

Bowie State University

2017 January Faculty Institute

"Writing... is the great invention of the world"

- Abraham Lincoln



Wednesday, January 18, 2017

8:30 am—3:00 pm

Thursday, January 19, 2017

8:30 am—3:00 pm

Student Center Ballroom

Dr. Weldon Jackson, Provost

Sponsored by:

The Center for Excellence in Teaching and Learning

Dr. Eva Garin, Director



Mickey L. Burnim, Ph.D.
President

January 18, 2017

Greetings Faculty!

As we begin this new calendar year, I am pleased to welcome you to the spring 2017 Faculty Institute. I trust that we all spent some meaningful time with our family, friends, and loved ones over the holiday break and have returned with renewed enthusiasm and purpose. Each year brings new opportunities for us to make a positive impact on the world through delivery of our degree programs and interaction with our students.

To our new faculty, we welcome you to Bowie State and are pleased that you have chosen to join us in furthering our mission to become one of the best public comprehensive and nationally prominent universities in America. As educators, we are in a unique position to have a tremendous impact on our students by engaging them in issues that are current and relevant to their own lives.

I commend the Center for Excellence in Teaching and Learning for organizing this institute wherein we can share best practices in effective teaching that will enhance the learning experience of our graduate and undergraduate students. Special thanks to Dr. Wendy Laura Belcher, Associate Professor of African Literature at the Princeton University, for graciously agreeing to be our keynote speaker. We look forward to all of the engaging workshops and informative sessions geared towards academic writing and publishing.

Again, welcome back to what promises to be another remarkable year of teaching and research. Enjoy the Institute and thank you for all that you do!

Sincerely,

Mickey L. Burnim

AGENDA

Day 1— Wednesday January 18, 2017

8:30 am – 9:00 am	Registration & Continental Breakfast – Student Center Ballroom
9:00 am – 10:00 am	Welcome Remarks – President, Mickey L. Burnim Provost, Weldon Jackson Director, Eva Garin, Center for Excellence in Teaching and Learning
10:00 am – Noon	<i>Successfully Publishing Your Journal Articles</i> Keynote Speaker, Wendy Belcher, Author and Professor, Princeton University
Noon - 1:00 pm	Lunch - Student Center Dining Hall—Ticket holders only (Provided by the Office of the Provost)
1:00 pm – 3:00 pm	<i>Writing Workshop</i> Getting Publishable Arguments and Stakes - Wendy Belcher – Thurgood Marshall Library - Special Collections Room, 2 nd Floor

1:15 pm – 3:00 pm Concurrent Sessions (Choose One)

<i>Active Shooter Training</i>	<i>Writing Across the Curriculum</i>
<i>Panel Discussion - Faculty Professional Development Funded By the Office of the Provost</i>	<i>Panel Discussion – Working with Challenging Students</i>
<i>Spirituality Matters: The Importance of Spirituality in the Professional Lives of African American Women</i>	<i>Beyond Wikipedia and YouTube: Teaching Research and Writing – A Collaborative Process</i>
<i>Undergraduate Research: Opportunities for Academic Enrichment, Faculty Development and Institutional Advancement</i>	<i>This session is canceled</i> <i>Going Mobile: Work Smarter, Not Harder with Your Mobile Device</i>
<i>Implementing the Flipped Classroom through Blackboard Collaborate</i>	<i>Minimum Presence in Blackboard</i>

Day 2—Thursday January 19, 2017

8:30 am – 9:00 am	Registration & Continental Breakfast – Student Center Ballroom
9:00 am – 10:00 am	Welcome – Provost Weldon Jackson CETL Updates & LOTTO Presentations – Dr. Eva Garin
10:00 am – Noon	<i>Writing Workshop</i> Getting Publishable Arguments and Stakes, Wendy Belcher Special Collections Room, 2 nd Floor Thurgood Marshall Library
10:15 am – Noon Concurrent Sessions (Choose One)	
<i>Blackboard Just the Basics</i>	<i>Assessing Effectiveness of Teaching with Technology</i>
<i>Creating Video Presentations in Blackboard Using PowerPoint and YouTube</i>	<i>Queering the Curriculum</i>
<i>Teaching Learning Styles and Multiple Intelligences to College Students</i>	<i>General Education Town Hall meeting: Best Practices and Idea-sharing for Core Courses</i>
1:00 pm – 3:00 pm	<u>College Meetings</u> College of Arts and Sciences – MLK 102 College of Education – CLT 102 College of Business – CBGS 1209 College of Professional Studies – CLT 117
3:15 pm – 5:00 pm	Department Meetings

Dr. Weldon Jackson
Provost, Bowie State University



Dr. Weldon Jackson currently serves as Provost and Vice President for Academic Affairs at Bowie State University, a position he has held since July 9, 2012. He oversees the Division of Academic Affairs, which includes four Academic Colleges; the Graduate School; Enrollment Management; Planning, Analysis and Accountability; Academic Advisement; Sponsored Programs and Research; Continuing Education; Library Services; Assessment and Academic Computing.

