

**HBCU STEM Undergraduate Success Research Center  
and  
HBCU Collaborative for Excellence in Educational Quality Assurance**

# **Understanding HBCU Success: The Power of Story**

***The 2021 Joint Conference Convening***

**May 13-14, 2021 • Virtual Convening**

***Program Syllabus***



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#STEMUSxCEEQA

#STEMUSConf2021

#HBCUSTEMUS

*Funding for this conference was made possible by [in part] Grant Number HRD-2025221 and Grant Number HRD-2010676 from the National Science Foundation. The views expressed in written conference material or publications and by speakers and moderators do not necessarily reflect the official policies of the National Science Foundation, nor does mention of trade names, commercial practices, or organizations imply endorsement by the United States Government.*

# PROGRAM-AT-A-GLANCE

Thursday, May 13, 2021

9:30 am  
- 12:00 pm

**Pre Conference Concurrent Session I -**  
**CUREs Workshop**

9:30 am  
- 10:45 am

**Pre Conference Concurrent Session II -**  
**HBCU-CEEQA Convening**

1:00 pm  
- 1:25 pm

**General Session I -**  
*Opening, Occasion, and Welcome*

1:25 pm  
- 2:45 pm

**General Session II -**  
*Exploring the Data Visualization of W.E.B. Du Bois*

2:45 pm  
- 3:25 pm

**General Session III -**  
*THRIVE*

3:30 pm  
- 5:15 pm

**General Session IV -**  
*The Second Curriculum for HBCU Faculty:  
Research Methodology of the STEM US  
Research Center*

General Sessions ■ Special Sessions ■ Concurrent Sessions ■

# PROGRAM-AT-A-GLANCE

Friday, May 14, 2021

- 9:30 am | **Special Session I -**  
- 12:00 pm | *HBCU-CEEQA -*  
NILOA EIA Designation and Recent  
Experience from Member Institutions
- 11:00 am | **Special Session II -**  
- 12:00 pm | *HBCU-CEEQA - Fireside Chat*
- 1:15 pm | **Concurrent Session I -**  
- 2:15 pm | *CUREs Workshop*
- 1:15 pm | **Concurrent Session II -**  
- 2:15 pm | *Scientific Literacy Workshop*
- 1:15 pm | **Concurrent Session III -**  
- 2:15 pm | *Analytic Hub Workshop*
- 1:15 pm | **Concurrent Session IV -**  
- 2:15 pm | *Adding VALUE to the Assessment Process*
- 2:30 pm | **General Session V -**  
- 3:30 pm | *HBCUs Past, Present, and Future – Centers of  
Black Scholarship*

General Sessions ■ Special Sessions ■ Concurrent Sessions ■



# PROGRAM-AT-A-GLANCE

Friday, May 14, 2021

- |                      |   |
|----------------------|---|
| 3:45 pm<br>- 4:45 pm | Concurrent Session V -<br><i>CUREs Workshop</i>             |
| 3:45 pm<br>- 4:45 pm | Concurrent Session VI -<br><i>Analytic Hub Workshop</i>     |
| 3:45 pm<br>- 4:45 pm | Concurrent Session VII -<br><i>HBCU CEEQA Wrap Up</i>       |
| 4:50 pm<br>- 5:05 pm | General Session VI -<br><i>Acknowledgements and Closing</i> |

General Sessions ■ Special Sessions ■ Concurrent Sessions ■

# GENERAL INFORMATION

## ABOUT THE CONFERENCE

This marks the second joint conference of the HBCU STEM Undergraduate Success Research Center and the HBCU Collaboration for Excellence in Educational Quality Assurance. In alignment with the missions of both organizations, the goal of the conference is to facilitate dialogue surrounding the topic of student success in STEM at HBCUs through research and institutional effectiveness efforts. Along with this, the intent of this joint conference is to share information that will assist in the understanding of the assets supporting the success of HBCUs, along with encouraging the continuation of interdisciplinary research, by faculty members of HBCUs, that will provide a fresh perspective on broadening participation.

## ORGANIZERS

The HBCU STEM Undergraduate Success Research Center

<https://stemuscenter.org/>

The HBCU Collaboration for Excellence in Educational Quality Assurance

<https://www.msm.edu/oeoa/ceeqa/index.php>

## SOCIAL MEDIA

Please post about your experience at the 2021 Joint Convening of the HBCU STEM Undergraduate Success Research Center (STEM US) and the The HBCU Collaboration for Excellence in Educational Quality Assurance Conferences on social media using the hashtag #STEMxCEEQA, #STEMUSConf2021 and #HBCUSTEMUS.

Follow us:

Facebook	<a href="https://facebook.com/stemuscenter">facebook.com/stemuscenter</a>
Twitter	<a href="https://twitter.com/STEMUSCenter">@STEMUSCenter</a>
YouTube	<a href="https://tinyurl.com/4jnr7wfp">https://tinyurl.com/4jnr7wfp</a>

## HBCU STEM US RESEARCH CENTER STAFF

### **Curtis D. Byrd, EdD**

*Special Advisor to the Provost | Georgia State University*

### **Lawrence S. Blumer, PhD**

*Professor of Biology | Morehouse College*

### **Derrick M. Bryan, PhD**

*Director, Frederick Douglass Academic Success Center (FDASC) Associate Professor of Sociology | Faculty Development Fellow | A.D.I.S.A Fellow | Morehouse College*

### **Danielle D. Dickens, PhD**

*Assistant Professor of Psychology | Spelman College*

### **Keith M. Howard, PhD**

*Dean of Faculty and Associate Provost for Faculty Affairs | Associate Professor of Biology | Morehouse College*

### **Shondrieka N. Lamb, MS**

*HBCU STEM-US Center Associate Director | Morehouse College*

### **Rihana S. Mason, PhD**

*Research Scientist | Georgia State University*

### **Mark A. Melton, PhD**

*Dean of the School of Sciences, Mathematics and Public Health | St. Augustine's University*

### **Lycurgus L. Muldrow, PhD**

*HBCU STEM-US Center Executive Director | Morehouse College*

### **Amy S. Salter, PhD**

*Research Associate | Morehouse College*

### **Carol Shearer**

*HBCU STEM-US Center Program Manager | Morehouse College*

### **Cheryl P. Talley, PhD**

*Associate Professor of Neuroscience | Virginia State University*

### **Alicia P. Thomas, MS**

*HBCU STEM-US Center Technology Director | Morehouse College*

# GENERAL INFORMATION

## CEEQA STAFF

### **Mark Howse, Ph.D.**

*HBCU-CEEQA Chair  
Associate Vice President of Institutional  
Effectiveness and Director of Educational  
Outcomes and Assessment  
Morehouse School of Medicine*

### **Franz Reneau, Ph.D.**

*HBCU-CEEQA Co-Chair  
Director of Assessment  
Office of Academic Effectiveness  
Georgia Institute of Technology*

### **Shontell Stanford, MEd**

*HBCU-CEEQA Director of Programs and Operations  
Institutional Learning Director  
Interdenominational Theological Center*

## SPONSOR

This activity is sponsored by the HBCU STEM Undergraduate Research Center.

