



Faculty Resource Network
at New York University



2021 FRN NATIONAL SYMPOSIUM

Redesigning Higher Education After COVID-19

NOVEMBER 19 – 20, 2021
ONLINE VIRTUAL EVENT

#FRNSymposium2021



OUR CORE TEAM

De Angela L. Duff
Associate Vice Provost

Trace Jordan
Director of Special Projects

Autumn Bush
Program Manager

César Rodríguez
Web Content Manager

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Consultant

About the Faculty Resource Network

The Faculty Resource Network (FRN) at New York University (NYU) was established in 1984 to address the challenge confronting smaller liberal arts institutions to provide their faculty members with professional development opportunities in the face of limited human and financial resources. Today, the FRN is an award-winning, nationally recognized faculty development initiative serving over 20,000 faculty members who teach more than 200,000 undergraduate students at institutions across the country. Member institutions include NYU and colleges and universities spanning 16 states, the Commonwealth of Puerto Rico, and Europe. The FRN is also closely linked to The Leadership Alliance consortium based at Brown University.

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Redesigning Higher Education After COVID-19

The abrupt transition to remote instruction was a learning experience for both professors and students. Many faculty members with no previous experience of online teaching have learned new tools and strategies for remote instruction. How did this shift to remote instruction change what and how we teach and how students learn? What features of online or asynchronous instruction should we retain after our return to the classroom?

Student mental health and wellness is a growing focus on college campuses, but the forced isolation of the pandemic exacerbated the personal challenges that many students are experiencing. What lessons have we learned from our COVID-19 experience about designing comprehensive and flexible wellness support for students?

The COVID-19 pandemic created enormous stresses in the lives of faculty members. Many professors had to multitask their teaching, research, and administrative obligations with caring for children at home who were displaced from school. In the post-pandemic academy, how can we support faculty work-life balance, encourage professional advancement, and prevent burnout?

Friday, November 19 – Saturday, November 20, 2021

ONLINE VIRTUAL EVENT

The COVID-19 pandemic has profoundly disrupted higher education. The principal mission of colleges and universities--teaching and learning--was thrown into disarray by the sudden closure of campuses and the dislocation of faculty members and students. Classes were abruptly shifted online, which required both professors and students to quickly adjust to a new learning environment. Communication switched from in-person conversations to online Zoom meetings, which sustained connection but reinforced our sense of personal separation. The COVID-19 pandemic aimed a revealing spotlight on issues in higher education that were always present but were now brought more fully into view, such as concerns about student wellness and faculty work-life balance.

We are now approaching the two-year mark of this educational transformation. There are hopeful signs of declining COVID cases nationwide and an increase in the number of COVID vaccinations. But what will higher education look like after COVID-19? What lessons have we learned from our pandemic experience that can stimulate us to reshape higher education in a way that is better at fostering student learning and supporting faculty advancement? This FRN Symposium provides an opportunity to reflect on our COVID-19 experiences and chart a new course for redesigning higher education for our post-pandemic future.

During the height of the COVID-19 pandemic, we also witnessed a global reckoning with racial injustice. Protests organized by Black Lives Matter highlighted the disproportionate use of force by law enforcement against people of color. As higher education readjusts to life after COVID-19, how can colleges and universities foreground the importance of social justice in the curriculum?

The transformational experience of COVID-19 provides opportunities for faculty members to take a leadership role as change agents. How can we encourage and support the faculty at our institutions to engage with the vital mission of redesigning higher education for a post-pandemic world?

Colleges and universities are traditionally organized in academic departments that value and reward specialized disciplinary knowledge. However, the COVID-19 pandemic is a complex, interdisciplinary problem that requires the integration of insights from the natural sciences, social sciences, humanities, and arts. Can COVID-19 provide a model for disrupting the traditional boundaries between disciplines and providing students with the tools to tackle complex, real-world challenges such as global pandemics, climate change, social justice, and many others?

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TRANSFORMATION

Schedule At-A-Glance

Redesigning Higher Education After COVID-19

Online Virtual Event

Please note, posted event times are Eastern Standard Time (EST)

FRI
19

Welcome Remarks

9:15 – 9:25 a.m.

⊕ De Angela L. Duff, New York University

Plenary Panel Discussion

Our Shifted Roles as Change Agents in Higher Education Due to COVID-19

9:30 – 10:45 a.m.

- ⊕ Renee Evans, University of Miami
- ⊕ Dr. Dezette Johnson, Johnson C. Smith University
- ⊕ Dr. Beverly Kahn, Farmingdale State College
- ⊕ Samantha Martinez-Mendoza, Montclair State University
- ⊕ Dr. Yolanda W. Page, Dillard University (Moderator)

Professional Development Workshop

Trauma Informed Pedagogy and Inclusive Teaching

11:30 a.m. – 1:30 p.m.

⊕ Dr. Mays Imad, Pima Community College

Closing Remarks and Schedule Overview

1:35 – 1:45 p.m.

SAT
20

Introductory Remarks

10:00 – 10:10 a.m.

⊕ Dr. Eartha Lee Johnson, Dillard University

Keynote Address

Navigating Higher Education's New Normal

10:15 – 10:45 a.m.