During his tenure at Bowie State, Weldon has led the revision of the university's strategic plan using a shared governance model and orchestrated a new approach to enrollment management that yielded an increase in enrollment in fall 2016 after several years of static enrollment growth. Moreover, Weldon has advanced the university's course redesign initiative and assisted in effectuating the institution's first

signature program, Education Innovation Initiative (ei2), which uses an integrated approach to teaching and learning in STEM, the arts and humanities-related disciplines. As a strong proponent of faculty development, Weldon has supported a broad range of programs, services, and resources to assist faculty in achieving success in their academic careers.

Prior to his appointment at Bowie State, Weldon served as Special Assistant to the President at Morehouse College (January 2012-July 2012). Previously, he served as the Provost and Senior Vice President for Academic Affairs at Morehouse (2010-2011) and Executive Vice President and Provost at Manhattan College in Riverdale, New York (1996-2010), and Vice President for Academic Affairs at Morehouse College (1985-1996).

After beginning his academic career as a faculty member in the Black Studies department at Wellesley College in Wellesley, Massachusetts, Weldon's ascension through the ranks of higher education afforded him the opportunity to lead and manage the operations of various academic divisions, information technology, academic support, admissions, campus ministries, special sessions, student retention, faculty recruitment, retention, and professional development, graduate programs, continuing education programs, assessment, strategic planning, and university/college accreditations, including the Association to Advance Collegiate Schools of Business (AACSB), the Teacher Education Accreditation Council (TEAC), the Middle States Commission on Higher Education (MSCHE), as well as the Accreditation Board for Engineering and Technology (ABET).

Weldon has affiliations with many organizations, including the American Political Science Association, Council of Independent Colleges and Universities (CICU), the American Council on Education. He holds the Bachelor of Arts degree in Political Science from Morehouse College and the Ph.D. degree in Government from Harvard University.

Dr. Wendy Belcher Keynote Speaker

Wendy Laura Belcher is an associate professor of medieval, early modern, and modern African literature with a joint appointment in the Princeton University departments of Comparative Literature and African American Studies.

Working at the intersection of early modern and postcolonial studies, she has a special interest in the literatures of Ethiopia, Ghana, and Britain and a multi-book comparative project demonstrating how African thought has animated EuroAmerican canonical literature, including the widely reviewed book that was a finalist for the Bethwell A. Ogot Award for best book on East Africa: *Abyssinia's Samuel Johnson: Ethiopian Thought in the Making of an English Author* (Oxford, May 2012). The next part of that project is in progress, a book titled *The Black Queen of Sheba: A Global History of an African Idea*.

Prof. Belcher has been studying African literature for over two decades and is now working to bring attention to early African literature, particularly that in African languages, through her research and translation. For instance, she is the co-translator with Michael Kleiner of perhaps the first biography of an African woman, originally written in Gəʼəz (classical Ethiopic), *The Life and Struggles of Our Mother Walatta Petros A Seventeenth-Century African Biography of an Ethiopian Woman* (Princeton University Press 2015), for which she received the Fulbright US Scholars Award. She and Kleiner also received the Society for the Study of Early Modern Women award for the best Scholarly Edition in Translation of 2015. She often hosts a seminar on African language literature at the America Comparative Literature Association annual conference. These scholarly interests emerge from Professor Belcher's life experiences growing up in East and West Africa (see the Childhood Photo Gallery), where she became fascinated with the richness of Ghanaian and Ethiopian intellectual traditions.

Previous books include the best-seller *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*, which has helped thousands to publish their important work and been cited in over 140 publications, and a memoir titled *Honey from the Lion: An African Journey* (Dutton, 1988), for which she won the Washington State Governors Writers Award and a PEN Society Martha Albrand Finalist (awarded for first book of nonfiction; judged by Annie Dillard and Allen Ginsberg). She has also published articles on African, African American, Chicano, and American Indian literature in *Callaloo*; *Comparative Literature Studies*; *Third Text*; *Northeast African Studies*; *Notes and Queries*; *Journal of Scholarly Publishing*; *LIT*; and *American Indian Studies and Culture Journal*.