## FUNDING

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## DISCLAIMER NOTICE

Please be aware that by entering the conference areas, you consent to your voice, name, and/or likeness being used without compensation, in films and tapes in any an all HBCU STEM Undergraduate Success Research Center associated media, whether now known or hereafter devised for eternity, and you release the HBCU STEM Undergraduate Success Research Center, the HBCU Collaboration for Excellence in Educational quality Assurance, its agents, successors, assigns, and licenses from any ability whatsoever of any nature.



# GENERAL INFORMATION

MOREHOUSE | SPELMAN | VIRGINIA STATE



The STEM Undergraduate Success Research Center, a collaboration between Morehouse College, Spelman College, and Virginia State University, seeks to conduct a systematic and comprehensive investigation to illuminate the offerings of the diverse HBCU academic cultures, and how the associated principles impact student success. It is known that HBCUs graduate African American students majoring in STEM at higher rates than other institutions, as well as having a higher rate of STEM graduates going on to receive PhDs.

Research efforts will particularly investigate how and why HBCUs are so successful in supporting the nation's broadening participation efforts in STEM, as well as what systems or programs exist at HBCUs to facilitate this success. STEM US researchers will conduct several initial projects, including a case study of 25 HBCUs, and studies on the scientific literacy necessary for success in STEM. The research will be accomplished, in part, by using a psychological approach to examine the experiences of STEM students that are developmentally linked and culturally sensitive.

The center strives to take a comprehensive approach to research, which will include:

1. a strategy integrating research, education, knowledge transfer and outreach to understand and disseminate, at local, state and national levels, the contributions, impact, and positive legacy of HBCUs in broadening participation;
2. a common theoretical framework that exposes individual and systematic vulnerabilities while developing the institutional supports necessary to promote success and retention of students; and
3. research to support the development of evidence-based interventions that will inform mainstream education reform.

Funding for this Center was made possible, in part, through grant award HRD-2010676 and grant award HRD-1818458, from the National Science Foundation. Through this funding, the STEM Undergraduate Success Research Center looks to becoming a hub of information on student success at HBCU, while sharing the stories of broadening participation at HBCUs by HBCUs.

"Investing the institutional capacity of HBCUs and developing diverse STEM talent is part of NSF's longstanding commitment to broaden participation of groups traditionally underrepresented in STEM," said former NSF Program Director Claudia Rankins, who managed the HBCU program. "The knowledge generated by this Center will detail what practices make HBCUs successful in educating Black students in STEM, and the Center will place HBCUs at the forefront of STEM education reform."

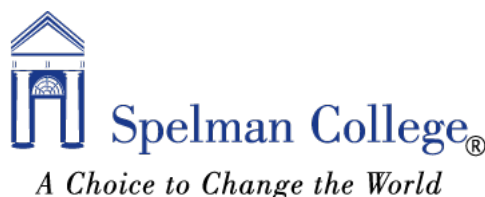


Morehouse College has been producing extraordinary leaders, visionaries and pillars of the community. Since the humble beginnings in a church basement in 1867, Morehouse established a legacy of excellence that continues to strengthen with each passing year. Famous graduates like Martin Luther King Jr and Spike Lee are joined by five Rhodes scholars as well as

congressmen, business titans, college presidents, and many more who proudly represent the Morehouse ideals.

### Mission

The mission of Morehouse College is to develop men with disciplined minds who will lead lives of leadership and service.



Founded in 1881 as the Atlanta Baptist Female Seminary, we became Spelman College in 1924. Now a global leader in the education of women of African descent, Spelman is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and we are proud members of the Atlanta University Center Consortium.

Today our student body comprises more than 2,100 students from 43 states and 10 foreign countries. Spelman empowers women to engage the many cultures of the world and inspires a commitment to positive social change through service. We are dedicated to academic excellence in the liberal arts and sciences and the intellectual, creative, ethical and leadership development of our students.

Spelman is proud of its 76 percent graduation rate (average over six years), one of the best in the nation, but our support doesn't stop once you step on stage to take your diploma. Our global alumnae network is strong, providing connections and helping hands to graduates as they begin on their path of global engagement.

### Mission

Spelman College, a historically Black college and a global leader in the education of women of African descent, is dedicated to academic excellence in the liberal arts and sciences and the intellectual, creative, ethical, and leadership development of its students. Through diverse learning modalities, Spelman empowers the whole person to engage the many cultures of the world and inspires a commitment to positive social change.



Virginia State University, an HBCU founded in 1882, is one of Virginia's two land-grant institutions and is located 20 minutes south of Richmond in the village of Ettrick.

With a current student population of approximately 4,000, the University sits atop a rolling landscape overlooking the Appomattox River with expansive views of Petersburg. Our 231-acre campus boasts 11 residence halls, 18 academic buildings and a 412-acre agriculture research facility.

### Mission

Virginia State University, a public, comprehensive 1890 Land Grant institution and historically black college/university, is committed to the preparation of a diverse population of men and women through the advancement of academic programs and services that integrate instruction, research, extension, and outreach. The University endeavors to meet the educational needs of students, graduating lifelong learners who are well equipped to serve their communities as informed citizens, globally competitive leaders, and highly effective, ethical professionals.



## HBCU Collaboration for Excellence in Educational Quality Assurance

In the Fall of 2017, the National Institute for Learning Outcomes Assessment (NILOA), the Office of Educational Outcomes and Assessment at the Morehouse School of Medicine and the Office of University Assessment at Florida Agricultural & Mechanical University teamed up to conceptualize the HBCU Collaborative for Excellence in Educational Quality Assurance (HBCU-CEEQA), a structured collaborative comprised of assessment and institutional effectiveness professionals from HBCUs. The inaugural convening of CEEQA took place June 21-22, 2018, on the historic Morehouse School of Medicine campus in Atlanta, GA. CEEQA is composed of assessment and institutional effectiveness leaders dedicated to advancing student learning, institutional quality, and student success. Our collaborative seeks to help address accountability measures while being true to HBCU missions.

### Mission

The mission of HBCU-CEEQA is to demonstrate the effectiveness of HBCUs through the use of best-practices in assessment and evaluation by leveraging the collective expertise of assessment and institutional effectiveness professionals and other stakeholders.

### Vision

The Historically Black Colleges and Universities Collaborative for Excellence in Educational Quality Assurance (HBCU-CEEQA) will be a leader in building the capacity to demonstrate the impact and effectiveness of HBCUs.

### Goals

The goals of CEEQA are to:

1. Provide a collaborative space for sharing and promoting the use of best-practices and resources in outcomes assessment and evidence-based decision making at partner HBCU institutions.
2. Enhance the use of systematic, evidence-based practices for assessment and institutional effectiveness among partner institutions.
3. Provide a platform for showcasing the culturally relevant assessment and evaluation practices that are used to tell the story and demonstrate the impact of HBCUs through scholarly output in the form of joint research, publications, and conference presentations with partner institutions.
4. Communicate the impact and effectiveness of HBCUs to internal and external stakeholders through culturally relevant processes, measures, and metrics.
5. Cultivate strategic partnerships that advance the goals and mission of HBCU-CEEQA.