⊕ Dr. Roland N. Bullard, Jr., Dillard University

Plenary Roundtable

Faculty Well-Being

11:00 a.m. – 12:00 p.m.

⊕ Dr. Rosalie Richards, Stetson University

Break / Lunch

12:00 – 1:00 p.m.

Breakout Sessions 1-5

1:15 – 2:15 p.m.

Breakout Sessions 6-10

2:30 – 3:30 p.m.

Breakout Sessions 11-14

3:45 – 4:45 p.m.

Closing Remarks

4:50 – 5:00 p.m.

Detailed Schedule

Friday, November 19

All events will take place online.
Each session will have its own unique link.

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Plenary Panel Discussion

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⊕ Dr. Dezette Johnson, Johnson C. Smith University
⊕ Dr. Beverly Kahn, Farmingdale State College
⊕ Samantha Martinez-Mendoza, Montclair State University
⊕ Dr. Yolanda W. Page, Dillard University (Moderator)

This discussion will explore ways to move forward as change agents with the lessons learned from our pandemic experience to foster continued student learning and support for faculty advancement. This plenary panel will feature voices from students, administrators, faculty, and staff.

Professional Development Workshop

Trauma Informed Pedagogy and Inclusive Teaching

11:30 a.m. – 1:30 p.m.

⊕ Dr. Mays Imad, Pima Community College

In this session, participants will briefly consider the neuroscience of toxic stress and its impact on our ability to engage, connect, and learn. How will we continue to welcome our students and colleagues to our institutions and classrooms this fall and beyond? What can we as educators possibly do to help attend to the mental health needs of students and ameliorate their exhaustion and distress, while at the same time, intentionally engaging in self-care? We will examine the principles and practical examples of trauma-informed approaches and reflect on the connections between trauma-informed education, healing, and restorative justice.

Closing Remarks and Schedule Overview

1:35 – 1:45 p.m.

Detailed Schedule

Saturday, November 20

All events will take place online.
Each session will have its own unique link.

SAT
20

Introductory Remarks

10:00 – 10:10 a.m.

⊕ Dr. Eartha Lee Johnson, Dillard University

Keynote Address

Navigating Higher Education's New Normal

10:15 – 10:45 a.m.

⊕ Dr. Roland N. Bullard, Jr., Dillard University

Plenary Roundtable

Faculty Well-Being

11:00 a.m. – 12:00 p.m.

⊕ Dr. Rosalie Richards, Stetson University

Faculty development is a caring profession and our roles as faculty developers are changing in the face of a global coronavirus pandemic. We are deeply committed to fostering environments where faculty thrive and thus, in learning what faculty need to sustain their work. We all have thoughts and concerns about this sustained engagement with loss — a raging pandemic, balancing life and livelihood, civil unrest, economic instability, increased emotional labor, isolation, caring for others, new teaching delivery methods for some, and more. Thankfully, there may be some light at the end of this long tunnel.

The FRN National Symposium will be hosting a braintrust for faculty developers and others, led by Dr. Rosalie Richards, to connect, listen, and support each other through this unprecedented and uncertain time. This session will offer an opportunity for crowd-sourcing and community-building by engaging in the act of deep listening as we share practices in our roles as well as thoughts and feelings about our roles. The session is designed to allow the work to emerge from participants who are present in the space. The facilitated circle practice uses a three-prompt protocol in which each participant takes one turn (or passes) to respond to a prompt and to listen closely to others.

Break / Lunch

12:00 – 1:00 p.m.

Breakout

Session

1

2

1:15 - 2:15 p.m.

From Curriculum to Career Fairs: Redesigning a Career Pathways Initiative

Dr. Cleo Allen, Dr. Sonia Cooper, and Dr. Casey Schreiber
Dillard University

A panel of Dillard University faculty and staff will take participants through challenges and innovative solutions deployed when the global pandemic disrupted a university-wide Career Pathways Initiative (CPI). The CPI seeks to produce “students ready to learn and graduates ready to earn” through a 3-pronged approach: curricular enhancement, co-curricular engagement, and intentional guided pathways. Instead of cancelling initiatives due to COVID, faculty were called upon to adjust their strategies. Panelists will highlight how faculty responded to online course module development, the adoption of new software to aid virtual career fairs, and the importance of keeping a growth mindset. Virtual events, online career course modules, and unique opportunities for faculty development will likely endure even after our institutions move away from covid protocols and return to a more traditional education environment. This panel offers tips and solutions as participants learn from our successes and setbacks.

Planning for Student Success in the Post-COVID World

Dr. Ebony Turner, Dillard University

Dillard University, Howard University, and Morgan State University, the HBCU Student Success Consortium (HBCUSS), embarked upon a three-year project to implement institutional policies and practice to 1) increase attainment for all students, and 2) reduce attainment gaps. Through this project, Dillard optimized and institutionalized advising and academic support services through the campus-wide adoption of a predictive analytics platform developing and implementing academic support programs that targeted Pell Grant recipients whose attainment levels are not equal to those of the overall undergraduate population. This presentation will share those institutional and departmental changes made to ensure students are supported and successful in a post-COVID world. Additional insights gained will be presented on how the HBCUSS Consortium developed institution-specific interventions across critical areas including academic prioritization and program delivery, academic support services, and faculty and staff training.

