

# Bowie State University Faculty Institute

Wednesday, January 22, 2020 ~ Thursday, January 23, 2020

**Promoting Student Success Through a Deep Dive Into  
High Impact Educational Practices**

**Student Center Ballroom**

**Dr. Aminta H. Breaux, President**

**Dr. Judith A. Kirkpatrick, Interim Provost  
& Vice President for Academic Affairs**

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**Sponsored by:**

**The Center for Excellence in Teaching and Learning**

**Dr. Eva Garin, Director**





Aminta H. Breaux, Ph.D.  
President



January 22<sup>nd</sup>, 2020

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 spring 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 that reflect higher education today and diving deeper into the high impact educational practices that support our strategic priorities. Unlike any other group of students we have seen, these 21<sup>st</sup> century learners coming to our campus present exciting opportunities to redefine higher education. As we prepare for the upcoming semester, it is imperative that we discuss the structure, purpose and changes that need to take place in our shared governance models. I look forward to having this conversation and continuing to improve and refine our approach to collaborative leadership.

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. Gordon Uno, Professor of Plant Biology at University of Oklahoma's Department of Botany and Microbiology, 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

# 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.



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## ***Day 1 Faculty Institute Agenda Wednesday, January 22, 2020***

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**8:30 am—9:00 am**

**Registration & Continental Breakfast - Student Center Ballroom**

**9:00 am—9:30 am**

**Welcome Remarks**

President Aminta H. Breaux

Interim Provost & Vice President for Academic Affairs Judith A. Kirkpatrick

**9:30 am—9:45 am**

**Overview of the  
Faculty Institute Program**

Director Eva Garin, Center for Excellence in Teaching and Learning (CETL)

**9:45 am—10:30 am**

**How Do We Define Student Success at Bowie State University?**

**10:30 am - Noon**

**Keynote Address**

**Helping All Students Succeed Using High Impact Practices—**

Gordon Uno, University of Oklahoma Department of Botany and Microbiology

**Noon—1:00 pm**

Lunch—Student Center Ballroom

**1:00 pm—2:50 pm**

**Breakout Sessions (choose one—see page 8 for locations)**

- **Equity and Inclusive Teaching and Learning in STEM**—Gordon Uno, University of Oklahoma
- **Deepening Student Learning: e-Portfolios as a High Impact Practice**—Elizabeth Clark, LaGuardia Community College/City University of New York
- **Learning Communities Designed for First Year and Sophomore Students**—Richard Gebauer, Cabrini University
- **Digital Badging: Boosting Student Career-Readiness** —Nancy O'Neill, University System of Maryland and LaTanya Brown Robertson, College of Business, Department of Accounting, Finance & Economics

**3:00 pm—3:30 pm**

**Dessert and Discussion with President Aminta H. Breaux, Interim Provost Judith A. Kirkpatrick  
Student Center Ballroom**

**Evaluations and Drawings**

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## ***Day 2 Faculty Institute Agenda Thursday, January 23, 2020***

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**8:30 am—9:00 am**

**Registration & Continental Breakfast – Student Center Ballroom**

**9:00 am—9:20 am**

**Welcome**

President Aminta Breaux

Interim Provost Judith Kirkpatrick

Director Eva Garin, CETL

**9:30 am—Noon**

**Presentation and Facilitated  
Discussion on Shared Governance**

Pamela V. Hammond,

Association of Governing Boards of Universities and Colleges (AGB)

**Evaluations and Drawings**

**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 Business—CBGS 1209

College of Education—JEP 102

College of Professional Studies JEP 117

**3:15 pm—5:00 pm**

**Department Meetings**

(Locations TBD)





**OFFICE OF THE PROVOST**

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January 15, 2020

Dear Colleagues,

Happy New Year and New Decade as we begin the year 2020, one that should prove exciting and inspiring, and admittedly challenging. Fortunately, challenges are often exactly what we need to keep the momentum going as we all seek to provide the very best education for our students, while simultaneously continuing to build the reputation of Bowie State University in our ongoing propulsion to excellence.