Before becoming a professor, Prof. Belcher worked as an editor. She spent eleven years as the manager of a small academic press with a peer-reviewed journal and several book series, the UCLA Chicano Studies Research Center Press, one of the most active presses in the University of California system. She also spent three years as the senior editor of the UCLA African Bibliography Project, two years as an assistant editor with an educational publisher subcontractor in Washington DC, and some time as a freelance academic editor for Oxford University Press, Routledge, University of California Press, Ohio University Press, Harcourt Brace, the National Museum of African Art, and various UCLA departments.

Prof. Belcher's research interests include African language literature (especially that in Gəʼəz, Amharic, Hausa), Anglophone African literature, Francophone African literature, early African literature, African film, African women authors, history of the African book, African manuscript cultures, African female saints, and queer African studies; as well as race and gender in eighteenth-century English literature, comparative African and European studies, postcolonial literature, post-war British drama, modern lyric poetry, Chicana/o literature, African American literature, comparative hagiographies, gender and sexuality, memoir, indirection and censorship, travel literature, manuscript studies, prison literature, women's intellectual autobiography, and supernatural monsters.



January 18, 2017

Dear Bowie State University Colleagues:

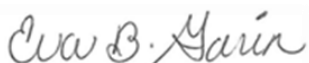
Welcome to the January 2017 Faculty Institute, January 18th and 19th. Happy New Year to each of you and my best wishes that 2017 is a peaceful and productive year.

Our keynote speaker is Dr. Wendy Belcher, Associate Professor and accomplished author from Princeton University. Dr. Belcher is the author of the best selling book, *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing* a book that has helped thousands of university faculty to publish their important work. We are also fortunate to have Dr. Belcher with us for both days of the faculty institute offering three small hands-on breakout sessions.

There are many other interesting breakout sessions being offered during this faculty institute on topics such as working with difficult students, mindfulness, writing across the curriculum, funding opportunities on campus and technology infusion into teaching and learning. There will also be a General Education town hall meeting. Our colleagues have worked hard to prepare a plethora of presentations over the two days of the faculty institute.

In mid-February, I will be sending out the request for proposal (RFP) and themes for the August Faculty Institute. Have you ever presented at a faculty institute? If not, it is a wonderful opportunity to share your expertise with your colleagues on topics related to teaching, service and research. I hope that you will contact me with your ideas and suggestions!

Have a great semester,



Eva Garin, Professor and Director

Center for Excellence in Teaching and Learning

AGENDA

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Noon - 1:00 pm	Lunch - Student Center Dining Hall—Ticket holders only (Provided by the Office of the Provost)
1:00 pm - 3:00 pm	Writing Workshop Getting Publishable Arguments and Stakes - Wendy Belcher Thurgood Marshall Library - Special Collections Room, 2 nd Floor
<u>1:15—3:00 pm Concurrent Sessions (Choose One)</u>	
<i>Active Shooter Training</i> <div style="text-align: right;">Presenters: Chief Ernest Waiters & Captain James Booker Student Center Chesapeake Room</div>	<i>Writing Across the Curriculum</i> <div style="text-align: right;">Presenters: Cara Popecki & Sufiya Abdur Rahmann Student Center Columbia Room</div>
<i>Panel Discussion - Faculty Professional Development Funded By the Office of the Provost</i> <div style="text-align: right;">Presenters: Guy Alain-Amoussou- Moderator, David Anyiwo, Talisha Dunn-Square, Horacio Sierra, & Weifeng Xu, CLT 117</div>	<i>Panel Discussion - Working with Challenging Students</i> <div style="text-align: right;">Presenters: Cheryl Blackman - Moderator, Ometha Lewis-Jacks, Ayanna Lynch, Zuleka Ru-Glo Henderson, Michael Hughes, Aquila Mitchell, Student Center Ballroom</div>
<i>Spirituality Matters: The Importance of Spirituality in the Professional Lives of African American Women</i> <div style="text-align: right;">Presenter: Artelia Covington Student Center Susquehanna Room</div>	<i>We apologize this session is canceled.</i> <i>Going Mobile: Work Smarter, Not Harder with Your Mobile Device</i> <div style="text-align: right;">Presenter: Katrina Kardiasmenos CLT 345</div>
<i>Panel Discussion—Undergraduate Research: Opportunities for Academic Enrichment, Faculty Development and Institutional Advancement</i> <div style="text-align: right;">Presenters: Andrea Davis, Jesse Bemley, Debra Salsi, Anne Osano, Emory Perkins, & Lucia Santacruz Student Center Theater</div>	<i>Beyond Wikipedia and YouTube: Teaching Research and Writing - A Collaborative Process</i> <div style="text-align: right;">Presenters: Marian Rucker-Shamu, Barbara Cheadle & Fusko Ito Student Center Baltimore Room</div>
<i>Implementing the Flipped Classroom through Blackboard Collaborate</i> <div style="text-align: right;">Presenter: Fabio Chacon CLT 341</div>	<i>Minimum Presence in Blackboard</i> <div style="text-align: right;">Presenter: Yolanda Gayol CLT 111</div>