# Thursday, May 13, 2021

## Pre Conference Concurrent Session I

### *CUREs Workshop*

*Lawrence Blumer (Morehouse College) and Christopher Beck (Emory University) will host a course-based Undergraduate Research Experience (CURE) workshop that will facilitate faculty developing curriculum in their courses that will provide students with an opportunity to conduct research. Dr. Blumer and Dr. Beck are national leaders in laboratory reform who have trained more than a hundred faculty in CUREs and inquiry-based laboratory methods.*

*At this workshop, participants will work to:*

- learn about the benefits of CUREs for students and faculty.*
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- learn about strategies for overcoming barriers to implementing course-based research experiences.*
- work in institutional teams to begin to develop course-based research modules for your laboratory courses.*
- discuss approaches to student assessment of course-based research experiences.*
- on the second day of the workshop, participants will have the opportunity to get feedback on their CURE ideas and will have a closing session on how to perform assessments of student outcomes.*



#### Speaker

**Lawrence S. Blumer, PhD**

*Professor, Department of Biology  
Morehouse College*



#### Speaker

**Christopher Beck, PhD**

*Professor of Pedagogy, Department of Biology  
Emory University*



**Thursday, May 13, 2021**

## **Pre Conference Concurrent Session II**

*HBCU CEEQA Convening*



# Thursday, May 13, 2021

## General Session I

### *Opening, Occasion, and Welcome*



#### Invocation

**Michelle C. Chatman, PhD,**

*Associate Professor of Crime, Justice and Security Studies  
University of the District of Columbia*



#### Speaker

**Keith Howard, PhD**

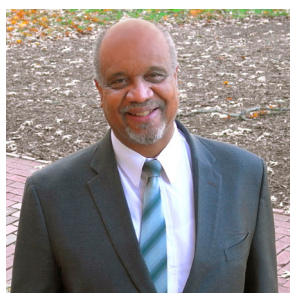
*Dean of Faculty and Associate Provost for Faculty Affairs, Office of Academic Affairs  
Morehouse College*



#### Speaker

**Mark Howse, PhD**

*Director, Outcomes and Assessments  
Morehouse School of Medicine*



#### Speaker

**Lycurgus L. Muldrow, PhD**

*Executive Director, HBCU STEM Undergraduate Success Research Center  
Morehouse College*

# Thursday, May 13, 2021

## General Session II

### *Exploring the Data Visualization of W.E.B. Du Bois*

*At the 1900 Paris Exposition, an all African-American team lead by scholar and activist W.E.B. Du Bois sought to challenge and recontextualize the perception of African-Americans at the dawn of the 20th-century. In less than 5 months, his team conducted sociological research and hand-made more than 60 large data visualization posters for a massive European audience which ultimately awarded Du Bois a gold medal for his efforts. While deeply obscure until recently, the ramification of his landmark work remains challenging and especially important in light of the Black Lives Matter movement.*



#### **Moderator**

**Franz H. Reneau, PhD**

*Co-Chair HBCU CEEQA*

*Director of Assessment, Office of Academic Effectiveness*

*Georgia Institute of Technology*



#### **Keynote Speaker**

**Jason Forrest**

*Director of Interactives*

*McKinsey & Company*

# Thursday, May 13, 2021

## General Session III

### THRIVE

*This session will provide an overview of academic pipeline programs at HBCUs, the THRIVE Index, as well as a demonstration of an interactive website that will house STEM initiatives at various institutions..*



#### Moderator

**Manisha Maurya, MS**

*Graduate Research Assistant, Critical Mentoring in STEM Lab  
Morehouse College*



#### Speaker

**Rihana S. Mason, PhD**

*Research Scientist, Urban Child Study Center, College of Education and Human  
Development  
Georgia State University*



#### Speaker

**Curtis D. Byrd, EdD**

*Special Advisor to the Provost, Office of the Provost  
Georgia State University*

# Thursday, May 13, 2021

## General Session IV

### *The Second Curriculum for HBCU Faculty:*

### *Research Methodology of the STEM US Research Center*

How to tell the story of HBCUs? In our mission we say it is through convergence research, and that is true. However it is difficult to tell a complete story of a legacy with just research. We plan to tell our HBCU story as it exists- with many facets, layers and perspectives. One theme will be resilience. In this session we explore the different ways to view resilience. Cheryl Talley, as the director of the Analytic Hub will speak from the perspective of a scientific theory of PVEST. Our STEM-US Principal Storyteller, Michelle Chatman will share from the inner vantage point of contemplative practice. Finally, Danielle Dickens will discuss resilience through interconnectedness and the value of building communities based on all our different identities. These three tellings will serve as the introductory chapter of how the Analytic Hub will serve as a Hub for impactful and rigorous scholarship through co-creation...To be continued in Session IV.



#### **Moderator**

#### **Derrick M. Bryan, PhD**

*Director, Frederick Douglass Academic Success Center (FDASC),  
Associate Professor of Sociology, Faculty Development Fellow, A.D.I.S.A. Fellow  
Morehouse College*



#### **Speaker**

#### **Cheryl P. Talley, PhD**

*Professor, Department of Psychology and Neuroscience  
Virginia State University*



#### **Speaker**

#### **Danielle D. Dickens, PhD**

*Associate Professor of Psychology  
Spelman College*



#### **Speaker**

#### **Michelle C. Chatman, PhD,**

*Associate Professor of Crime, Justice and Security Studies  
University of the District of Columbia*

# Thursday, May 13, 2021

## General Session IV (cont'd)

### *PVEST and the Analytic Hub*

#### Panel Discussion



#### **Moderator**

**Derrick M. Bryan, PhD**

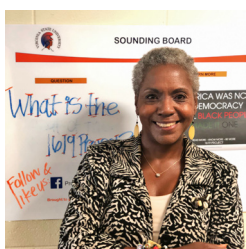
*Director, Frederick Douglass Academic Success Center (FDASC),  
Associate Professor of Sociology, Faculty Development Fellow, A.D.I.S.A. Fellow  
Morehouse College*



#### **Panelist**

**Lawrence S. Blumer, PhD**

*Professor, Department of Biology  
Morehouse College*



#### **Panelist**

**Cheryl P. Talley, PhD**

*Professor of Psychology and Neuroscience  
Virginia State University*



#### **Panelist**

**Danielle D. Dickens, PhD**

*Assistant Professor, Department of Psychology  
Spelman College*



#### **Speaker**

**Lycurgus L. Muldrow, PhD**

*Executive Director, HBCU STEM Undergraduate Success Research Center  
Morehouse College*



# Friday, May 14, 2021

## Special Session I

### **HBCU CEEQA: NILOA EIA Designation and Recent**

*The Excellence in Assessment (EIA) Designation program recognizes institutions for their efforts in using evidence from assessment to foster institutional change through intentional integration of institution-level learning outcomes assessment. The EIA designation evaluation process is directly and intentionally built from NILOA's Transparency Framework and is co-sponsored by VSA Analytics, National Institute for Learning Outcomes Assessment (NILOA), and Association of American Colleges and Universities (AAC&U). This presentation will share information on the EIA Designation and application process, as well as engage EIA designees in reflecting on lessons learned and promising practices at their respective institutions.*