First, let me thank you for allowing me to spend this time with you and for the extremely warm welcome I have received since my arrival. While my time with you may be short, let us make it meaningful. As you probably know by now, I have served as provost at several institutions and I am here to work with you through this transition period in every way possible. I have no agenda, other than helping Bowie State University, and cannot be a candidate for the permanent position for which you will be searching this spring. So let us see what we can accomplish in these next few months. I am looking forward to it.

President Breaux's vision of Racing to Excellence includes three priorities: Academic Excellence, Student Success, and Institutional Viability. The Faculty Institute this year is created to support these priorities and to invite your participation and discussion. On the first day, we will call on you to build upon your own expertise and ongoing conversations as we continue the campus-wide discussion to define "student success" at Bowie State University. The day will focus on presentations and discussions about "high impact" teaching strategies, a proven path for success for today's learner.

The second day of the Institute will serve as the launch for an ongoing campus-wide discussion about shared governance, and what it means for Bowie State University. The facilitator for this discussion has a strong background in academics and has served at a number of HBCUs. She will provide some basic information on shared governance practices, and will facilitate meaningful interactions as we explore the intricacies of shared governance and how it informs the workings of this institution.

I strongly encourage you to take complete advantage of these two days to engage in the activities and discussions structured to promote extensive discourse and information sharing. This is your opportunity as faculty to learn more, to reflect upon major issues and to interact in a meaningful way.

Sincerely,

Judith A. Kirkpatrick  
Interim Provost and Vice President for Academic Affairs

## Keynote Speaker

### **Dr. Gordon Uno, University of Oklahoma** **Helping All Students Succeed Using High Impact Practices**

**Dr. Gordon E. Uno** joined the Department of Botany and Microbiology at the University of Oklahoma in 1979 after completing his Ph.D. in Botany from the University of California, Berkeley. He was appointed a David Ross Boyd Professor of Botany in 1997 and was the Department's chair from 2000-2015. Dr. Uno has authored or co-authored 27 textbooks and supplemental resources including: Principles of Botany; Handbook for Developing Undergraduate Science Courses; Biological Science: an Ecological Approach; Developing Biological Literacy; and Inquiring About Plants.



He was a Program Officer in the Division of Undergraduate Education at the National Science Foundation (1998-2000). He has been the President of both a science education organization and a science organization; he served as President of the National Association of Biology Teachers (NABT) in 1995 and as the President of the Botanical Society of America (BSA) in 2016. He also served on the Board of Directors for the American Institute of Biological Sciences (AIBS) for nine years and was elected an officer of that organization. He became a Fellow of the American Association for the Advancement of Science (AAAS) in 2000 and was awarded Honorary Membership by the NABT in 2001. He has taught nearly 20,000 undergraduates, and he received one national, two state, and three University-level teaching awards.

He has led many faculty professional development workshops for university and secondary science instructors. He was the Chair and organizer of the first Gordon Research Conference on Undergraduate Biology Education Research (GRC-UBER), and was the Chair of the College Board committee (from 2010-2016) that revised the Advanced Placement (AP) Biology course and wrote new Biology exams taken by 250,000 students each year. He has been a faculty mentor at the annual High-Impact Practices summer institute (AAC&U) for eight years and is currently funded by the National Science Foundation to revise the AAAS book, "The Liberal Art of Science."

January 22, 2020

Dear Bowie State University Faculty:



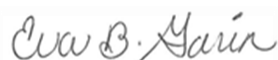
Welcome back to the Spring 2020 semester! This faculty institute stands out in several ways. We have four nationally recognized experts on High Impact Practices (HIPs) joining us as we continue our discussions around student success and HIPs. You will have a choice of four breakout sessions where you will take a deep dive into HIPs. As literacy educators we are proponents of practicing choice in reading. I will be modeling this practice as each of you will have a choice of five books that support the HIPs of ePortfolios and learning communities. It is my hope that these books will foster discussion at the program, department and college levels.

During registration you received our first CETL Newsletter whose purpose it is to provide a voice for faculty to share their effective teaching practices. We will disseminate a CETL Newsletter each semester, electronically. Speaking of electronically, our faculty institute evaluations are all electronic and you will need to have a device at each institute.