3

Supporting Student Mental Health and Wellness

Dr. Rosalee Martin, Huston-Tillotson University; and Dr. Alice E. Stephens, Clark Atlanta University

This presentation will focus on influences that impact student learning including self-reported needs and student reflections of experiences pre- and during COVID. Dr. Martin will highlight conversations, evaluations, and presentations on students' motivation during COVID-19 to explore student wellbeing and Dr. Stephens will use comparative data based on student reflection journal entries from a pre-COVID class and those submitted by students in a current class conducted during the era of COVID.

4

Crisis Meets Opportunity: Retaining Online and Hybrid Successes when Returning to the Higher Education Classroom

Dr. Michael Finetti, Dr. Jay Garrels, Dr. Nicole Luongo, St. Peter's University; and Renee Evans, University of Miami

This breakout session will explore how the COVID-19 crisis can lead to opportunities and growth in teaching and learning. Presenters will demonstrate how instructors can use the lessons learned from the COVID-19 pandemic to create engaging learning experiences for students to include topics that will address alternative assessments, effective communication strategies, inclusive practices, flipped learning, and health and wellness strategies. The presenters will offer perspectives from instructional design, elementary education, special education, and physical education.

5

Engaging Students in Active Learning Amid a Pandemic

Rhonda McCoy, Paine College; Samantha Martinez-Mendoza, Montclair State University; and Dr. David Surrey, Saint Peter's University

Shifting to largely remote learning during the pandemic forced a shift in educational pedagogical approaches, especially in the areas of content delivery and active engagement. Most of the research has found that the majority of faculty and students were eager to return to face-to-face settings. Now as we return, there is a keenness to retreat to our familiar classroom styles. This presentation rejects this same old, same old approach. It is even more imperative, amid the COVID-19 pandemic, to refocus and re-engage students to minimize gaps in learning. Rather than using extensive data for the entire campus community, we can use much of what we learned during this period to broaden our toolkits to engage students. This session will discuss how digital vision boards can be used to create a blueprint and foster a growth mindset for achievement. We will take what we have learned from teaching in the pandemic to make today's classroom more active.

Breakout

Session

6

7

2:30 - 3:30 p.m.

Advancing Social Justice to Support LGBTQ+ Student Mental Health and Wellness on College Campuses in a Post-COVID World

Dr. Monique Earl-Lewis, Morehouse College; Dr. Sheila T. Gregory, Clark Atlanta University; Dr. Dezette Johnson, Johnson C. Smith University; and Dr. Rosalie Martin, Huston-Tillotson University

This interactive session will focus on four major topics: (1) what you need to know about the intersectional LGBTQ+ college community to meaningfully advance social justice for this population as well as the entire campus community; (2) how to teach tolerance, while raising awareness of difference, oppression, power, and discrimination; (3) how to address the extreme LGBTQ+ mental health crisis, including but not limited to, isolation, mental health and wellness, trauma and suicide, and; (4) how to become a stronger ally in creating and sustaining a truly inclusive, safe, diverse campus community for all learners. At the conclusion of the session, a toolkit will be provided to participants to implement meaningful support on their campuses.

Melding Academic Knowledge and Life Reflection into the Career Space: Spelman's Career Pathways Initiative

Dr. Tinaz Pavri, Spelman College

Through the Career Pathways Initiative (CPI), Spelman College has sought to infuse career awareness and training, life reflection and the melding of the sometimes at-odds career and academic imperatives. This presentation seeks to share the inception and evolution of CPI, its continued growth through COVID-19 changes, and the acceptance of its key work into the Spelman ethos. As CPI culminates with its adoption into the new Quality Enhancement Plan (QEP), the presenter will describe the five year journey into transforming and integrating career and academic life highlighting the ways in which the CPI endeavors seemed uniquely suited to the challenges of virtual learning.

8

RADical Health, Self-Care, and Student Success

Dr. Magda Desgranges, Fairfield University

Our experience with the COVID-19 pandemic has been fraught with instability and uncertainty. With the transition to in-person instruction, students face a new set of challenges as they re-enter their classrooms under the shadow of their pandemic experiences. How can faculty members help students develop self-care as an integral component of their academic success? Self-care is often regarded as an isolated and individual process of improvement. Black feminist scholars have expanded this scope to include a holistic process that results in transformation and change. We begin with a dialogue about the variety of personal and academic challenges that students have experienced during COVID-19. Next, we present three practical strategies to support student wellness and self-care. We also describe an innovative program, RADical Health, that provides students with resources and skills to cultivate personal wellness, develop resilience, build healthy relationships, and seek their purpose in the world. Participants in this session will gain insights, strategies, and tools for integrating self-care and student success.

