to collaborate with people around the globe. During this session, participants will learn more about how to use the Google Productivity Suite (including Docs, Sheets and Slides) as well as how to create a Google Form that makes data collection easy and secure. This is an interactive session. Bring your laptop.

Session Objectives

Participants will be able to:

- ◆ Identify how a google account might be used for professional development
 - ◆ Describe how you can collaborate with individuals at other universities using google docs
 - ◆ Use Google Productivity Suite for real-time collaboration
- Research Interest

Recent Publications

Lewis-Jack, O., **Kardiasmenos, K.S.**, Blackman, C., & Daniel, K. (submitted). Building a predictive model of student success. *Journal of Social Science Research*.

Process Mapping as an Instructional and Implementation Improvement Tool

Presenter: Darla Scott, Counseling

Location: Student Center Chesapeake Room

Session Description

This presentation will guide participants through a process improvement exercise that can be used to optimize our student on-boarding and retention processes as well as our classroom instruction. Based upon the findings and recommendations from the Student Success Race Course.

Session Objectives

Participants will be able to:

- ◆ Utilize process mapping to understand strengths and growth targets in optimizing our student service delivery efforts
- ◆ Identify tools and concept maps for maximizing our instructional efficiency

Research Interest

Active learning and student engagement; cultural responsive evaluation

Recent Publications

Scott, D.M. (2018). The science behind psychological verve and what it means for black students. In Moore, E., Michael, A., and Penick-Parks, M.W. (Eds), *The Guide for White Women who Teach Black Boys*

Day 2 Thursday, August 22, 2019

Breakout Session 2 ~ 11:15 am - Noon

The Faculty Writing Studio: Developing a Plan to Complete Your Writing Goals

Presenter: Monica Boothe, Writing Center,
Language, Literature & Cultural Studies
Horacio Sierra, Language Literature and
Cultural Studies

Location: Student Center Baltimore/Columbia
Rooms

Session Description

We will discuss the upcoming Faculty Writing Studio Series, offered this fall semester, along with other resources to support Faculty Writing. Participants will work in collaborative groups to designate personal objectives for their writing projects and to develop a workable plan to achieve those objectives this semester.

Session Objectives

Participants will be able to:

- ◆ Formulate a practical plan that will enable them to make measurable progress on their research and writing projects this semester
- ◆ Utilize faculty writing resources on campus

Recent Publications

Boothe, M. (2018). The second birth (short story),
Cream City Review, 42.1.

Research Interest

Writing Center Pedagogy, Creative writing

Undergraduate Research Through Collaborative Assignment and Project

Presenter: Cordelia Obizoba, Nursing

Location: Center for Natural Sciences, Mathematics & Nursing (CNSMN) Room 1222

Session Description

The best way to learn research is to do research. The presenter will explain how she redesigned the departmental introductory research class with experiences gained from the 2018 BSU Summer Undergraduate Research Institute (SURI). The design of the course enabled students to practically integrate and apply each step of the research process in their selected problem of interest as they learn the theory in class. A group of 2-3 students in a collaborative research proposal assignment in the course will present their research proposal and share their experiences of the practical research learning strategy.

Session Objectives

Participants will be able to:

- ◆ Discuss strategies for redesigning their introductory research course(s) to increase students' early and active involvement in systematic investigation and research
- ◆ Create a sample 15 weeks introductory course schedule that integrates collaborative research project assignment activities based on each step of the research process

Research Interest

Exploration of factors affecting nurses' attitudes towards caring for patients with HIV/Aids; Engaging and empowering learners through faculty development initiatives.

Recent Publications

Obizoba, C. (2018). Mitigating the challenges of objective structured clinical examination (OSCE) in nursing education: A phenomenological research study. *Nurse Education Today*, 2018(68), 71-74



President Aminta Breaux's Bowie State University Vision Statement

My vision for **Bowie State University** is to build on strength and excellence together as a community of learners to:

- Preserve the lasting legacy of **Bowie State University** as the first **Historically Black Institution** in the State of Maryland.
- Continue to build academic excellence.
- Create curricular and co-curricular opportunities supportive and engaging of 21st generation of learners.
- Encourage and support the diversity of learners enrolled at **Bowie State University**.
- Create new partnerships in our local and global communities.
- Develop new and distinctive programs that uniquely define **Bowie State University**.
- Demonstrate fiscally sound models, metrics and accountability measures to our internal and external stakeholders in public higher education.
- Promote the value of the quality educational experience provided by **Bowie State University** faculty, staff and administrators.
- And ensure the long-term viability of the university - growing the resources we need to support our mission for access and affordability to a quality education.