Another upgrade to the faculty institute program is, with assistance from the CETL fellows we have outlined for you the upcoming workshops for the semester. Please refer to page 14 in the program for a listing of these offerings. If you have ideas for additional workshops, please contact the CETL office.

I would like to take this opportunity to thank you the faculty for your support over the past years as we have transformed faculty institute to a teaching learning conference where BSU faculty have engaged in robust presentations and lively discussions. Many thanks to the CETL fellows who have added another dimension to faculty development on our campus and who have worked tirelessly to support CETL and faculty development as they serve as liaisons to their respective colleges.

Sincerely,



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

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## Day 1 Faculty Institute Agenda

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**Helping All Students Succeed Using High Impact Practices**

Gordon Uno, University of Oklahoma Department of Botany and Microbiology

**Noon – 1:00 pm**

Lunch

**1:00 pm – 2:50 pm**

**Breakout Sessions (choose one)**

- ***Equity and Inclusive Teaching and Learning in STEM***—Gordon Uno, University of Oklahoma—Location: Center for Natural Sciences, Mathematics & Nursing (CNSMN) 1230-Beacon)
- ***Deepening Student Learning: e-Portfolios as a High Impact Practice***—Elizabeth Clark, LaGuardia Community College/City University of New York — Location: Center for Natural Sciences, Mathematics & Nursing (CNSMN) 1224
- ***Learning Communities Designed for First Year and Sophomore Students***—Richard Gebauer, Cabrini University—Location: Center for Natural Sciences, Mathematics & Nursing (CNSMN) 1101
- ***Digital Badging: Boosting Student Career-Readiness***—Nancy O'Neill, University System of Maryland and LaTanya Brown Robertson, College of Business, Department of Accounting, Finance & Economics — Location: Student Center Ballroom

**3:00 pm — 3:30 pm**

**Dessert and Discussion with President Aminta H. Breaux, Interim Provost Judith A. Kirkpatrick  
Student Center Ballroom**

**Evaluations and Drawings**





## Meet the Facilitators



**Elizabeth Clark**, Professor of English at LaGuardia Community College/City University of New York, teaches composition, literature, children's literature, and the capstone course in the Liberal Arts. Her scholarly interests include ePortfolios, digital pedagogy, teaching with technology, children's literature, 20th century American poetry, the poetry of HIV/AIDS, and digital rhetoric. She is a graduate of Lycoming College (B.A.) and Binghamton University (M.A. and Ph.D.). She has been part of LaGuardia's dynamic ePortfolio team since 2002 serving on the original research team and as the Interim ePortfolio Director in 2006. She has worked with the college's assessment committee, the college's technology committee, the learning communities program, and the writing program, serving as its co-director from 2004-2010 and as director of the Accelerated Learning Program from 2014-2019. She works closely with the Center for Teaching and Learning at LaGuardia, often leading year-long profes-

sional development seminars, most recently on effective capstone courses. She regularly presents and writes about ePortfolio, teaching with technology, writing, and contemporary pedagogy. She has worked with colleges and universities such as: Dixie State University, Dutchess County Community College, Fresno City College, Nebraska Wesleyan University, Old Dominion University, Spelman College and Worcester Polytechnic Institute. She has been on the faculty of the AAC&U Integrative Learning and Signature Work Institute since 2009. She currently serves as associate editor for the International Journal of ePortfolio and is a reviewer for Teaching English in a Two Year College.



**LaTanya Brown Robertson** Professor of Economics, Bowie State University, earned her Bachelor of Arts, Master of Arts and Ph.D. in economics from Howard University. Dr. Brown-Robertson specializes in urban, housing and applied economics. She has published in various peer-reviewed journals including the American Economic Review, Eastern Economic Association Journal, Review of the Black Political Economy, and Journal of the Community Development Society. Dr. Brown-Robertson has worked on funded grants through the Carnegie and Ford Foundations. She is currently Principal Investigator for Bowie State University's National Science Foundation (NSF) grant to Infuse Data Science and Analytics into the Undergraduate Curriculum at Bowie State University. Along with her teaching, research and grants, Dr. Brown-Robertson also serves as Director of the University's Undergraduate Learning Assistant (ULA)

Program and is Co-Chair of the University's Curriculum Racecourse Committee. She specializes in conducting economic impact and feasibility studies for state governments and national organizations. An example of her work includes a report for the District of Columbia's Tax Revision Commission entitled: An Analysis of Neighborhoods in the District of Columbia. Her most recent research interest explores answering local economic policy questions through the development of databases that connect Census data to unstructured local administrative data.