9

Opportunities and Perspectives in the Post-COVID Era: The Case of Latino Students and Outstanding Afro-Latinos

Dr. Lillian Agosto-Maldonado, Universidad del Sagrado Corazón; and Dr. Katrina Watterson, Johnson C. Smith University

After more than a year of enduring numerous challenges resulting from the tragic COVID pandemic, the unmistakable racial, ethnic, and economic disparities have reared their ugly heads causing our Black and Brown citizens to bear the brunt of the horrible crisis. Many journalism students lost access to their supervised internships and exchanges because of the pandemic. How could they practice their skills and approach the media industry during a pandemic? How could virtuality join forces and become the engine that will help them succeed in their first work experiences? This session explores the perspectives of Afro-Latinos/ Latinas and how they are portrayed in society and the opportunities of the virtual modality in the pandemic and post-pandemic scenario through an academic program.

10

Fostering Imaginative Inter-Disciplinary Interventions for Higher Education Learning in a Post-Pandemic Paradigm

Dr. Anthony Joseph, Dr. James P. Lawler, and Sayali Sunil Tandel, Pace University

Presenters will discuss a re-design of a community engagement program at a metropolitan university. The objective of this outreach program, using experiences from the COVID-19 pandemic, is to provide increased student learning about the digital divide that disproportionately impacts people, and the health and livability of these impacted populations. The presenters have redesigned their program for closer cultural diversity interventions with students who interface with underserved populations. The session will be beneficial to faculty and staff considering imaginative interventions in the mission of outreach. The session will include examples of interventions for expanding the higher education mission to help community partners and to increase the learning of interdisciplinary students.

Breakout

Session

11

12

3:45 - 4:45 p.m.

Talk Story Session: Are Changes to The Way We Teach Due To The Pandemic Permanent?

Richard Kido, Chaminade University; and Audrey Wolfson Latourette, Stockton University

In this interactive audience discussion session, the presenters will deliver thoughts and give examples on the many methods faculty have been using during the COVID-19 pandemic that may be useful in face-to-face classes and the debate about whether to go back to old ways of teaching or adopt tools used during COVID in their classes moving forward. Participants will be asked to consider ways in which how we teach has been affected and how what we teach has been impacted as well. Faculty have discovered that certain topics which have been taught in our face-to-face classes in the past were not readily adaptable to the new modes of instruction while other areas were more conducive to our new online or hybrid modes of instruction. Presenters intend for the discussions to spur attendees to think about teaching their courses post-COVID and to glean ideas and concrete examples of teaching methods that can inform their own teaching in the future.

Teaching through Trauma: Takeaways from a Year of Remote Teaching

Dr. Corinne Donovan, Dr. Jo Anne Durovich, Dr. Rachel Schwartz, and Dr. Jesse Zarley, St. Joseph's College

This session presents interactive, inquiry-based assignments and data from varying fields that are designed to engage students with challenging material and encourage dynamic participation based upon our knowledge of student learning experiences. Although designed to enhance the student experience during remote learning, these takeaways will be incorporated into curricula in the return to in-person classes. The session will feature voices of faculty from the disciplines of history; industrial and organizational psychology; social work and human services; and sociology.

13

Self-care for Nursing Students

Dr. Edna Aurelus, Wagner College

More than ever, self-care has become an important topic to discuss due to the current events that we all have been experiencing including the COVID-19 global pandemic, and diversity and inclusion awareness are topics nationally and internationally. This session will focus on compassionate fatigue and burnouts among clinicians and higher education faculty that have become very common, simply with the increased stressors and the uncertainties many deal with on a recurring basis.

14

Teaching and Learning During Pandemic Times:

Interdisciplinary Experiences

Dr. Iliana Ballester-Panelli and Dr. Alba Brugueras Fabre, Universidad del Sagrado Corazón; and Dr. Andrea Montgomery, Tougaloo College

It is well-known and experienced that the impacts of the COVID-19 pandemic on faculty and students abruptly changed coexistence into a virtual one. Course aims and classroom strategies had to be re-designed in order to achieve learning goals while maintaining emotional balance. The latter is probably one of the hardest things for both students and the teachers. This session will focus on the interdisciplinary learning and teaching during pandemic times by sharing experiences from social sciences, humanities, business and communications perspectives. Interdisciplinary approach models for learning and teaching can increase persistence and resilience among students and the faculty. The proposed models will present strategies for helping students maintain motivation, engagement, and successfully creating a co-teaching experience in remote-virtual learning environments.

Speaker Biographies

Lillian Agosto Maldonado

Professor

Universidad del Sagrado Corazón

WEBSITE



Lillian E. Agosto Maldonado has a bachelor's degree in information and journalism from the University of Puerto Rico, Río Piedras, and a master's degree in Puerto Rican and Caribbean studies from the Center for Advanced Studies of Puerto Rico and the Caribbean in Old San Juan. She has worked as a journalist for the newspapers Primera Hora and Index of the Ferré Rangel Media Group (GFR Media). She has also written for local and international newspapers such as Diálogo, Univision Radio, Hispanic LA, ESPN, Spotlight on Poverty, EdSurge, Feet in 2 Worlds, Borderzine, Hip Latina, and Buena Vibra. Professor Agosto Maldonado has participated in journalism organizations such as the National Association of Hispanic Journalists (NAHJ) and has presented at professional and academic conferences in Cuba, México, Canadá, Colombia, and Panamá.