<https://www.bowiestate.edu/about/office-of-the-president/presidents-vision/>

Academic Affairs Race Course Committees

Accreditation & Assessment

Co-Chairs

Tanya S. Brice
Becky Verzinski

Committee Members

Benjamin Arah
Anika Bissahoyo
Nichole Branch-Ellis
Kimberly Daniel
Dawn Johnson-Tate
Regina Tawah
Velma Latson
Cosmas Nwokeafor

Curriculum

Co-Chairs

LaTanya Brown-Robertson
Eva Garin

Committee Members

Tyesha Burks
Samuel Duah
Darsana Josyula
David Kaloustian
Elena Klimova
Monifa Love
Jacquelyn Sweeney

Advising & Retention

Co-Chairs

Devyn Gillette
Gloria Alexander

Committee Members

Julius Davis
Phyllis Gillians
Karima Haynes
Rhonda Jeter
LaToya Walters
Dorothy Wigglesworth

Student Success

Co-Chairs

Renee Foose
Monica Turner

Committee Members

George Acquaaah
Eric Bonsu
Maurice Gatling
Johnetta Hardy
Corey McKinney
Cordelia Obizoba
Rosetta Price
Shakil Rabbi
Darla Scott

Congratulations LOTTO Recipients!!!

LOTTO I - January 2019

Denise Jarboe
Claudette Burge

LOTTO II - January 2019

Kari Debbink
Surjit Dhariwal
Melissa Duchene-Kelly
Davitta Ealy
Tabita Rigsby-Robinson
Granville Sawyer
Sharon Wilks

LOTTO II - June 2019

Thaddee Badibanga
Kim Evelyn
Gwendolyn Gurily
Cherie Peay

LOTTO I - June 2019

Diliorah Arah
Kathy Barnes
Maurice A. Haynes-Gatling
Monica Gross
Albertina Lane
Sammye Miller
Symphonie Smith
Rodney Williams

Academic Computing Training Schedule for Fall 2019

Place: Except otherwise stated, the venue is 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

Registration: <https://www.bowiestate.edu/training>

Day	Date	Time	Instructor	Topic
Adjunct Faculty Training (In-person) Workshops Session I	08/20/2019	5:30PM - 7:30PM	FC & TO	Teaching with Blackboard Part 1. Topics: Minimum presence, blackboard basics, build content, multimedia and communications.
	08/26/2019	11AM-1PM, 5:30PM - 7:30PM		
	08/27/2019	11AM-1PM 2PM-4PM		
	08/28/2019	5:30 PM - 7:30 PM		
Adjunct Faculty Training (In-person) Workshops Session II	08/21/2019	5:30 PM - 7:30 PM	FC & TO	Teaching with Blackboard and Blackboard Collaborate ULTRA Part 2. Topics: Assessment, grade center, reports, course maintenance, using blackboard collaborate to teach online and for office hours
	08/22/2019	5:30 PM - 7:30 PM		
	08/29/2019	5:30PM - 7:30PM		
TH	09/12/2019	2:00PM – 4:00 PM	FC	Course Development 1: Designing quality online/hybrid courses- Quality Matters Review. (In-person)
WE	09/18/2019	2-4 PM	TO	Ally Technology for Accessibility. (In-person)
TH	09/26/2019	2-4 PM	FC	Teaching with Blackboard and Blackboard Collaborate ULTRA Part 2. (In-person)
WE	10/02/2019	2-4 PM	TO	Minimum Presence in Blackboard and iCAN. (In-person)
TH	10/10/2019	2-4 PM	FC	Blackboard Collaborate ULTRA. (In-person)

Day	Date	Time	Instructor	Topic
WE	10/16/2019	2-4 PM Online Only	TO	Minimum Presence in Blackboard and iCAN (Online Session)
WE	10/23/2019	5:30-7:30 PM	FC & TO	Teaching with Blackboard. Part 1. (In-person)
TH	10/24/2019	2-4 PM	FC	Minimum Presence in Blackboard and iCAN (In-person)
WE	10/30/2019	2-4 PM	TO	Teaching with Blackboard. Part 2. (In-person)
TH	11/07/2019	2-4 PM	FC	Course Development 1: Designing quality online/hybrid courses- Quality Matters Review. (In-person)
WE	11/13/2019	2-4 PM	TO	Creating Accessible Word and Portable Document Format (PDF) Documents. (In-person)
TH	11/14/2019	5:30-7:30 PM	FC & TO	Course Development 2: Build Content, OER, and Multimedia. (In-person)
WE	11/20/2019	2-4 PM	TO	Course Development 1: Designing quality online/hybrid courses- Quality Matters Review. (In-person)
TH	11/28/2019	NO TRAINING		NO TRAINING
TH	12/05/2019	2-4 PM	FC	Course Development 1 Quality Matters Review. (In-person)
WE	12/11/2019	2-4PM	TO	Creating Assignments and Test. (In-person)
TH.	12/12/2019	2-4 PM	FC	Navigate Grade Center. (In-person)

* Note: In addition, Dr. Fabio Chacon and Ms. Tolulope Oladipo offer walk-in appointment hours for advisory on course technology and troubleshooting, every **Monday through Friday**. Call or email prior to visiting to avoid conflicting appointments. **Office MLK 233 and MLK 234** (Second Floor, behind vendor machines).