## Additional Facilitators



**Richie Gebauer, Ed.D.** is the Executive Director of the First Year Experience and Student Transitions, as well as the Faculty Director of the IMPACT (Leadership) Living and Learning Community, at Cabrini University in Radnor, Pennsylvania. Dr. Gebauer is the founding director of Cabrini University's learning community program. During his tenure, Cabrini's program has expanded to fifteen, primarily interdisciplinary, learning communities - comprised of both living and learning communities and non-residential learning communities - which include a commuter learning community, a learning community designed for men of color, and several non-residential learning communities designed to assist academically underprepared students.

Dr. Gebauer serves as a member of the editorial review board for both the Learning Communities Research and Practice and the Journal of the First-Year Experience and Students in Transition and is the current President of the Learning Communities Association. His research focuses on how organizational structures, specifically within the realm of learning communities, contribute to student academic growth and progress for both general populations of first-year college students and academically at-risk students entering 4-year universities. This interest has led to an investigation of how learning community faculty and staff define collaboration between academic and student affairs in the context of learning communities. His research also seeks to examine integrative learning within the context of both residential and non-residential learning communities and the impact these communities have on the integrative learning practices of both academically prepared and academically at-risk students.

Dr. Gebauer's degrees include a B.A. in Psychology from Franklin and Marshall College, a M.Ed. in Counseling Psychology with a concentration in College Student Personnel Administration from James Madison University, and an Ed.D. in Educational Leadership from Cabrini University.



**Pamela V. Hammond**, Senior Consultant, has worked on all 5 Kresge funded consulting projects that AGB has been affiliated with. She served as the Interim President of Virginia State University where she found an \$18 million deficit and under her leadership VSU ended the fiscal year with a greater than \$1.5 million surplus. During Dr. Hammond's tenure academic programs were expanded, the retention rate increased by eight points and the enrollment stabilized with a freshman class boasting increased SAT scores and high school GPAs. Previously, Dr. Hammond held the position of Provost at Hampton University where she served as co-chair of an aggressive strategic planning process and increased faculty submission of grant proposals by 58%. Dr. Hammond has served as a consultant to various organizations including more than a dozen HBCUs. She was awarded fellowships to the Harvard Institutes for Higher Education, Institute for Educational Management and to

the American Association of State Colleges and Universities Millennium Leadership Initiative. Dr. Hammond earned her PhD from Old Dominion University, MS from University of Maryland, and BS from Tuskegee University. She has received both state and national appointments to numerous higher education and healthcare boards and committees.



**Nancy O'Neill** Associate Director, William E. Kirwan Center for Academic Innovation University System of Maryland Nancy O'Neill joined the Kirwan Center in February 2016 and has served as the Associate Director since April 2016. She currently leads a project on taking high-impact educational practices (HIPs) to scale that involves four USM institutions and is a lead on the Center's system-wide digital badging initiative, Badging Essential Skills for Transitions (B.E.S.T.). Prior to being at USM, she served as the Director of the Center for Excellence in Learning, Teaching, and Technology at the University of Baltimore from 2012 to 2016. While at UB, her work focused on supporting faculty innovation in teaching as well as curriculum development and alignment, student learning assessment, and institutional effectiveness. In her last year at UB, she helped guide the University's general education reform and institutional assessment efforts. This included lead-

ing large-scale rubrics assessment and engaging all student affairs and enrollment management functional areas in the development of learning outcomes for the student-facing programs and services. Before moving to Baltimore in 2012, Ms. O'Neill spent a decade at the Association of American Colleges and Universities (AAC&U), contributing to national projects related to high-impact practices, undergraduate curriculum and quality, assessment, institutional renewal, and diversity and equity initiatives. She earned a master's degree in American Studies and a master's degree in College Student Personnel from the University of Maryland, and a bachelor's in journalism and social criticism from the University of Buffalo. She is currently a doctoral candidate in higher education management at the University of Pennsylvania.