#### **Moderator**

**Shontell Stanford, MEd**

*Director of Institutional Learning*

*Interdenominational Theological Center*



#### **Speaker**

**Gianina Baker, PhD**

*National Institute for Learning Outcomes Assessment*

*The University of Illinois at Urbana-Champaign*



#### **Speaker**

**Melanie Wicinski, PhD**

*Director, Office of University Assessment*

*Florida A&M University*

# Friday, May 13, 2021

## Special Session II

### *HBCU CEEQA: Fireside Chat*



#### **Moderator**

**Mark Howse, PhD**

*Chair HBCU-CEEQA*

*Director, Outcomes and Assessments*

*Morehouse School of Medicine*



#### **Speaker**

**Charles A Taylor, EdD**

*Vice President*

*The Southern Association of Colleges and Schools Commission on Colleges*

# Friday, May 14, 2021

## Concurrent Session I

### CUREs Workshop

*Lawrence Blumer (Morehouse College) and Christopher Beck (Emory University) will host a Course-based Undergraduate Research Experience (CURE) workshop that will facilitate faculty developing curriculum in their courses that will provide students with an opportunity to conduct research. Dr. Blumer and Dr. Beck are national leaders in laboratory reform who have trained more than a hundred faculty in CUREs and inquiry-based laboratory methods.*

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- discuss approaches to student assessment of course-based research experiences.*
- On the second day of the workshop, participants will have the opportunity to get feedback on their CURE ideas and will have a closing session on how to perform assessments of student outcomes.*



#### Speaker

**Lawrence S. Blumer, PhD**

*Professor, Department of Biology  
Morehouse College*



#### Speaker

**Christopher Beck, PhD**

*Professor of Pedagogy, Department of Biology  
Emory University*

# Friday, May 13, 2021

## Concurrent Session II

### *Scientific Literacy Workshop*

*This session features an online utilitarian Scientific Literacy curriculum which targets pre and early freshmen STEM majors to facilitate learning skills and behaviors necessary for successful matriculation through a college STEM major. This successful online course was developed and tested by a team of 20 professionals, over a period of 12 years with funding from 10 grants and has been presented to over 120 faculty and instructors at national conferences, institutional workshops and online webinars. This hands-on interactive workshop will consist of introducing participants to the online Scientific Literacy Center and course, and allow participants to examine and experience selected lectures, quizzes and activities. Special emphases will be placed on the Growth Mindset chapter in this course to include how to facilitate a growth mindset among your students. The Scientific Literacy Course was designed with standalone chapters or modules meaning each chapter can be taught independent of the other chapters and used in a variety of different venues. As a follow up to this conference workshop, select faculty will be written in a Center-wide proposal and contingent upon funding, given a funded opportunity to implement and study this curriculum at their institution.*



#### Speaker

**Lycurgus L. Muldrow, PhD**

*Executive Director, HBCU STEM Undergraduate Success Research Center  
Morehouse College*



#### Speaker

**Brittany Chambers, MSA**

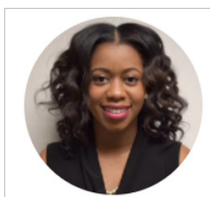
*Graduate Research Assistant  
Morehouse College*

# Friday, May 14, 2021

## Concurrent Session III

### *Analytic Hub Workshop*

*In this session, participants will be introduced to the Analytic Hub, which is the research collaboration within the STEM US Collaboration. The goal for the Analytic Hub is to produce rigorous and impactful scholarship through authentic partnerships. This session will briefly discuss the method and tools that we will use to add publications to the CV's of our participating partners, our Faculty Fellows. However, this session will focus on introducing our unique method of going beyond collaboration to co-creation. Drawing on our collective wisdom we will produce knowledge in a way that is life-giving and affirming.*



#### **Moderator**

**Amy S. Salter, PhD**

*Research Associate, HBCU STEM Undergraduate Success Research Center  
Morehouse College*



#### **Speaker**

**Cheryl P. Talley, PhD**

*Professor, Department of Psychology and Neuroscience  
Virginia State University*



#### **Speaker**

**Danielle D. Dickens, PhD**

*Associate Professor of Psychology  
Spelman College*



#### **Speaker**

**Michelle C. Chatman, PhD,**

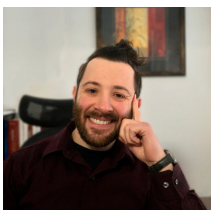
*Associate Professor of Crime, Justice and Security Studies  
University of the District of Columbia*



#### **Speaker**

**Tania Siemens, M.S**

*STEM Central Project Manager  
Association of American Colleges and Universities*



#### **Speaker**

**Stephen Scherer Ph.D.**

*Licensed Clinical Psychologist, Supervising Psychologist, DBT Program Director  
ANDRUS Mental Health Division - White Plains Clinic  
Research Consultant, RISE Psychological Services*



# Friday, May 13, 2021

## Concurrent Session IV

### *Adding VALUE to the Assessment Process*

VALUE (Valid Assessment of Learning in Undergraduate Education) is a campus-based assessment approach developed and led by AAC&U. VALUE rubrics provide needed tools to assess students' own authentic work, produced across students' diverse learning pathways, fields of study and institutions. As a recent strategic partner with HBCU-CEEQA, AAC&U will present the VALUE rubrics and the VALUE ADD tools as Open Educational Resources through an equitable lens. These Open Educational Resources are provided with a goal of ensuring students' learning is reflected, and to determine whether and how well students are meeting graduation level achievement in learning outcomes that both employers and faculty consider essential. This session will focus on displaying ways in which faculty, deans, and assessment leaders can utilize these two VALUE resources in their regular assessment process.



**Moderator**  
**Shontell Stanford, MEd**  
*Director of Institutional Learning*  
*Interdenominational Theological Center*

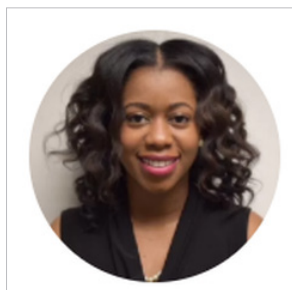


**Speaker**  
**Britt Spears, MEd**  
*Program Coordinator*  
*Association of American Colleges & Universities*

# Friday, May 14, 2021

## General Session V

*HBCUs Past, Present, and Future - Centers of Black Scholarship*



### Moderator

**Amy S. Salter, PhD**

*Research Associate, HBCU STEM Undergraduate Success Research Center  
Morehouse College*



### Keynote Speaker

**Claudia Rankins, PhD**

*Senior Research Associate  
PRISSEM Academic Services, LLC*

*Retired Program Officer,  
Directorate for Education and Human Resources, NSF*

# Friday, May 13, 2021

## Concurrent Session V

### *CUREs Workshop*

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#### Speaker

**Lawrence S. Blumer, PhD**

*Professor, Department of Biology  
Morehouse College*



#### Speaker

**Christopher Beck, PhD**

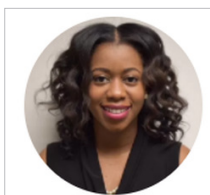
*Professor of Pedagogy, Department of Biology  
Emory University*