Writing Workshops

PM Wednesday,
January 18, 2017

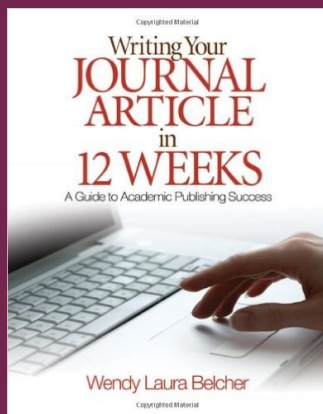
1:00 pm to 3:00 pm

AM Thursday,
January 19, 2017

10:00 am to Noon

PM Thursday,
January 19, 2017

1:00 pm to 3:00 pm



Getting Publishable Arguments and Stakes

Presenter: Wendy Belcher

Location: Special Collections Room
2nd Floor - Thurgood Marshall Library

Session Description

Participants will be led through two exercises. One exercise is designed to support faculty in submitting a journal article's argument. The second exercise will help authors to articulate more robust article stakes — That is to provide better answers to the eternal “So what?” and “Why should I read your article?” questions that editors, peer reviewers and readers have. Participants should arrive at the workshop with a draft of an article or outline, abstract and title of an article they would like to publish.

Research Interests

The literatures of Ethiopia, Ghana, and Britain and a multi-book comparative project demonstrating how African thought has animated EuroAmerican canonical literature, including the widely reviewed book that was a finalist for the Bethwell A. Ogot Award for best book on East Africa: *Abyssinia's Samuel Johnson: Ethiopian Thought in the Making of an English Author*

Recent Publications

Belcher, W. (2009). *Writing your journal article in 12 weeks: An academic guide to publishing success*. CA: SAGE

Belcher, W. (2012). *Abyssinia's Samuel Johnson Ethiopian thought in the making of an English author*. MA: Oxford Press.

Concurrent Sessions

Day 1 - 1:15 pm - 3:00 pm Wednesday, January 18, 2017

Active Shooter Response Training

Presenters: Officer Ernest Waiters
Captain James Booker

Location: Student Center Chesapeake Room

Session Description

Run? Hide? Fight?

Session Objectives

The purpose of this session is to inform participants how to stay calm, protect themselves and stay alive during an active shooter situation on campus or externally.

Captain James Booker has been with the Bowie State University Police Department approximately 6 years and currently serves as the Deputy Chief of Police. Prior to coming to the University he started his police career in the Baltimore City Police Academy and has worked with several police agencies to include, Baltimore School Police, Morgan State University and the Aberdeen City Police. He has also worked in Patrol, Criminal Investigations, Education, Training, the Harford County Drug Task Force and is currently a former member of the Aberdeen Police SWAT team. He is certified as a General, Defensive Tactics and Firearms Instructor through the Maryland Police and Correctional Training Commission and is a member of the FBI Law Enforcement Executive Development Association. Over the past 17 years he has trained police officers in various agencies all over the State of Maryland.

Officer Ernest Waiters has 26 years of civilian law enforcement and military police experience. He brings a wealth of experience in areas of public safety and emergency management as a retired Captain with the Prince George's County Police Department. He served as a Military Police Officer with the District of Columbia National Guard. Most recently he worked as a Special Investigator with the Prince George's County State's Attorney's Office. Received training in the role of law enforcement in responding to pandemic flu.

Chief Waiters has a B.S. Degree in Organizational Behavior from Columbia Union College and a Master's degree in Public Administration from Bowie State University. He is also a graduate of Prince George's County Management Development Institute and serves as the National President of Historically Black Colleges and Universities Executives Administrators.

Spirituality Matters: The Importance of Spirituality in the Professional Lives of African American Women

Presenter: Artelia Covington

Location: Student Center Susquehanna Room

Session Description

This session will provide an overview of spirituality as it applies to a study I conducted. I will present the implications of the study results for African American women and possible importance to other groups will be presented.

Session Objectives

Participants will be able to:

- Learn about the importance of spirituality in the professional lives of African American women
- Inform professional work relationships, hiring decisions and retention of African American women

Research Interest

- African American women
- Leadership

Recent Publications

Covington, A. (2016). Influence of African American women's spirituality on professional decision-making at an HBCU. Phoenix, AZ

Concurrent Session

Day 1 - 1:15 pm - 3:00 pm Wednesday, January 18, 2017

Writing Across the Curriculum

Presenter: Cara Popecki &
Sufiya Abdur- Rahman

Location: Student Center Columbia Room

Session Description

Whether we teach math, science, nursing, psychology or theater, students come to us to prepare for the “real world” that awaits them outside our institution. The number one skill employers look for now is **writing**. If students are to become better writers, we must move toward incorporating writing into all of their classes, regardless of the field. Join us as we dispel myths that prevent faculty from encouraging their students to write and discuss practical and effective strategies that faculty across the curriculum can use to get students writing.