Edna Aurelus

Associate Professor

Wagner College



Dr. Edna Aurelus is an associate professor at Wagner College and is also an alumna. Dr. Aurelus completed her doctorate in advanced nursing practice at Arizona State University and a post-doctorate degree in psychiatric mental health nurse practitioner. Dr. Aurelus is dual-board certified from the American Nurses Credentialing Center (ANCC) as a family nurse practitioner and psychiatric mental health nurse practitioner. Dr. Aurelus' extensive experience in psychiatry includes the old St. Vincent Hospital, now known as Richmond University Medical Center (RUMC), South Beach Psychiatric Center, Banner Behavioral Health Hospital and Perryville Prison, the only state female prison in Arizona. She is currently the lead professor for the psychiatric nursing course at Wagner College. She is the author of multiple peer-reviewed articles and has adopted the concept of psychological safety and empathy in her classroom to encourage students to participate in class discussion without any fear given how stressful and traumatic experiences can affect learning.

Iliana Ballester-Panelli

Professor

Universidad del Sagrado Corazón

LINKEDIN



Professor Ballester-Panelli teaches at the Escuela de Comunicación Ferré Rangel at Universidad del Sagrado Corazón. She teaches undergraduate and graduate courses in strategic communication, advertising, research, entrepreneurship, digital marketing, copywriting, creative advertising among others. She is also a consultant on digital marketing, advertising and market research and is a founding partner of Top Brains firm that specializes in these fields. She has a master's degree in advertising from Michigan State University and is a doctoral candidate in education at Universidad Iberoamericana in Mexico. She is the director of Elemento 360, a student-run communication firm at the university and a collaborator and member of the panel of experts of the Hispanic Educational Technology Services (HETS) where she offers workshops to faculty from other universities and members of the consortium. Her research interests include the topics of distance learning, active learning, social media, and the use of technologies for information, communication, and learning (TICAs).

Alba Brugueras-Fabre

Professor

Universidad del Sagrado Corazón

• [WEBSITE](#)



An economist, linguist, and professor, Alba holds a bachelor's and a master's degree in economics from the University of Puerto Rico, a Ph.D. from the Inter-American University of Puerto Rico on language research, and doctoral studies in business administration from the University of Puerto Rico. She has experience in academia, government, and the private sector. For the past 18 years, she has researched economic policies regarding health, agriculture, the labor market, business, education reforms, gender, and economic development. Recently, she has focused on the study of pedagogical methodologies in economic education. Alba collaborates with the Education in Economics and Personal Finance Alliance, offering workshops to teachers from public and private schools. She is currently the President of the Puerto Rico Economist's Association for a second term. Since 2012, she has worked as a professor in the department of business administration at the Universidad del Sagrado Corazón, where she teaches courses at the undergraduate and graduate levels in economics, statistics, business, research, market analysis, and forecasting, among others. In addition, she has participated in local and international conferences to present research papers and posters and is also a consultant on economic affairs and market research.

Roland N. Bullard, Jr.

Vice President, Division of Student Success

Dillard University



Dr. Roland N. Bullard, Jr. is a higher education and student advocate who has served at Dillard University as vice president for student success since 2016. A native Floridian, he earned his B.A. in communication from Florida Atlantic University, an M.Ed. from the University of South Carolina in student personnel services, and a Ph.D. in higher education from Indiana University. Prior to his appointment at Dillard, he held academic and student affairs appointments at Florida Atlantic University, Presbyterian College, and Saint Augustine's University, where he was promoted to vice president for student development. In 2007, he was appointed a Harvard University Administrative Fellow managing special projects in the John F. Kennedy School of Government.

An active member of several professional organizations, Bullard currently serves as chair of the Southern Association for College Student Affairs (SACSA) Foundation – the fundraising arm of this association. Dr. Bullard is a member of the Council on Independent Colleges (CIC) Chief Academic Office-Chief Student Affairs Officer Taskforce and is currently the resource development chair for the Melton Foundation, an international nonprofit based in Timucua, Chile devoted to DEI and issues of the environment.

A community advocate, Dr. Bullard is an active member of the Children's Youth and Planning Board (a New Orleans City Council appointment) and was appointed to the Board of

Directors in 2018. He is a member of Alpha Phi Alpha Fraternity, Inc. and was recently named to the board of directors for the alumni association of his alma mater Florida Atlantic University. Throughout the year, Dr. Bullard serves as a higher education consultant, speaker, and panelist focusing on his areas of expertise in nonprofit management, student retention, and college student development.

Magda Desgranges

Assistant Professor
Fairfield University

◉ [LINKED IN](#)



Dr. Desgranges holds a Ph.D. in cultural analysis and theory (cultural studies) from Stony Brook University and a Master's in Pan-African studies from the University of Louisville. She specializes in Haitian historiography, francophone Caribbean identity politics, postcolonial theory, and African diaspora women's lives. As an educator, activist, and artist, she has taught in the United States, the Caribbean, West Africa, and Southeast Asia. Her current research examines the intersections of diaspora, gender, genre, history, and temporality, via a comparative analysis of cultural identity within the African Diaspora.