Save these dates!!

2020 January Faculty Institute

Wednesday, January 22, 2020

Thursday, January 23, 2020

Faculty Writing Studio

Sponsored by the BSU Writing Center at Smith Vidal Literacy and Language Center & The Center for Excellence in Teaching and Learning

Friday, September 13, 2019—10am—4pm

Friday November 8, 2019—10am—4pm

James E. Proctor, Jr. Building 347

Gender Responsive, Generational Responsive, & Cultural Responsive Communications

Sponsored by Human Resources, Center for Excellence in Teaching and Learning
and the Women's Forum

Wednesday, October 2 - Gender Responsive Communication

Wednesday, October 16 - Generational Responsive Communication

Wednesday, October 30 - Cultural Responsive Communication

2:00 to 3:30 PM

Center for Natural Sciences, Mathematics & Nursing Building Room 1230 (Beacon)

LOTTO I & LOTTO II

January 2020 Dates to be determined

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 Pittsburg
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	New Approaches to Teaching, Learning & Retention Christopher Emdin, Author & Professor Columbia University
August 24, 2017	Reading Non-Fiction Textbooks: What is Truth? 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
January 23, 2019	<i>Understanding Your StrengthsFinder Results: Self Awareness</i> —Ms. Kelly Peaks Horner, Founder and Team Leader of Horner Consulting Group
August 21, 2019	<i>The Critical Importance of Inclusive Teaching</i> —Dr. Tracie Addy, Director of the Center for the Integration of Teaching, Learning and Scholarship, Lafayette College

Books Distributed from Past Faculty Institutes

- Allen, J. (2008). *More tools for teaching content literacy*. United States: Stenhouse Publishers.
- Anderson, L.W. & Krathwohl, D.R. (2001). *Quick flip questions for the revised Bloom's taxonomy*. Boston, MA: Allyn and Bacon.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Belcher, W. L. (2009). *Writing your journal article in 12 weeks: a guide to academic publishing success*. Thousand Oaks: SAGE Publications, Inc.
- Emdin, C. (2016). *For white folks who teach in the hood ... and the rest of y'all too reality pedagogy and urban education*. Beacon Pr.
- Milner, H. R. (2015). *Rac(e)ing to class: confronting poverty and race in schools and classrooms*. Cambridge, MA: Harvard Education Press.
- Rath, T., (2017). *Strengthsfinder: Discover your cliftonstrengths*. New York, NY: Gallup Press.
- Rath, T., Harter, J., (2010). *Wellbeing: the five essential elements*. New York, NY: Gallup Press.
- Ross, C.A. (2016). *Breakthrough strategies: classroom-based practices to support new majority college students*. Cambridge, MA: Harvard Education Press.
- Savory, P., Burnett, A. N., Goodburn, A. (2007). *Inquiry into the college classroom: a journey toward scholarly teaching*. Bolton, MA: Anker Publishing Co.



**The Faculty Institute is coordinated by the
Center for Excellence in Teaching and Learning (CETL)**

Dr. Eva Garin, Director

Mrs. Fran Thorn, Administrative Assistant

Dr. Hoda El-Sayed, CETL Fellow for College of Arts & Sciences (Sabbatical)

Dr. Renee Foose, CETL Fellow for the College of Education

Dr. Devyn Gillette, CETL Fellow for College of Arts & Sciences

Dr. Katrina Kardiasmenos, CETL Fellow for College of Professional Studies

Dr. Ella Carter, CETL Fellow for the College of Business

Dr. Josephine Wilson, CETL Fellow for College of Education

Special Thanks To:

President Aminta Breaux

Provost DeBrenna Agbényiga

Keynote Speaker Dr. Tracie Addy, Lafayette College

Dr. Sondra Gaines, Special Assistant to the Provost

Ms. Gayle Fink, Assistant Vice President for Institutional Effectiveness Office of Planning

Dean Tanya Brice, College of Professional Studies

Amazon Web Services

Department of Information & Technology

The Staff of the Media Operations Department

The Students & Staff of the Conference Services Department

The Staff of Thompson Hospitality Services

The Presenters:

Charles Adams

Benjamin Arah

Monica Boothe

LaTanya Brown-Robertson

Fabio Chacon

Rochelle Daniel

Wendy Edmonds

Phyllis Gillians

Lynn Harbinson

Matasha Harris

Karima Haynes

Erica Hernandez

Ann Hilliard

Shelagh Johnson

Monica Love

Charla Mckinzie-Bishop

Cordelia Obizoba

Tolu Oladipo

Monica Turner

Rosetta Price

Shakil Rabbi

Darla Scott

Horacio Sierra

Arthur Vidrine

Becky Verzinski