Session Objectives

Participants will be able to:

- Create meaningful writing assignments that provide practice for students and assessment for professors
- Incorporate writing assignments that are manageable to grade
- Collaborate with faculty across campus about writing instruction

Research Interests

Writing Center Studies and Writing Across the Curriculum

Panel Discussion—Working with Challenging Students

Panelists: Cheryl Blackman, Moderator
Ometha Lewis Jacks
Ayanna Lynch
Zuleka Ru-Glo Henderson
Aquilla Mitchell
Michael Hughes

Location: Student Center Ballroom

Session Description

This session will provide an overview and discussion of the many challenges presented by our students and the difficulties faced by faculty as we attempt to deal with these challenges on a daily basis. These challenges include, but are not limited to, academic, mental health, physical, and social issues. The session will address the university’s current policies and procedures regarding students with disabilities as well as classroom management, interventions, referrals and resources that are available to students, faculty and staff.

Session Objectives

Participants will be able to:

- Recognize who may be a “challenging student”
- Explore how “challenges” may be manifested in the classroom
- Develop appropriate classroom management and intervention strategies for dealing with challenging students
- Provide referral and other resource materials
- Discuss “self-care” for faculty and staff

Concurrent Session

Day 1 - 1:15 pm - 3:00 pm Wednesday, January 18, 2017

Panel Discussion—Faculty Professional Development Funded by the Office of the Provost

Panelists: Guy Alain-Amoussou—Moderator
David Anyiwo
Talisha Dunn-Square
Horacio Sierra
Weifeng Xu

Location: CLT 117

Session Description

During this session presenters will share the funded opportunities that they participated in including the application process and the content of the their proposal. These funded opportunities include: academic transformation, redesigned courses, undergraduate research, Ei², C²ARES (Career/ Collaboration and Research Excellence for Scholars and student travel.

Session Objectives

Participants will talk about:

- Funding opportunities available on our campus
- The work that faculty members are doing around these opportunities

Research Interest

Guy Alain-Amoussou— is currently Co-PI and lead of the NSF HBCU-UP Implementation Award # 1533686 Education Innovation Initiatives: Ecosystem for Students Success; Co-PI on the US ED FITW Research Aligned Mentorship. He was recent awarded by the Apple & Thurgood Marshall Funds to implement the “Near Peer Coaching to Improve Retention, Learning and Motivation in STEM” project.

Talisha Dunn-Square—Received an Academic Transformation for Course Redesign Grant. Her research interests include Public Relations, Mass Communication, Integrated Marketing Communication, and Pop Culture.

Zuleka Henderson—Received the HBCU Center for Excellence Behavioral Health Sub-Award. Her research interests include Trauma, Healing, mental Health Service Use, African-American Adolescent Mental Health, Culturally Informed Service Delivery, and Culturally Relevant Social Pedagogy.

Horacio Sierra—Received the C2ARES Faculty Research Travel Grant. His research interest include Renaissance Literature and Culture.

Weifeng Xu— Received the C2ARES Faculty Research Grant. His research interest include Secure Software Engineering, and cybersecurity.

Beyond Wikipedia and YouTube: Teaching Research and Writing—a Collaborative Process

Presenters: Marian Rucker Shamu,
Barbara Cheadle & Fusko Ito

Location: Student Center Baltimore Room

Session Description

How can we effectively redirect students' away from Wikipedia, YouTube, and other non-scholarly Internet resources? This workshop addresses the benefits of ongoing collaboration between librarians and faculty in closing the "knowledge gap" in students' research and writing skills (Artman et al., 2010, p. 94). It includes hands-on demo's of four of BSU's scholarly online library reference resources: Credo Reference, Access Science, Nursing Reference Center, and Britannica Academic. Included will be discussion, suggestions, and hand-outs about how to integrate these resources into assignments.

Citation: Artman, M., Frisicaro-Pawlowksi, E. & Monge, R. (2010). Not just one shot: Extending the dialogue about information literacy in composition classes. *Composition Studies*, 38(2), 93-109.