Corinne Donovan

Assistant Professor
St. Joseph's College

◉ [LINKED IN](#)



Dr. Donovan has more than 20 years' experience across academic and corporate sectors that help drive her research and teaching in industrial and organizational psychology and business. Her work in Fortune 500 organizations focused on leadership development, organization culture and employee development. This work has motivated and supported her research in diversity and inclusion, career development and organizational effectiveness in various industries from hospitality, financial services and education. In the classroom, this experience translates into activities and an applied perspective on how to connect students to the real dilemmas facing organizations. As a foundation in understanding and addressing current problems, she helps students understand human behavior, motivation, cognitive processes including decision making, biases, and attitudes which influence our behavior.

Renee Evans

Senior Instructional Designer
University of Miami

◉ [WEBSITE](#)



Renee Evans is on the learning innovation and faculty engagement team partnering with faculty members and other university stakeholders on major education initiatives, designing courses using student-centered, active learning pedagogies and innovative educational technologies. In her role, Renee does one-on-one and small group consultations with faculty, develops professional programs, and facilitates workshops related to active learning methodologies. She also participates in strategic planning and evaluation of educational efforts. She holds a Master of Arts degree in instructional technology and media from Teachers College Columbia University and a Bachelor of Science degree in biochemistry from the University of the West Indies.

Michael Finetti

Associate Professor

Saint Peter's University

Ⓢ **WEBSITE**

Dr. Finetti serves as the director of special education programs and oversees the Endorsement Program for Teacher of Students with Disabilities Certification. Dr. Finetti teaches both face-to-face and online undergraduate and graduate courses in the Caulfield School of Education. His instruction focuses on instructional strategies, educational approaches, educational placement alternatives, adapting the learning environment, differentiating instruction, co-teaching arrangements, assistive technology and various performance assessment options for students with disabilities. His own research discusses the effectiveness of collaborative instruction and assistive technology for students with disabilities in inclusive settings.

Jay Garrels

Chair

Saint Peter's University

Ⓢ **WEBSITE**

Dr. Garrels serves as the chair for the department of health and physical education. He teaches courses in education, exercise science, and sports management. His current research interests include online learning and instruction, mindfulness, and cardio-respiratory endurance training.

Sheila T. Gregory

Professor

Clark Atlanta University

Ⓢ **PDF**

Sheila T. Gregory is full professor in the department of educational leadership/higher education at Clark Atlanta University. Dr. Gregory received her B.A. degree in communications/journalism from Oakland University, an M.P.A. degree in health care administration from Wayne State University, and a Ph.D. in higher education administration from the University of Pennsylvania. In 2005, Gregory's sixth co-authored book, *Daring to Educate: The Legacy of the Early Spelman College Presidents*, was nominated for an NAACP Image Award. Also in 2005, she received the prestigious national award of Teacher and Scholar of the Year. Dr. Gregory has received numerous other awards beginning with her dissertation award in 1995 from the Black Caucus of the American Association for Higher Education (AAHE). She is a past editor of the *International Journal of Theory and Practice* and is currently PI on the grant, "Identifying Strategies from Education-Related Activities to Provide Improved Access for LGBTQIAP Students of Color." Her major research interests are faculty/student recruitment, achievement/retention, blended teaching/learning, professional and innovative higher education leadership, urban education, and development of women and girls, with special emphasis on race, ethnicity, class, and gender.

Mays Imad

Founding Coordinator

Pima Community College

* **WEBSITE**

Mays Imad, a nationally-recognized expert on trauma-informed teaching and learning, received her undergraduate training from the University of Michigan–Dearborn where she studied philosophy. She received her doctorate degree in cellular and clinical neurobiology from Wayne State University School of Medicine in Detroit, Michigan. She then completed a National Institute of Health-funded postdoctoral fellowship at the University of Arizona in the department of neuroscience. Dr. Imad joined the department of life and physical sciences at Pima Community College in Tucson, Arizona as an adjunct faculty member in 2009 and later as a full-time faculty member in 2013. During her tenure at Pima, she founded Pima’s Teaching and Learning Center (TLC). Dr. Imad’s research focuses on stress, self-awareness, advocacy, and classroom community, and how these impact student learning and success. Through her teaching and research she seeks to provide her students with transformative opportunities that are grounded in the aesthetics of learning, truth-seeking, justice, and self-realization. Outside of the classroom, Dr. Imad works with faculty members across disciplines to promote inclusive, equitable, and contextual education—all rooted in the latest research on the neurobiology of learning.

Dezette C. Johnson

Associate Professor and Director

Johnson C. Smith University



Dezette C. Johnson, Ph.D., an associate professor and director of field education in the School of Social Work at Johnson C. Smith University. Dr. Johnson received her undergraduate degree in social work from East Carolina University and a Master of Social Work from Norfolk State University. She earned her doctorate degree in social work from Norfolk State University. Her research area of interests include teen dating violence, trauma recovery, field education, program evaluation, and complementary alternative modalities. Dr. Johnson has been awarded various grants in gerontology, technology, field education, and domestic violence.