## Day 1 Wednesday, January 22, 2020

### ***Equity and Inclusive Learning and Teaching in STEM***

Presenter: Gordon Uno, University of Oklahoma

Location: Center for Natural Sciences, Mathematics and Nursing (CNSMN) 1230

#### ***Session Description***

Participants will learn about equity and inclusive teaching and learning in general, and then how that applies to STEM disciplines and to the teaching of STEM students. A discussion will be held about important skills for STEM students and the importance of teaching/learning basic information and the scaffolding of skills and content to help more students succeed in science and become scientifically literate citizens. Participants will work through several examples that illustrate scaffolding of skills and content for STEM students as well as activities that promote scientific thinking in students

#### ***Session Objectives***

Participants will be able to:

- ◇ Evaluate their own activities in terms of high-impact activities and practices

#### ***Recent Publications***

Uno, G. E. (2016). *Summit of the research coordination networks for undergraduate biology education*. CBE Life Sciences Education, 15(4). [Http://www.lifescied.org/content/15/4/mr1.full](http://www.lifescied.org/content/15/4/mr1.full)

Uno, G. E. (2017). *Convergent evolution of national science education projects: How bsa can influence reform*. Part 2. Plant Science Bulletin, 63(1), 6-13.

### ***Deepening Student Learning: e-Portfolios as a High Impact Practice***

Presenter: Elizabeth Clark, LaGuardia Community College

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

#### ***Session Description***

ePortfolios were identified as a high impact practice in 2016. In this session, we will explore the components of high impact practice that yield effective ePortfolios including active learner engagement, inquiry, reflection, and integration. This session will present an overview of ePortfolios as well as case studies from a range of institutions and programs to demonstrate the integrative potential of ePortfolios as a sequential, social pedagogy. Participants will also explore potential avenues for ePortfolio use in their own classrooms, including brainstorming assignments, staging, and reflective prompts to fully utilize the potential of ePortfolios.

#### ***Session Objectives***

Participants will be able to:

- ◇ Define key components of ePortfolios as a high impact practice
- ◇ Describe the use of ePortfolios in the higher education landscape, including key case studies
- ◇ Understand the components of a successful student ePortfolio
- ◇ Brainstorm and begin creating integrative ePortfolio assignments

#### ***Research Interest***

ePortfolios, digital pedagogy

#### ***Recent Publications***

Clark, J. E. "Assessment," *curated entry for the mla digital pedagogy in the humanities: Concepts, models, and experiments* edited by Rebecca Frost Davis, Matthew K. Gold, Katherine D. Harris, and Jentery Sayers. Forthcoming. Public draft version available here: <https://digitalpedagogy.mla.hcommons.org/keywords/assessment/>

Clark, J. E. "From selfies to self-representation in electronically mediated reflection," in Kathleen Blake Yancey, ed. *A Rhetoric of Reflection*, an edited collection for University Press of Colorado (July 2016).

## Day 1 Wednesday, January, 22, 2020

### **Learning Communities Designed for First Year and Sophomore Students**

Presenter: Richard Gebrauer, Cabrini University

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

#### **Session Description**

Participants will consider how to develop intentionally designed learning communities that effectively integrate curriculum and co-curriculum. Participants will learn strategies to create partnerships and strengthen relationships between academic affairs and student affairs in order to support the development of learning outcomes measured via a clear assessment protocol designed to drive curriculum and co-curriculum intended to build community and extend learning beyond the classroom.

#### **Session Objectives**

Participants will be able to:

- ◇ Consider how to develop intentionally designed learning communities that effectively integrate curriculum and co-curriculum
- ◇ Learn strategies to create partnerships and strengthen relationships between academic affairs and student affairs in order to support the development of learning outcomes measured via a clear assessment protocol designed to drive curriculum and co-curriculum intended to build community and extend learning beyond the classroom.