Session Objectives

Participants will be able to:

- Identify three ways to incorporate BSU's online reference data bases as an assignment resource for students research topics
- Identify one way in which he/she might collaborate with a librarian to go beyond the standard 'one shot' library research instruction session

Research Interest

- Information literacy
- Information searching behavior

Concurrent Session

Day 1 - 1:15 pm - 3:00 pm Wednesday, January 18, 2017

Cancelled

Going Mobile: Work Smarter, Not Harder with Your Mobile Device

Presenter: Katrina Kardiasmenos

Location: CLT 345

Session Description

In this session we will explore mobile apps that will allow you to “work smarter, not harder” in the classroom. There are many mobile device apps that can be used to communicate with students, keep students engaged, and present you with opportunities to help your students in ways that are not part of the traditional methods you’re used to using.

Session Objectives

Participants will be able to:

- Identify apps that will help facilitate faculty teaching duties
- Practice using apps before the semester begins to determine which ones might be most beneficial

Research Interests

- Executive functions in HBCU Undergraduate students
- The effects of peer mentoring/tutoring on students success

Recent Publications

Daniel, K.M., Kardiasmenos, K.S., and Lewis-Jack, O.O. (in press). Using a multi-tiered system of support: A proposed model for incoming students at a HBCU. Setting a New Agenda for Student Engagement and Retention in Historically Black Colleges and Universities. Hershey, PA: IGI Global

Implementing the Flipped Classroom through Blackboard Collaborative

Presenter: Fabio Chacon

Location: CLT 341

Session Description

A flipped classroom is one where the models of lecture and homework are reversed. This workshop demonstrates how to implement a flipped classroom using Bb Collaborate to record lectures and homework through various interactive tools available in Blackboard.

Session Objectives

Participants will be able to:

- Explore the flipped classroom model, turning class sessions in engaging activities while lecturing and context information is delivered online
- Get familiarized with creating interactive content (by your own or from other sources)
- Practice screencasts and recoded mini-lectures

Research Interest

- Online learning
- Cognitive science

Recent Publications

Chacon, F., Spicer, D, and Valbuena, A. (2012). Analytics in support of student retention and success (*Research Bulletin* 3, 2012). Louisville, EDUCAUSE Center for Applied Research, 2012, <http://www.educause.edu/ecar>.

Concurrent Session

Day 1 - 1:15 pm - 3:00 pm Wednesday, January 18, 2017

Minimum Presence in Blackboard

Presenter: Yolanda Gayol

Location: CLT 111

Session Description

Minimum Presence is an initiative aiming to “increase graduation rates by enhancing the overall success of students in courses.” This is a hands-on workshop aiming to demonstrate to faculty how to post the course syllabus, take and report attendance, report grades in Grade Center and use iCan early warning system.

Session Objectives

Participant will be able to:

- Learn to post a course syllabus in Blackboard
- Learn to take attendance and report grades in the grade center
- Use the iCan early warning system

Research Interests

- Instructional technology
- Distance education

Recent Publications

Gayol, Y. (2016). Online education in Europe. The Sage *Encyclopedia of Online Education*. CA.

Gayol, Y. (2015). *Educación a distancia: teoría, investigación, diseño y evaluación*. Guadalajara: Fielding Graduate University/Universidad de Guadalajara

Panel Discussion – Undergraduate Research: Opportunities for Academic Enrichment, Faculty Development and Institutional Advancement

Presenters: Andrea Davis
Charles Adams
Jesse Bemley
Debra Salsi
Anne Osano
Emory Perkins
Lucia Santacruz

Location: Student Center Theater

Session Description

A faculty panel will discuss the impact of undergraduate research on student achievement and faculty development. This session will include an overview of opportunities in undergraduate research, and the mentoring experience.

Session Objectives

Participants will be able to:

- Initiate research opportunities for one or more student(s)
- Build a network of support
- Gain basic knowledge of resources available to support undergraduate research

Research Interests

- Student and faculty development
- Academic enrichment

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<i>Creating Video Presentations in Blackboard Using PowerPoint and YouTube</i> Presenter: Yolanda Gayol CLT 111	<i>Queering the Curriculum</i> Presenter: Horacio Sierra Student Center Chesapeake Room
<i>Teaching Learning Styles and Multiple Intelligences to College Students</i> Presenter: Masica Jordan Student Center Susquehanna Room	<i>General Education Town Hall: Best Practices and Idea-sharing for Core Courses</i> Presenters: Panel General Education Committee Faculty, Becky Verzinski, Lynn Harbinson & Ayanna Lynch Student Center Ballroom
1:00 pm - 3:00 pm	College Meetings College of Arts and Sciences - MLK 102 College of Education - CLT 102 College of Business - CBGS 1209 College of Professional Studies - CLT 117
3:15 pm - 5:00 pm	Department Meetings

Concurrent Sessions

Day 2 - 10:15 am - 11:45 am Thursday, January 19, 2017

***Writing Workshop –
Getting Publishable Arguments and Stakes
(Session Begins at 10:00 am)***

Presenter: Wendy Belcher

Location: Special Collections Room
2nd Floor - Thurgood Marshall Library

Session Description

Participants will be led through two exercises. One exercise is designed to support faculty in submitting a journal article's argument. The second exercise will help authors to articulate more robust article stakes — That is to provide better answers to the eternal “So what?” and “Why should I read your article?” questions that editors, peer reviewers and readers have. Participants should arrive at the workshop with a draft of an article or outline, abstract and title of an article they would like to publish.