# Friday, May 14, 2021

## Concurrent Session VI

### *Analytic Hub Workshop*

*In this session, participants will be introduced to the Analytic Hub, which is the research collaboration within the STEM-Us Collaboration. The goal for the Analytic Hub is to produce rigorous and impactful scholarship through authentic partnerships. This session will briefly discuss the method and tools that we will use to add publications to the CV's of our participating partners, our Faculty Fellows. However, this session will focus on introducing our unique method of going beyond collaboration to co-creation. Drawing on our collective wisdom we will produce knowledge in a way that is life-giving and affirming.*



#### **Moderator**

**Amy S. Salter, PhD**

*Research Associate, HBCU STEM Undergraduate Success Research Center  
Morehouse College*



#### **Speaker**

**Cheryl P. Talley, PhD**

*Professor, Department of Psychology and Neuroscience  
Virginia State University*



#### **Speaker**

**Danielle D. Dickens, PhD**

*Associate Professor of Psychology  
Spelman College*



#### **Speaker**

**Michelle C. Chatman, PhD,**

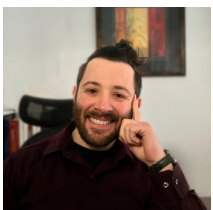
*Associate Professor of Crime, Justice and Security Studies  
University of the District of Columbia*



#### **Speaker**

**Tania Siemens, M.S.**

*STEM Central Project Manager  
Association of American Colleges and Universities*



#### **Speaker**

**Stephen Scherer Ph.D.**

*Licensed Clinical Psychologist, Supervising Psychologist, DBT Program Director  
ANDRUS Mental Health Division - White Plains Clinic  
Research Consultant, RISE Psychological Services*

# Friday, May 13, 2021

## Concurrent Session VII

### HBCU CEEQA Wrap Up Session

*Embracing What Has Never Been*

*“Every man and woman is born into the world to do something unique and something distinctive and if he or she does not do it, it will never be done”. Benjamin E. Mays*

*This session is a conversation of discernment. If we can agree with this quote, then we recognize that education is a spiritual task. Its ultimate aim is to touch the spirit of mastery, majesty, meaning and memory of both the teacher and the learner. As we now consider, in the era of a global and multiple pandemics-what has never been, can we engage one another in what we have imagined, and the ways we are moving towards recovery and repair. How do we now decide on the tools to determine the extent to which our curriculum reflect its intent? How do rethink what we capture from what is implemented in blended, hybrid and online environments that were a response to survive? And what do we now consider what learning was actually achieved in light of learners and educators still figuring out what the classroom really is? Are we convinced that our former means are still compatible with what has never been? Come on in the room, sit down with your cup and put it on table.*



#### Moderator

**Shontell Stanford, MEd**

*Director of Institutional Learning*

*Interdenominational Theological Center*



#### Speaker

**Dr. Itihari Toure, EdD**

*Director of Institutional Effectiveness*

*Interdenominational Theological Center*



**Friday, May 14, 2021**

## **General Session VI**

### ***Acknowledgements and Closing***



**Incoming Executive Director  
HBCU STEM Undergraduate Success Research Center**

**Derrick M. Bryan, PhD**

*Director, Frederick Douglass Academic Success Center (FDASC),  
Associate Professor of Sociology, Faculty Development Fellow, A.D.I.S.A. Fellow  
Morehouse College*

# Speaker/Moderator/Panelist Bios

**Amy Salter, PhD** - Dr. Amy O. Salter is a Research Associate at Morehouse College. Dr. Salter earned her B.A. in Biology and B.S. in Sociology from Howard University. She served as a high school science teacher in the public school system for 5 years while earning her master's and doctoral degrees from Georgia State University in Science Education and Educational Psychology, respectively. As an educational psychologist and learning scientist, Dr. Salter is deeply interested in understanding and evaluating the behavior, learning, and development of marginalized populations through equitable, critical, and culturally responsive frameworks. Her work in equity-centered STEM research and assessment continues through her role as a "campaigner", specifically writing and researching for the NSF-funded Science Education Campaign for Research, Equity & Teaching (SECRET). In 2020, Dr. Salter was awarded a National Science Foundation grant to investigate the culturally responsive mentoring practices in HBCU undergraduate research experiences. This NSF-funded (#2011841) mixed methodology broadening participation research project aims to generate approaches and guidelines to facilitate the replication of a culturally relevant mentoring model for STEM undergraduate research experiences at HBCUs and other contexts. She is the speaker behind the TEDx talk "Mentorship in STEM for Social Change" and spends her days outdoors with her husband and two children. Follow Dr. Amy Salter on [Twitter](#) @amyosalter.

**Britt Spears, MEd** - Britt Spears is a Higher Education professional with a passion for assessment through an equity-based approach. She truly believes that the evaluative process of learning is just as important as the learning itself. Britt is a graduate of Prairie View A&M University (B.S.) and holds a Master's in Higher Education and Student Affairs. It is also a passion of hers to study student learning at MSIs, specifically HBCUs. Currently, she serves as the Program Coordinator of VALUE through the Office of Curricular & Pedagogical Innovation of the Association of American Colleges and Universities (AAC&U).

**Brittany Chambers, MSA** - Brittany Chambers is a Graduate Research Assistant and PEER Fellow with the HBCU STEM-US Research Center. Ms. Chambers earned her B.A in African and Afro-American Studies from the University of North Carolina at Chapel Hill and a B.A in History (with a concentration in Secondary Education) and MSA (with a concentration in Educational Leadership) from North Carolina Central University. Ms. Chambers served as a middle school social studies teacher and a high school assistant principal in Durham, NC, prior to pursuing her Ed.D. in Higher Educational Leadership at Clark Atlanta University. In 2019, Ms. Chambers co-authored her first publication centered on STEM education and has since co-authored a total of six, peer-reviewed articles and three presentations within the STEM-US center. As a developing educational research scientist, Ms. Chambers is interested in understanding the contextual factors that make-up positive mentoring relationships for diverse African American students as they persist and achieve within STEM fields and how this mentoring relationship shapes their overall academic identity as a student.

**Charles A. Taylor, EdD** - Dr. Charles A. Taylor has worked in Higher Education for over 30 years. Dr. Taylor is currently in his ninth year as Vice President at Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Before joining the Commission, Dr. Taylor was President of Bauder College, a four-year private college in Atlanta, GA. Other President positions held; St. Philips College, an HBCU Institution, in San Antonio, Texas and Thomas Nelson Community College in Virginia. Dr. Taylor was also Chancellor of a multi-college system in the state of Washington. He has held a number of senior administrative positions throughout the U.S. such as Senior Vice Chancellor/ Chief Operating Officer, Vice President of Student Affairs, Dean of Students, etc. He has been a faculty member at a number of institutions including Loyola University of Chicago and Assistant Professor at Chicago State University. Dr. Taylor holds a Doctorate from Loyola University of Chicago and an Honorary Doctorate from Old Dominion

University in Virginia. He has a Masters of Science from Johns Hopkins University and Bachelor of Science from University of Maryland, Baltimore County. He resides in Atlanta, Georgia with his wife Dr. Scheherazade R. Taylor. They have 4 children.