Anthony Joseph

Professor

Pace University



Dr. Anthony Joseph is a professor and co-chair of computer science at Pace University. He conducts research in spectral and time frequency analyses, computational intelligence, innovation and entrepreneurship, cybersecurity and applied pedagogy. Some current applications include compression; computation; modeling and forecasting; statistical analysis and data analytics; assessment and evaluation; and cybersecurity.

Beverly Kahn

Former Provost and
Academic Vice President

Farmingdale State College

• [WEBSITE](#)



Beverly Kahn is the recipient of The Rome Prize from the American Academy in Rome and Fulbright Scholarships for Italy and Japan. She served as a professor of political science at the University of South Carolina and The Ohio State University for 17 years before a career in academic administration. In her 28-year career as an administrator, Beverly has focused on curriculum and pedagogy, internationalization, faculty development, academic advisement, and student retention. Since stepping aside as provost at Farmingdale, Beverly has served as professor, special project coordinator, and grant writer. She has secured more than \$13 million in major grants for the College, including Title III and SSS Trio grants from the U.S. Department of Education, a Smart Grid grant from the U.S. Department of Energy, an NSF S-STEM grant, and the US Department of Education's First in the World FIPSE Grant that has created Farmingdale's RAM Program.

Audrey Wolfson Latourette

Professor

Stockton University

• [WEBSITE](#)



Audrey Wolfson Latourette, J.D., is a cum laude graduate of Temple University School of Law where she was an associate editor of the Temple Law Quarterly. Latourette is a distinguished professor of law at Stockton University in New Jersey where she was named the 2012-2013 Faculty of the Year from the School of Business by the student senate. She has given numerous presentations at regional, national and international conferences, garnering several Best Paper Awards, and has been invited to speak at colleges and universities throughout the country. Latourette's publications include, among others, "Copyright Implications for Online Distance Education," 32 *The Journal of College and University Law* 613-654 (2006); "Plagiarism: Legal and Ethical Implications for the University," published by Notre Dame Law School and the National Association of College and University Attorneys as the lead article in 37 *The Journal of College and University Law* 1-91 (2010); and "Universities' Compliance with Title IX OCR Directives: Do the New Sexual Harassment/Sexual Offense Policies Advance Social Justice?" (Spring 2016) *Network: A Journal of Faculty Development* published by the Faculty Resource Network of New York University.

James Lawler

Professor

Pace University

• [WEBSITE](#)



Dr. Lawler is the Jefferson Award in Community Service Professor of disability studies and information systems in the Seidenberg School of Computer Science and Information Systems at Pace University in New York City. Professor Lawler is engaging students in diversity initiatives with self-empowered technologies with people with developmental and intellectual disabilities at non-profit organizations. Dr. Lawler is innovative in projects of social justice on self-directed entrepreneurial teams of undergraduate students that also integrate state-of-the-art technologies.

Nicole Luongo

Professor

Saint Peter's University

WEBSITE



Dr. Nicole Luongo is a professor of education and director of distance learning at Saint Peter's University (SPU) in Jersey City, NJ. Currently, she is teaching a blend of online, hybrid, and face-to-face graduate and undergraduate education courses in the Caulfield School of Education. Additionally, she has served as an academic advisor for graduate students as well as a supervisor for student teachers. Dr. Luongo has authored several anthologies, including *The New ELA Classroom: Teaching in a Digital World* and *The New World of Assessment: Teaching in a Digital World*. Some of her recent peer-reviewed publications include: "Using Whiteboard Applications in the K-12 Mathematics Classroom", "Preparing Tomorrow's Teachers Using the Teacher Educator Technology Competencies (TETCs)", "Using Mobile Devices and Online Polling Software to Communicate in the Classroom", "Empowering Faculty Using Distance Learning Mentoring Programs", and "An Examination Of Distance Learning Faculty Satisfaction Levels And Self-perceived Barriers". Dr. Luongo received a B.S. in elementary education from Bucknell University and a M.A.E. in administration and supervision from Seton Hall University. Most recently, she graduated from Nova Southeastern University with an Ed.D. in instructional technology and distance education.

Rosalee Martin

Professor

Huston-Tillotson
University

Dr. Rosalee Martin has a master's degree in social work and a Ph.D. in sociology. She is a Licensed Clinical Social Worker and has provided therapy to children, teenagers, and adults with a variety of problems. She conducts workshops on self-esteem, cultural diversity, youth and crime, HIV/AIDS, parenting, violence, drugs, and academic topics among others. These workshops are conducted for schools/universities, churches, civic groups, agencies, and other professional groups both in the United States and abroad. Dr. Martin has taught at Huston-Tillotson University for over 48 years while being an administrator for 20 years during that time. She has been recognized many times for teaching excellence. Some of her awards fall into the categories of health affairs, leadership, woman of distinction, author and who's who among African Americans. Dr. Martin is a published author of children and poetry books and is currently working on a book on the history of Huston-Tillotson University from 1965-2018. Additionally, she is an artist. Dr. Martin has participated in numerous FRN summer workshops, was a panelist at several winter seminars, and was a scholar-in-residence twice.