#### **Research Interest**

How organizational structures, specifically within the realm of learning communities, contribute to student academic growth and progress for both general populations of first-year college students and academically at-risk students entering 4-year universities. This interest has led to an investigation of how learning community faculty and staff define collaboration between academic and student affairs in the context of learning communities.

#### **Research Publications**

Gebauer, R. (2019). *The critical nature of intentionality when supporting academically underprepared students through learning communities*. Learning Communities Research and Practice, 7(1), 3.

### **Digital Badging: Boosting Student Career-Readiness**

Presenters: Nancy O'Neill, University System of Maryland & LaTanya Brown Robertson, Accounting Finance & Economics

Location: Student Center Ballroom

#### **Session Description**

In this session, participants will learn about the initiative and do a deeper dive into the leadership badge that is offered in the Department of Accounting, Finance and Economics at Bowie State. Participants will have an opportunity to explore the badging process and tools (including the badge dimensions, framework, and assessment resources) and consider how their own courses, assignments, and/or co-curricular opportunities might contribute to students' badge earning pathways.

#### **Session Objectives**

Participants will be able to:

- ◇ Discuss the value of students' work in the major, general education, and co-curricular engagements through the lens of career-ready skills
- ◇ Map their assignments, courses, and/or co-curricular offerings against career-ready skills dimensions
- ◇ Identify curricular or co-curricular contributions they could make to badge earning pathways across one or more career-ready skills

#### **Research Interest**

Urban, housing and applied economics

#### **Research Publications**

Brown, L., Daniel M. and Charlotte, O. (2017). *Utilizing logistic regression modeling to measure generational age-cohort housing preferences in the district of columbia*. Journal of Property Tax Administration and Assessment, Volume 14, Issue 1, 2017.

Brown, L., Augustin N. and Regina T. (2016). *Evaluating the "underserved student" success in economics principles courses*. Journal of Economics and Economic Education Research, Volume 16, Issue 3, 2016.



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## Day 2 Faculty Institute Agenda Thursday, January 23, 2020

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**8:30 am – 9:00 am**

**Registration & Continental Breakfast – Student Center Ballroom**

**9:00 am – 9:20 am**

**Welcome**

President Aminta Breaux  
Interim Provost Judith Kirkpatrick  
Director Eva Garin, CETL

**9:30 am - Noon**

**Presentation and Facilitated Discussion on Shared Governance**

Pamela V. Hammond, Association of Governing Boards of Universities and Colleges (AGB)

**Evaluations and Drawings**

**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 Business—CBGS 1209  
College of Education—JEP 102  
College of Professional Studies JEP 117

**3:15 pm—5:00 pm**

**Department Meetings**

(Locations TBD)





# **Save these dates!!**



## **2020 August Faculty Institute**

Wednesday, August 26, 2020

Thursday, August 27, 2020

## **LOTTO I & LOTTO II**

June 2020 Dates to be determined

## **Faculty Writing Studio**

Friday, February 28, 2020

Friday, March 27, 2020

Friday, April 24, 2020

Facilitators: Dr. Michael Becker & Ms. Monica Booth, The Writing Center

## **3 Part Series on the Engaged Classroom**

Mastering Memory: An Interactive Experience for Inclusive Teaching

Monday, February 10, 3:30 pm — 4:30 pm

Brown Bag Lunch Series: Infusing Quick Writing Into the Classroom

Wednesday, March 9, Noon — 1:15 pm

Student Stories: The Role of Near Peer Mentors (Panel Discussion)

