



Call for Proposals

Fourteenth National HBCU Faculty Development Symposium
“Enhancing Quality through Engaged Assessment & Research”
October 18-20, 2007
Kellogg Hotel and Conference Center
Tuskegee University
Tuskegee, Alabama

Proposals should be for Interactive Workshops which can fit into one hour sessions of active audience participation and demonstrations based on the theme of the conference and strands of the symposium, and should show methods used for promoting your objectives.

Strands Examples (click here for detailed descriptions)

Collaborative Models
Active Learning and Engagement
Curriculum Design and Revision
Diversity and Globalization
Learning Across the Curriculum & Learning Communities
Educational Technology
Assessment and Evaluation
Civic Engagement and Social Justice
Special Topics in Health, Natural and Engineering Sciences

A one page abstract along with a **bio-sketch**, highlighting background information related to the proposal is due on or before **March 10, 2007**. All proposals should include the following information:

Title of Presentation
The strand(s) to which it relates
The objectives of the presentation (from 2 to 5 objectives)
The method and format (single or panel presentation, audience participation or a mixture, interactive technological session); or **possible poster session**
Three to five sentence summary of the content.
Time Needed: One Hour session or Half-hour Session
Needed audio-visual equipment
If the presentation relates to software, include the name(s) and version(s) of the software.
Names and titles and complete addresses, including email, of all of the presenters

Exhibitors should call for additional information.

Notifications of acceptance of paper will be sent by **May 19, 2007**. Please submit your abstracts electronically to network@hbcufdn.org or visit the HBCUFDN website: <http://hbcufdn.org> and submit online.

For additional information, contact:

HBCU Faculty Development Network
Center for Civic Engagement and Social Responsibility
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Tougaloo, MS 39174

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"A Network of Faculty from Historically Black Colleges and Universities"

Fourteenth National HBCU Faculty Development Symposium

October 18-20, 2007

“Enhancing Quality through Engaged Assessment and Research”

Strand 1: Collaborative Models

- Professional networks to share information
- College team teaching
- Faculty mentorship for tenure and promotion
- Improve teaching and learning for special college populations
- Appropriate policies and procedures for monitoring individual student progress
- Collaborative learning models
- Instructional planning team
- Cooperative learning environment that promotes learning

Strand II: Assessment and Evaluation

- Institutional assessment
- Program and departmental assessment
- Classroom assessment that promotes learning
- Quality enhancement planning
- Accreditation assessment (NCATE, SACS, etc.)
- Exemplary assessment model programs.
- Continuous improvement
- Assessing K-12 partnerships
- Assessment of projects that predict student outcomes
- Assessment of non-academic services
- Assessment of distant education
- Assessment tools and techniques
- Aggregating and disaggregating of data for accreditation
- Campus/department assessment plans and practices
- Retention enhancement programs and strategies including Title III Programs
- Focus groups
- Classroom Assessment Techniques (CATs)
- Formative and summative assessments
- Methods of assessment
- Measurements
- Grading and testing
- Assessing general education
- Reporting and using assessment results
- Closing the loop

Strand III: Active Learning and Engagement

- Active learning strategies

- Engaging students through various methods other than lecture
- Using active learning in the classroom
- Principles of active learning
- Relationship between active learning and performance
- Problem/inquiry-based learning
- Motivating and engaging students
- Approaches for assessing student engagement
- Teaching different generations of students
- Active-learning strategies that work
- Ways to make personal connections that impact learning
- Creating climates conducive to learning in large classes
- The mechanics of successful design and implementation of active learning
- Socratic dialogue in teaching and learning
- Cooperative learning
- Collaborative learning
- Problem based learning
- Discussion groups
- Peer teaching
- Seminars
- Learning and learning styles

Strand IV: Curriculum Design and Revision

- Current trends in curriculum development
- Responding to the needs of older adult learners
- Curriculum updating
- Undergraduate research
- Program review
- Curriculum design that link industry with teaching and learning
- Responding to the educational needs of transitioning baby-boomers
- Trends in program offerings – Executive Ph.D. programs, intercession classes, etc.
- Program design
- Course design, revisions, and implementation

Strands V: Learning Across the Curriculum and Learning Communities

- Model service learning programs
- Relationship between service learning and academic performance
- Integrating Bioethics into the curriculum
- Teaching first-year college students
- Teaching the under-prepared college students
- Teaching mathematics to first-year college students
- Innovative teaching programs in science and engineering
- Cooperative learning and service learning
- Experiential learning
- Professional learning communities

- Community based participatory evaluation/research
- Learning opportunities inside and outside classroom, internships, community service, etc.
- Writing, speaking, thinking, reading, quantitative reasoning or technology across the curriculum
- Critical and reflective thinking
- Interdisciplinary/integrated studies
- Multidisciplinary learning
- Community development among students
- Curricula, residential, developmental, honors, graduate, first year, major, or co-curricular learning communities
- Team work
- Curricula connections
- Cognitive development

Strand VI: Education Technology

- Successful on-line and distant learning programs
- New ideas and approaches that link technology to learning
- Ways to assess technology based learning
- Ethical and social implications of education technology
- Integrating educational theories into eLearning
- Blogs and Podcasting
- ROI for on-line and distant learning programs
- Technology innovations in the classroom
- Instructional resources, approaches, and student outcomes
- Technological, pedagogical, library, and administrative policies and support issues
- Programs to increase an understanding of technology in the teaching/learning process
- Quality assurance, student retention, efficiency, and effectiveness of technology use your campus

Strand VII: Civic Engagement and Social Justice

- Pedagogical strategies, curricula design, and conceptual frameworks for social justice
- Advocates and civil liberties
- Service learning
- Foundations, frameworks, and curricula designs
- Experiential education
- Community service
- Community action research
- Capacity building (human, infrastructure, etc.)
- Community needs
- Environmental justice
- Minority health disparities

Strand VIII: Special Topics

- Effective faculty professional development programs
- Effective leadership programs

- Knowledge management
- Entrepreneurial leadership
- Promoting teaching and scholarships
- Faculty as change agents
- Avoiding faculty-burnout
- Post-tenure review programs
- Innovative mentoring models that involve mid-career faculty
- Writing for publication in referred journals
- Innovative programs to attract and retain students
- Innovative programs to attract and retain faculty
- Grant and contract writing
- Research

Strand IX: Diversity and Globalization

- Inclusion
- Gender
- Racism, sexism, heterosexism, anti-Semitism, ableism, classism
- Multicultural education
- Religious differences
- Study abroad programs
- International programs
- Generations in the workplace
- Engagement and trust
- Cultural diversity at the workplace

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