**Cheryl P. Talley, PhD** - Dr. Cheryl Talley examines factors that lead to lasting behavioral change, specifically those related to high academic achievement. In published studies and projects funded by the National Science Foundation, Dr. Talley and her colleagues have sought to reveal the role that affective factors such as academic identity and emotional regulation play in student success. With her training in affective neuroscience, Dr. Talley utilizes various cognitive strategies, including mindfulness training to help students develop strong academic identities and associated behaviors. Project Knowledge, the successful freshmen intervention that was developed at Virginia State University was based on a theoretical model created by Dr. Margaret Beale Spencer, the Phenomenological Variant of the Ecological Systems Theory (PVEST) and is now being adapted for mentoring high school students.

Findings from Project Knowledge are also being used to inform interventions in other disciplines through collaboration with several departments at Virginia State as well as an international compendium focusing on values-based education, based in Singapore.

**Christopher Beck, PhD** - Dr. Christopher Beck is a professor of pedagogy in the Department of Biology at Emory University. He was co-PI of an NSF-funded Research Coordination Network in Undergraduate Biology Education focused on incorporating authentic research experiences in introductory biology laboratory courses. The project has worked with 149 faculty from 69 different institutions. Currently, Beck and co-presenter, Lawrence Blumer lead an NSF-funded CURE project on the microbiome of bean beetles. Beck and Blumer presented a faculty development workshop on CUREs for a consortium of HHMI grant recipients in 2014. Beck also facilitated a CUREnet workshop at Bowie State University in 2014. Beck and Blumer co-presented the CURE workshop at the 2019 STEM-US conference.

**Curtis D. Byrd, EdD** - Dr. Curtis Byrd has over 25 years of experience in faculty and student diversity and inclusion programming. Currently he serves as the Special Advisor to the Provost on Diversity, Equity and Inclusion, coordinating DEI efforts for academic affairs at Georgia State University. He serves as a research consultant for the HBCU STEM Undergraduate Success Center at Morehouse College, where he assisted with a successfully funded nine million-dollar NSF grant proposal in 2020. Prior to this he served as the Assistant Dean of Graduate Studies at Clark Atlanta University. In the 2000s he served as Director of the McNair Scholars Program at University of Florida and Georgia State University and was the Director of Minority Graduate Recruitment and Retention at the University of Georgia.

Dr. Byrd is the co-author of the Lever Press publication (May 2021) titled Academic Pipeline Programs- Diversifying Pathways from the Bachelors to the Professoriate. Dr. Byrd earned both his B.S. in Psychology and M.Ed. in Higher Education at Iowa State University. In 2016 he graduated with his Doctorate in Education (Ed.D.) in Adult Leadership Education from the University of Georgia.

**Claudia Rankins, PhD** - Dr. Claudia Rankins is a senior research associate for PRISSEM Academic Services, LLC, where she conducts faculty development and research development consulting activities, specifically aimed towards faculty at Historically Black Colleges and Universities (HBCU) pursuing National Science Foundation (NSF) funding in science, technology, engineering, and mathematics (STEM) and STEM education fields.

Dr. Rankins recently retired from the National Science Foundation where she served as a Program Director

in the Directorate for Education and Human Resources. She directed the Historically Black Colleges and Universities Undergraduate Program and the HBCU Excellence in Research program. Prior to this post, Dr. Rankins served at Hampton University for 22 years in a number of capacities, including endowed university professor, chair of the department of physics, assistant dean for research, and dean of the School of Science.

Her formal education includes military training, certification as translator and interpreter for German, French and English, a B.S. in Mathematics from Christopher Newport University, an M.S. in Statistics from Old Dominion University, an M.S. in Physics and a Ph.D. in Physics both from Hampton University.

Dr. Rankins is an advocate for STEM education and research at Historically Black Colleges and Universities. Her current research interests center around the history of STEM at these institutions. Her research in theoretical particle physics focused on the development of a model to describe distribution amplitudes and form factors of pseudoscalar mesons. Dr. Rankins is the co-founder of the Society of STEM Women of Color, Inc.

**Danielle Dickens, PhD** - Dr. Danielle Dickens is an Assistant Professor in the Department of Psychology at Spelman College. Dr. Dickens earned her B.A. in psychology from Spelman College, and her M.S. and Ph.D. from Colorado State University in Applied Social and Health Psychology. As a Black feminist social psychologist, she leads a program of research that uses quantitative and qualitative methodologies to examine stereotypes, discrimination, and intersections of race, gender, class, and age in the U.S. with an emphasis on Black women, in the workplace, higher education, and STEM. Particularly, she is an expert in understanding how experiences of discrimination results in a coping strategy known as identity shifting, the conscious or unconscious process of altering how one speaks and acts in order to mitigate the negative outcomes of discrimination, particularly among Black women. In 2018, Dr. Dickens and her colleague at Winston Salem State University were awarded a National Science Foundation grant to explore identity shifting among Black women in STEM education. In 2019, she received the American Psychological Association (APA) Teaching of Psychology of Women Award and the 2020 APA Psychology of Black Women Foremothers Mentorship Early Career Award. In all, her teaching and research aims to contextually position and understand the lived experiences of Black women in the U.S, to identify effective strategies to reduce inequalities, and improve their career development and mental and behavioral health outcomes

**Derrick M. Bryan, PhD** - Dr. Derrick M. Bryan is an Associate Professor of Sociology, current Director of the Frederick Douglass Academic Success Center (F.D.A.S.C), and incoming Executive Director of the HBCU STEM Success Undergraduate Research Center at Morehouse College. He obtained his Doctorate in Sociology from The Ohio State University, along with his Bachelor of Arts in Sociology from Morehouse College. Dr. Bryan maintains long-standing research and teaching interests in education, the family, gender, inequality, and quantitative methods. He has also carried on additional research that focuses on the life course of men on the margins of families and the work force. Further, as a result of societies current state due to the coronavirus pandemic, his current research will expand to look at the intersection of class and race in the long-term educational attainment effect of COVID-19 for minority populations.

**Franz Reneau, PhD** - Dr. Reneau is the Director of Assessment in the Office of Academic Effectiveness at Georgia Tech. In his current role, he is responsible for providing leadership and oversight of the Institute's academic assessment processes and those related to the deployment, analysis, and reporting of key Institute level surveys. Dr. Reneau also chair's the Institute Level Assessment Council, a body charged with the responsibility of developing and fostering a culture of continuous improvement across the Institute. Reneau has more than a decade of successful, innovative higher education experience within the institutional effectiveness space, including experiences in college student retention efforts, academic advising, and program and project evaluation. Throughout his career, he has conducted numerous

accreditation self-study reviews and has supported many academic and non-academic programs in their re-accreditation preparation. A native of Belize, Reneau is committed to student success and the use of data to inform higher education decision-making. Dr. Reneau has a PhD in Higher Education Leadership from the University of New Orleans.