Research Interests

The literatures of Ethiopia, Ghana, and Britain and a multi-book comparative project demonstrating how African thought has animated EuroAmerican canonical literature, including the widely reviewed book that was a finalist for the Bethwell A. Ogot Award for best book on East Africa: Abyssinia's Samuel Johnson: Ethiopian Thought in the Making of an English Author

Recent Publications

Belcher, W. (2012). *Abyssinia's Samuel Johnson Ethiopian thought in the making of an English author*. MA: Oxford Press.

Belcher, W. (2009). *Writing your journal article in 12 weeks: An academic guide to publishing success*. CA: SAGE

***General Education Town Hall Meeting:
Best Practices and Idea-Sharing for Core Courses***

Presenters: A Panel from the General Education Committee Faculty — Ayanna Lynch, Becky Verzinski, & Lynn Harbinson

Location: Student Center Ballroom

Session Description

This session will be an interactive town hall for panelists and faculty members (full-time, part-time and adjunct) to discuss BSU's General Education courses, syllabi development and best practices. The intended audience is all faculty members teaching General Education courses, including adjunct instructors.

Session Objectives

The discussion will focus on:

- General education program learning outcomes
- Exploration of best practices such as rubrics for assessment and creation and sharing of on-line resources
- Sharing of a downloadable syllabus template for easy course syllabus creation
- Brainstorming about integrating the best practices across disciplines and getting feedback about the needs of our Gen Ed faculty
- Recommendations about specific Blackboard tools for efficient and time-saving course management
- Demonstration of an assessment rubric to streamline the grading process

Research Interests

Teaching and learning, academic performance, general education

Recent Publications

Verzinski, B. (2016). *Improving Freshmen General Education Core Competencies with Research-Based Assessment*. Presented at the Annual HBCU Summit on Retention and at the Maryland Association for Institutional Research (MDAIR) (2015).

Concurrent Sessions

Day 2 - 10:15 am - 11:45 am Thursday, January 19, 2017

Assessing Effectiveness of Teaching with Technology

Presenter: Fabio Chacon

Location: CLT 341

Session Description

During this session we will identify researchable questions in courses supported technology mediation and define appropriate research models. We will review how to set up Blackboard Grade Center and download and upload data, generate Blackboard evaluation reports and integrate a master spreadsheet for research.

Session Objectives

Participants will be able to:

- Use Blackboard assessment data of Grade Center and embedded reporting tools to assess effectiveness of instructional strategies implemented in online, hybrid or web-supported courses.

Research Interest

- Online learning
- Cognitive science

Recent Publications

Chacon, F., Spicer, D, and Valbuena, A. (2012). Analytics in support of student retention and success. (*Research Bulletin 3*, 2012). Louisville, EDUCAUSE Center for Applied Research, 2012, <http://www.educause.edu/ecar>.

Creating Video Presentations in Blackboard Using PowerPoint

Presenter: Yolanda Gayol

Location: CLT 111

Session Description

Recorded videos increase the sense of presence and warmth of instruction supported by technology. This presentation is a hands-on workshop seeking to enrich the experience of BSU faculty by demonstrating and experiencing how easy it is to create a video-production using familiar tools such as PPTs and YouTube and making them available in Blackboard.

Session Objectives

Participants will be able to:

- Produce a video presentation to introduce themselves to students in Blackboard
- Produce a narrated PPT presenting an overview of a course to be available in Blackboard

Research Interests

- Instructional technology
- Distance education

Recent Publications

Gayol, Y. (2016). Online education in Europe. The Sage *Encyclopedia of Online Education*. CA.