Wednesday, April 15, 4:00 pm — 5:00 pm

Facilitators: Dr. Hoda El Sayed & Dr. Devyn Gillette — Location: JEP 347

## **StrengthsFinder for New Faculty**

Thursday, February 13, 2020, 2:00 pm—4:00 pm

Facilitator: Dr. Renee Foose — JEP 347

## **3-Part Series-Technology**

Using “Ally” Technology and Other Tools for ADA Compliance

Tuesday, February 11, 2020, 3:30 pm—4:30 pm

Recording Lectures for Online/Hybrid Courses

Tuesday, February 25, 2020, 3:30 pm—4:30 pm

Create Learning Activities that Engage Students

Tuesday, March 24, 2020, 3:30 pm—4:30 pm

Facilitators: Tolulope Oladipo and Katrina Kardiasmenos—Location JEP 345

## **Tenure & Promotion Workshop**

Wednesday, February 19, 2020, 1:00 pm—2:00 pm JEP 347

### Academic Computing Training Schedule for Spring 2020

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

Instructors: Dr. Fabio Chacon, Phone 23933 MLK-233 | Ms. Tolulope Oladipo, Phone:23981 MLK-234

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

Day	Date	Time	Instruc	Topic
WE	01/22/2020	Session I 5:30 - 9:00 PM	FC &TO	<b>Teaching with Blackboard and Blackboard Collaborate Ultra Part 1</b>  This workshop focuses on minimum presence in LMS, Blackboard basics, build content, multimedia, communications, assessment, Grade Center, reports, and course maintenance. Bring your spring 2020 syllabus, course materials and other course contents. There will be hands-on session for designing your course and uploading contents. <b>(In-person)</b>
TH	01/23/2020	Session II 5:30-9:00 PM	FC &TO	<b>Teaching with Blackboard and Blackboard Collaborate Ultra Part 2</b>  Focuses on assessment, Grade Center reports, course maintenance, creating a virtual presence, using Blackboard Collaborate ULTRA to teach online and for office hours. Workshop also explore minimum skills for teaching a course online or hybrid mode. <b>(In-person)</b>
TH	01/30/2020	5:30-7:30 PM	FC &TO	<b>Course Development 1:</b> Designing quality online/hybrid courses- Quality Matters Review. <b>(In-person)</b>
TH	02/06/2020	5:30-7:30 PM	FC &TO	Teaching with Blackboard for Adjunct Faculty <b>Part 1 and 2.</b> <b>(In-person)</b>
TH	02/06/2020	2-4 PM	TO	Minimum Presence in Blackboard and iCAN <b>(Online Session)</b>
WE	02/12/2020	2-4 PM	FC	Blackboard Collaborate Ultra. <b>(In-person)</b>
TH	02/20/2020	2-4 PM	TO	Creating Assignments and Tests <b>(Online Session)</b>
WE	02/26/2020	2-4 PM	FC& TO	<b>Course Development 2:</b> Finding and Creating Contents for instructional materials, learning activities, and assessments- Open Education Resources (OERs). <b>(In-person)</b>
TH	03/05/2020	5:30-7:30 PM	FC &TO	Creating Assignments and Tests <b>(In-person)</b>
WE	03/11/2020	2-4 PM	FC	Assessment and Grade Center <b>(In-person)</b>

Day	Date	Time	Instruc	Topic
TH	03/19/2020	No Training		No Training
WE	03/25/2020	2-4 PM	FC	Assessing Academic Transformation impact (In-person)
TH	04/02/2020	2-4 PM	TO	<b>Course Development 3:</b> Build Content, Multimedia, Creating accessible instructional materials (Online Session)
WE.	04/08/2020	2-4 PM	FC	Creating Assignments and Tests (In-person)
TH	04/16/2020	2-4 PM	TO	Creating Accessible Word, Portable Document Format (PDF). (In-person)
WE	04/22/2020	2-4 PM	FC	Blackboard Collaborate Ultra (In-person)
TH	04/30/2020	2-4 PM	TO	<b>Course Development 3:</b> Build Content, Multimedia, Creating accessible instructional materials (In-person)
WE	05/06/2020	2-4 PM	FC	Navigate Grade Center (In-person)
TH	05/14/2020	2-4PM	TO	Creating Assignments and Tests (In-person)
WE	05/20/2020	2-4 PM	FC	Navigate the Grade Center. (In-person)
TH	05/21/2020	2-4 PM	TO	Navigate the Grade Center. (Online Session)

\* Note: In addition, Dr. Fabio Chacon and Ms. Tolulope Oladipo offer walk-in appointment hours for advisory on course design, accessibility, multimedia, OERs, 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).