**Gianina Baker, PhD (she/hers)** - Dr. Gianina Baker is the acting director at the National Institute for Learning Outcomes Assessment (NILOA), a resource-research institute founded to discover, document, and disseminate effective assessment of student learning practices at colleges and universities. NILOA's work on the relationship between equity and assessment helped to start a national conversation on equity-centered assessment practice. Dr. Baker holds a PhD in Educational Organization & Leadership with a Higher Education concentration from the University of Illinois, a M.A. in Human Development Counseling from Saint Louis University, and a B.A. in Psychology from Illinois Wesleyan University. Her research interests include student learning outcomes assessment at Minority Serving Institutions, access and equity issues for underrepresented administrators and students, assessment in athletics, and higher education policy.

**Itihari Toure, EdD** - Itihari Toure EdD. currently works with the Interdenominational Theological Center (ITC) in Atlanta, Georgia as faculty in the Master of Arts Religion and Education degree program and Director of the Sankofa Center for Data Evaluation and Quality Enhancement (QEP). As Director of the Sankofa Center, Dr. Toure is the institutional effectiveness and accreditation liaison officer for the ITC. She is owner and lead consultant of the Sankofa Center for Strategic Planning and Evaluation currently developing curricula and evaluation for the Samuel DeWitt Proctor Conference (SDPC) Inc. based in Chicago. Itihari Y. Toure has worked in the field of education, the Black church, and with Black women in ministry since 1975. As an African centered educator, Itihari Toure served as the program coordinator for Black Women Ministerial Leadership program (BWML) for the Office of Black Women in Church and Society founded by Dr. Jacquelyn Grant, a grants writer for several funded programs including: the Womanist Scholars program at the ITC. Her tenure as religious education director at First African Presbyterian church in Lithonia, Georgia, resulted in the CFABS curriculum which included Ancestral Walks, Per Ankh House of Life Series, and the CARE Youth Apprenticeship. Her recent efforts launched "The Souls of Black Girls" an education and action platform for netweaving existing advocates, agencies and organizations addressing the intersecting realities facing Black girls and Women.

**Jason Forrest** - Jason Forrest is a data visualization specialist, writer, and designer living in New York City. He is the director of interactive data visualization for McKinsey and Company's COVID Response Center. In addition to being on the board of directors of the Data Visualization Society, he is also the editor-in-chief of Nightingale: the journal of the Data Visualization Society. He writes about the intersection of culture and information design and is currently working on a book about pictorial statistics.

Social:

<https://twitter.com/Jasonforrestftw>

<https://www.linkedin.com/in/jasonforrestftw>

**Keith M. Howard, PhD** - Keith Miles Howard is the Dean of Faculty and Associate Provost for Faculty Affairs at Morehouse College. Dr. Howard is also an associate professor of Biology and a Plant Pathologist by training whose research interests are Host-Parasite Interactions in plants and natural product chemistry.



Dr. Howard earned a Ph.D. in Plant Pathology at The Ohio State University. Following the completion of studies at Ohio State, Howard began a post-doctoral position with the United States Department of Agriculture in Peoria, Illinois where he studied the use of biological control agents to minimize pesticide usage in the environment. Howard was subsequently hired as the first African American research plant pathologist at the center. In order to satisfy his desire to teach at an HBCU, Howard joined the Biology faculty at Morehouse College in 1991.

Besides conducting research in his discipline, Dr. Howard teaches a lecture and laboratory course in Plant Sciences. One of his favorite courses to teach is African Ethnobotany, which has also been offered in Ghana, West Africa. He loves assisting students connect the dots in class to achieve their “aha” moment.

As an administrator, Dr. Howard seeks to improve the level and quality of engagement between all constituencies at the college. In particular, Howard is interested in facilitating institutional transformation to enhance STEM education for students of color. In his spare time, Keith relaxes by listening to jazz, and white-water rafting. He is married to a beautiful wife, Gina, and has two wonderful daughters, Brittney and Briana.

**Lawrence S. Blumer, PhD** - Lawrence S. Blumer joined the faculty at Morehouse College in 1990. He earned his PhD from the University of Michigan in 1982 and previously taught at Michigan, The Ohio State University and Kenyon College. Blumer teaches undergraduate courses in ecology, environmental studies, introductory biology, and introductory-level course-based research experience laboratories. He has been a participant in the HHMI Science Education Alliance PHAGES program since 2011. His current research is focused on undergraduate laboratory curriculum development, assessing teaching-learning innovation and insect behavioral ecology. Currently, Blumer is co-principal investigator on two National Science Foundation research grants. An Improving Undergraduate STEM Education Grant, Collaborative Research - The Bean Beetle Microbiome Project: A Research-Education Collaboration; and an HBCU-Undergraduate Program Grant, Broadening Participation Research Center: HBCU STEM Undergraduate Success Research Center. Blumer has authored or co-authored 50 peer-reviewed publications including 15 in the past 5 years. Five of these recent publications were on STEM education research studies. In the past 5 years, Blumer has made 15 invited presentations, including faculty development workshops and poster presentations at scientific conferences. He co-authored and continues to maintain a dedicated website for information about the bean beetle model system ([www.beanbeetles.org](http://www.beanbeetles.org)) and resources for the current Bean Beetle Microbiome Project. He was the 2007 recipient of the Vulcan Materials Company Teaching Excellence Award at Morehouse College. Blumer also is a past President of the Association for Biology Laboratory Education (2011-2013) and remains an active member of the ABLE Board of Directors.

**Lycurgus L. Muldrow, PhD** - Dr. Lycurgus Muldrow received his Ph.D. in Cell and Molecular Biology from the University of Tennessee and did postdoctoral training at Morehouse College. He is currently the Director of Integrative Activities at Morehouse College, as well as the Director of the Morehouse College Makerspace Exploration Center, and the HBCU STEM Undergraduate Success Research Center (STEM US). Dr. Muldrow has a 32-year track record of implementing and running large, complex projects, and managing large teams of individuals including being the former director of a research institution. During his twelve-year tenure at Morehouse College he has successfully authored and received 16 broadening participation implementation and research grants. Muldrow is peer-review published in the area of education research and has authored three educational websites including the comprehensive Scientific Literacy Center. The Scientific Literacy Center contains an online Scientific Literacy course which is currently being scaled to other HBCUs. This course targets pre and early freshmen STEM majors and has a proven track record of increasing retention.

**Manisha Maurya, MS** - Manisha Maurya is a graduate research assistant at the Critical Mentoring in STEM Lab at Morehouse College. She is currently working on earning a doctorate in educational policy studies at Georgia State University. She has an M.S. in education from Florida State University, along with a B.S. in chemistry and a B.A. in Spanish from Georgia State University. During her time off, she likes to travel as much as she can around the globe (if possible).