Gayol, Y. (2015). Educación a distancia: teoría, investigación, diseño y evaluación. Guadalajara: Fielding Graduate University/Universidad de Guadalajara

Concurrent Sessions

Day 2 - 10:15 am - 11:45 am Thursday, January 19, 2017

Blackboard: Just the Basics

Presenter: Katrina Kardiasmenos

Location: CLT 345

Session Description

In this session, participants will learn the basics of Blackboard, BSU's Learning Management System. Blackboard can be a powerful retention tool when used properly in traditional (face-to-face) classes. Using Blackboard in this way will allow students to access important information crucial to their success, and will allow you to communicate with your students, even outside of class

Session Objectives

Participants will be able to:

- Post a class syllabus
- Set up the Grade Center and use it to record grades
- Communicate with students through announcements
- Use iCan to record attendance and manage your office hours and student appointments

Research Interest

The effects of peer mentoring on academic success and retention, and executive functioning in college students

Recent Publications

Daniel, K.M., Kardiasmenos, K.S., and Lewis-Jack, O.O. (in press). Using a multi-tiered system of support: A proposed model for incoming students at a HBCU. Setting a New Agenda for Student Engagement and Retention in Historically Black Colleges and Universities. Hershey, PA: IGI Global

Queering the Curriculum: How To Be A GLBT Inclusive Professor

Presenter: Horacio Sierra

Location: Student Center Chesapeake Room

Session Description

This presentation will be structured in the following format: 20 Minutes - Explaining GLBTQIA history, current issues, and terminology and allowing for a safe space wherein participants can ask questions about terms, issues in the news, etc. 20 Minutes - Discussing the need for a caring and supportive environment for GLBT students, especially at an HBCU, to combat student depression, ostracism, and poor academic performance. 20 Minutes - With a nod to the importance of identity politics, I will discuss ways that professors can incorporate GLBT issues into their curriculum. For example, a Computer Science professor can mention how Alan Turing, who is considered the father of computer science and artificial intelligence, was a gay man who helped the Allies crack the Nazi's intercepted coded messages during World War II. 30 Minutes - A Q&A with students from BSU's Gay-Straight Alliance where students will speak and answer questions about the importance of having professors who are aware of and inclusive of GLBT issues.

Session Objectives

Participants will be able to:

- This presentation will help professors become more inclusive on GLBT issues so that students who identify as such will encounter a supportive learning environment and excel in the classroom.

Research Interest

Renaissance literature, gender studies, popular culture

Recent Publications

Sierra, H. (2015). To sing his mistress's prayse, and let him mend': feminizing and queering Queen Elizabeth I in book III of the faerie queene. *CEAMAG Journal*. 26 (2015): 38-52.

Concurrent Sessions

Day 2 - 10:15 am - 11:45 am Thursday, January 19, 2017

Teaching Learning Styles and Multiple Intelligences to College Students

Presenters: Masica Jordan

Location: Student Center Susquehanna Room

Session Description

This session will focus on receiving and processing information and how it differs among learners. Each student has their own preferred method of learning, a wide range of intelligence, approaches about learning and the environment in which learning occurs. Each of these areas of learner individualism plays a substantial role in instructional outcomes. This training will help instructors to construct learning environments that are conducive to optimal learning and to implement teaching/learning tactics that engage a range of learning styles for instructional success.

Session Objectives

Participants will be able to:

- Demonstrate a strengths-based approach to learning
- Explore many dimensions of learning styles and methods of instruction
- Practice administering a learning style assessment

Research Interest

- **Counseling (Evidence Based Practices)**
- **Models of Recovery**

Recent Publications

Jordan, M. (2016). Adlerian counseling from a biblical perspective. Amazon.

Notes

[illegible]

Congratulations!

**Facilitators—Ayanna Lynch & Sumanth Reddy
January 2017 LOTTO Graduates**

Tibebe Assefa
Gerri Bates
Tyesha Burks
Warren Leggett
Jerome Schiele
Horacio Sierra
Rodney C. Williams
Sharon Wilks

**Facilitators — Katrina Kardiasmenos & Erica Hernandez
LOTTO 2—January 2017
Recipients to be announced**

Save these dates!!

2017 August Faculty Institute
Wednesday, August 23 & Thursday, August 24, 2017

LOTTO I

June 6, 7, & 8, 2017, (Tentative Dates)

LOTTO II

June 12, 14, 15, & 16, 2017 (Tentative Dates)

Lilly Conference in Bethesda, Maryland

June 1-4, 2017

Proposal accepted through February 15, 2017

<http://www.lillyconferences-md.com/proposals>

Magna Teaching with Technology Conference 2017—Baltimore, Maryland

October 6—8, 2017

Proposal accepted through February 27, 2017

<http://www.magnapubs.com/2017-teaching-with-technology-conference/call-for-proposals.html>



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

Dr. Eva Garin, Director

Mrs. Fran Thorn, Administrative Assistant

Special Thanks To:

President Mickey L. Burnim

Weldon Jackson, Provost and Vice President for Academic Affairs

Guy Alain-Amoussou, Associate Provost

Keynote Speaker - Dr. Wendy Belcher, Princeton University

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David Anyiwo

Jesse Bemley

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Fabio Chacon

Barbara Cheadle

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Talisha Dunn-Square

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