**Bowie State University**  
**Center for Excellence in Teaching and Learning, and**  
**Academic Computing**  
**Present**

## **Blackboard Training for Adjunct and Full-Time Faculty**

**Dr. Fabio Chacon and Ms. Tolulope Oladipo, Instructors**

**Where: James E. Proctor Jr. Building 345 (Third Floor)**

### **SCHEDULE**

#### **Session I: Blackboard Basics and Minimum Presence**

**Date: 01/22/2020, 5:30 PM-9:00 PM**

- The Blackboard Environment: instructor and student view.
- The Notifications Dashboard, sending Announcements.
- Customizing your course.
- Partners' Content; Course Tools and Other Tools.
- Set-Up Quickly Attendance and grade column.
- Grade Center Columns for Sum of Points or Weighted Grade, Extra Credit.
- Transferring grades from Bb Learn to PeopleSoft.
- iCAN Basics: set your profile, find students, tracking students, flags, flag surveys, messaging, and appointments.

#### **Session II: Teaching with Blackboard and Blackboard Collaborate**

**Date: 01/23/2020, 5:30 PM-9:00 PM**

- Communicating with students: Discussion, Blog, Messaging, and Wiki.
- Creating Assignments and Test, Respondus Lockdown.
- SafeAssign and Turnitin for plagiarism control.
- Grading Assignments using Box Tools.
- Blackboard Collaborate ULTRA: lecture and office hours.
- Blackboard Collaborate ULTRA as video.
- Setting Full Grade Center for a course, use of Needs Grading.
- Course Maintenance: course reports, partial or full course copy.

*Note: Bring your syllabus, course materials and other course contents for hands-on practice. There will be one-on-one course design session on both days. We will provide cameras for the Bb Collaborate Session.*

### **REGISTRATION**

<https://www.bowiestate.edu/about/administration-and-governance/division-of-academic-affairs/academic-computing-and-online-course-support/academic-computing-training-schedule/workshop-registration-form.php>

## 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 &amp; 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 &amp; 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
January 22, 2020	<i>Helping All Students Succeed Using High Impact Practices</i> —Dr. Gordon Uno, Professor of Botany & Microbiology, University of Oklahoma
January 23, 2020	<i>Shared Governance</i> Dr. Pamela V. Hammond, Association of Governing Boards Universities and Colleges (AGB)

## Books Distributed at 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.
- Clear, J., (2018). *Atomic habits: an easy & proven way to build good habits & break bad ones*. New York, NY: Penguin Random House, LLC
- Emdin, C. (2016). *For white folks who teach in the hood ... and the rest of y'all too reality pedagogy and urban education*. Beacon Press
- Eyon, B.L. & Gambino, L.M. (2017). *High-impact eportfolio practice: A catalyst for student faculty and institutional learning*. Sterling, VA: Stylus Publishing, LLC
- 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.
- Reynold, C. & Patton J. (2014). *Leveraging the eportfolio for integrative learning: A faculty guide to classroom practices for transforming student learning*. Sterling, VA: Stylus Publishing, LLC
- Ross, C.A. (2016). *Breakthrough strategies: Classroom-based practices to support new majority college students*. Cambridge, MA: Harvard Education Press.
- Soven, M. & Lehr, D. (2013). *Linked courses for general education and integrative learning: A guide for faculty and administrators*. Sterling, VA: Stylus Publishing, LLC.
- Savory, P., Burnett, A. N., Goodburn, A. (2007). *Inquiry into the college classroom: A journey toward scholarly teaching*. Bolton, MA: Anker Publishing Co.
- Schmidt, L.C. & Graziano, J. (2016). *Building synergy for high impact educational initiatives: First year seminars and Learning Communities*. Columbia, SC: University of South Carolina.
- Yancey, K. B. , (2019). *Eportfolio as curriculum: Models and practices for developing students eportfolio literacy*. Sterling, VA: Stylus Publishing, LLC.

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

Dr. Eva Garin, Director

Mrs. Fran Thorn, Administrative Assistant

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