**Mark Howse, PhD** - Mark Howse serves as the Associate Vice President of Institutional Effectiveness and Director of Educational Outcomes and Assessment at the Morehouse School of Medicine (MSM). Dr. Howse has nearly two decades of successful, innovative higher education experience. He has served in several instructional and leadership positions, including faculty and administrative positions at both public and private institutions. Before joining MSM, Dr. Howse served as the Director of University Assessment and Academic Initiatives under the Office of Academic Affairs at Florida Agricultural and Mechanical University.

The Nashville, Tennessee native holds a Bachelor of Science (BA) Degree from Middle Tennessee State University (MTSU) where he double-majored in Aerospace and Mathematics. Dr. Howse also earned a Master of Science (MS) Degree in Mathematical Sciences from MTSU. He went on to his doctoral work at the Florida State University in Tallahassee, Florida, earning his Doctor of Philosophy (Ph.D.) Degree in Curriculum and Instruction.

Dr. Howse has over 15 years of experience as a faculty member, teaching courses in mathematics, education, research methods, and curriculum and assessment at the undergraduate and graduate levels. He also has several scholarly publications and has presented at many state, regional, and national conferences. During his professional career, Dr. Howse has secured and managed more than four million dollars in grant funding and has served as Principal Investigator, Co-Principal Investigator, and Evaluator for National Science Foundation, National Oceanic, and Atmospheric Administration, and U.S. Department of Education grants.

While his training and experiences relate broadly to assessment and evaluation across all disciplines, Dr. Howse's recent efforts have focused on the effectiveness of medical education for academic health science centers. He specializes in program evaluation and review, as well as the use of data to improve the programs and services of institutions that prepare the next generation of health care providers, public health professionals, and health administrators

**Melanie Wicinski** - Melanie Wicinski is the Director of the Florida A&M University Office of University Assessment. In 2020, her and her team's efforts allowed Florida A&M University to be named a 2020 Excellence in Assessment designee. She has worked in the assessment field for over 5 years. She earned her PhD in Curriculum and Instruction, Adult Education from University of South Florida; Master's in Education from University of Florida; and a Bachelor of Science from Florida State University. She is an Assistant Editor with the Journal of Global Education and Research.

**Michelle Chatman, PhD (she/her)** - Dr. Michelle C. Chatman (she/her) is an Associate Professor in the Crime, Justice, and Security Studies Program at the University of Columbia. Dr. Chatman is an anthropologist whose interdisciplinary research is broadly focused on creating conditions of justice, health, and thriving for Black youth, families, and urban communities. She has published in the areas of gentrification, Black women's health, youth violence prevention, and contemplative pedagogy.

Dr. Chatman serves as board president for the Center for Contemplative Mind in Society (CMind) and also sits on the board of the Mindfulness in Education Network (MiEN). She is an alumnus of the Interdisciplinary Research Leaders Program, where she designed and piloted Youth MIND, a healing-centered and mindfulness-based youth development program. Her current research, Ancestral

Computing for Sustainability, an NSF funded collaborative study with three other BIPOC serving Institutions, explores the use of ancestral knowledge systems to decolonialize computer science education and create positive learning ecologies for women of color in STEM.

Dr. Chatman lectures globally on the use of contemplative approaches to help dismantle systems of harm and foster belonging, equity, and liberated learning. She is the founder of The Black Mindfulness Summit, an annual convening of Black contemplative practitioners from the African Diaspora. Her TEDx talks, *How Africa Changed My Life* and *Healing the Harm in Schools*, have been widely viewed. She earned her doctorate at American University in Washington, D.C.

**Rihana S. Mason, PhD** - Rihana S. Mason is a research scientist the Urban Child Study Center (UCSC) at Georgia State University and the co-founder of the Academic Pipeline Project, LLC. She has 20 years of combined experience as a researcher, professor, evaluator and a mentor. Dr. Mason has a PhD in Experimental Psychology from the University of South Carolina. Dr. Mason is an alumna of Spelman College. Dr. Mason is the current president of the Southeastern Psychological Association and serves as a member of Psi Chi's diversity advisory committee. She is the co-author of *Academic Pipeline Programs: Diversifying the Bachelors to the Professoriate*.

**Shontell Stanford, MEd** - Shontell Stanford serves as the Director of Institutional Learning for the Interdenominational Theological Center. She also serves as the Director of Program and Operations for the HBCU Collaboration in Educational Excellence and Quality Assurance (HBCU-CEEQA). Ms. Stanford has over 20 years of experience as an assessment and accreditation compliance professional. Ms. Stanford has proven herself to be a successful practitioner and subject matter leader in the areas of assessment plan development, program review, course evaluations, curriculum development, assessment mapping, and implementing assessment technology tools. Additionally, Ms. Stanford has experience in reporting to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Transnational Association of Christian Colleges and Schools (TRACS) and Liaison Committee on Medical Education (LCME).

Before joining the historical theological institution, Ms. Stanford was the Curriculum Manager for the division of Graduate Education in Biomedical Sciences at Morehouse School of Medicine (MSM), also an HBCU. She also previously served as an Assistant Director of Programs and Curriculum Management at Emory University School of Medicine. Ms. Stanford enjoys scholarly engagement and has presented at several local and national conferences such as the White House Initiative on HBCUs, the Southern Group on Educational Affairs, and the National Council on Measurement Education. Ms. Stanford earned a Bachelor of Science in Human Relations, a Master of Education-Instructional Design and is pursuing a Doctorate in Higher Education Administration and Leadership.


**Stephen Scherer** - Dr. Scherer graduated from Virginia State University's Clinical Health Psychology Ph.D. program in 2015. He completed his clinical fellowship at Julia Dyckman Andrus Memorial and became a Clinical Supervisor and Director of their Dialectical Behavior Therapy program since 2018. Dr. Scherer developed the Personal Factors that Influence Academic Behaviors (PIAB) assessment, which serves as the foundation of the STEM-US assessment, currently in development. His research interests include contemplative practice, emotion regulation, and academic success. Dr. Scherer in addition to his published research and books, he has developed and provided numerous trainings, seminars, and workshops in the areas of clinical psychology, self-care and compassion fatigue/burn out, and the impact of psychosocial factors on academic success.

**Tania Siemen** - Tania Siemens serves as the STEM Central Community Manager as part of the Office of Undergraduate STEM Education, at the Association of American Colleges and Universities. In this role Tania provides strategic and practical leadership, management, development, and coordination of the STEM Central Project, and she researches, develops, and implements novel STEM Central leadership initiatives designed to build capacity for leading on-line communities. Tania has over 16 years of experience in science, education, and engaging communities. She obtained an MS from Cornell University where she studied the Ecology and Management of Invasive Plant Species on the Galapagos Islands, Ecuador. While at Cornell Tania held a NSF GK-12 Fellowship in which she partnered with High School Science teachers to develop and implement inquiry-based science labs and field experiences. Tania worked at The Nature Conservancy for five years from 2006-2011 as an Invasive Species Project Coordinator where she developed and coordinated citizens, scientist, and invasive species managers in Early-Detection and Rapid Response networks. Currently, Tania also works part time for Oregon Sea Grant at Oregon State University where she coordinates a regional initiative to collaboratively address aquatic invasive species educational and management efforts.

# NOTES







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