Samantha Martinez-Mendoza

Graduate Student

Montclair State University



Samantha is a Magna Cum Laude first-generation college graduate from Saint Peter's University. She earned a bachelor's degree in sociology with a minor in gender and sexuality studies and anthropology. She is currently attending graduate school at Montclair State University, pursuing a Master of Public Health degree with a concentration in healthcare administration and policy. Aside from her academic life, Samantha is a full-time housing department case manager at United Way of Hudson County, a non-profit organization. Samantha is passionate about helping and educating others, especially those of minority groups that are too often neglected. Her long-term goal is to offer both equity and inclusion within her work and the projection of it to other communities.

Andrea Montgomery

Associate Professor

Tougaloo College



Dr. Andrea Montgomery has worked at Tougaloo College since 2003 and currently serves as associate professor of music where she teaches courses in music history and music literature; methods courses in music education; research in music, and piano. She previously served as chair for the music department and academic dean for the division of humanities. After receiving the bachelor's and master's of music education degrees from Jackson State College and Jackson State University, respectively, Dr. Montgomery earned a Ph.D. in music education with a minor in educational research from the University of Southern Mississippi in Hattiesburg, Mississippi. Prior to completing the doctoral degree, Dr. Montgomery did further fellowship study in historical musicology at the University of Kansas (Lawrence) and worked as a research fellow in the department of historical musicology. In her post-doctoral pursuit, she earned an M.S. degree in education administration and leadership from Mississippi College. Her research interests and written papers describe learning styles of the millennial student in higher education; creating a 21st century liberal arts environment; methodology and pedagogy; critical and analytical thinking; civic engagement deliberation and action in the liberal arts; teaching and learning outcomes assessment.

Yolanda W. Page

Vice President for
Academic Affairs

Dillard University

• [WEBSITE](#)



Under Dr. Page's leadership, the profile of Dillard University's academic programs have increased. Recently, biology (ranked 9th) and film (ranked 13th) were named top programs among Study.com's 2021 Top-Ranked Schools. Intelligent.com's 2021 ranking for small business management degree programs placed Dillard at 29th, and Learn.org ranked Dillard 24th in communications bachelor's degree programs in 2020. Dr. Page has also overseen several new academic initiatives, including a Center for Racial Justice, a nationally recognized pre-law program, a hybrid RN-to-BSN program, and a medical physics track

within the physics degree. The University launched its first online program in 2015, and today approximately 25% of full-time and part-time faculty members are Quality Matters certified. Recently, the College of Business gained Accreditation Council for Business Schools and Programs (ACBSP) accreditation under her leadership, and the university successfully completed its reaffirmation process. In just eight years under her leadership, the Division of Academic Affairs has secured \$4.9M in external funding, and it has pending grants totaling \$1 million. Dr. Page, who received her Bachelor of Arts degree in English and business management from Dillard University and her Master of Arts and Doctor of Philosophy degrees in American and African American Literature from Louisiana State University (LSU), has been recognized with the Council of Independent Colleges Chief Academic Officer Award and as one of 25 outstanding women leaders in higher education by *Diverse: Issues In Higher Education*.

Tinaz Pavri

Professor

Spelman College

WEBSITE



Tinaz Pavri is the division chair for social science and humanities at Spelman College and founding director of the Asian Studies Program. She is a professor in the department of political science. Her B.A. and Ph.D. in political science is from St. Xavier's College, Bombay and The Ohio State University, respectively. Dr. Pavri has taught a range of political science courses including comparative political systems, political theory, international politics and film, and the interdisciplinary introduction to Asian studies. Her research and publication interests lie in the area of security studies and conflict resolution, questions of national identity, and globalization. Her geographic area of expertise is South Asia. She has successfully obtained grants from the Japan Foundation, U.S. Army War College, Associated Colleges of the South, and co-authored grants from the Southern Educational Foundation (SEF). She currently directs Spelman's \$1.2 million multi-year grant, the Career Pathways Initiative.

Rosalie Richards

Associate Provost and
Professor

Stetson University



Dr. Rosalie Richards is a nationally recognized leader in undergraduate research, faculty development, inclusive excellence and cultural competence, STEM, and STEM education. Richards joined Stetson from an appointment as Kaolin Endowed Chair in Science and Georgia Eminent Scholar and professor of chemistry at Georgia College and State University. She is founding director of the Science Education Center, which she developed into a robust grant-funded initiative that strengthened undergraduate and graduate education, faculty, staff, and community science, technology, engineering, and mathematics (STEM) and STEM education programs. In her position at Stetson, Richards leads the development of the Brown Center for

Faculty Innovation and Excellence, while supervising the expansion of the Brown Teacher-Scholar Fellows and visiting master teacher-scholar programs. She plays a key role in achieving strategic university goals as Stetson enlarges the ranks of full-time faculty necessitated by the rapid growth of undergraduate enrollment. Her focus in recruitment includes diversity, inclusiveness, academic rigor and excellence with a key priority being the advancement of new faculty transition, development and support programming, as well as other initiatives that support Stetson teacher-scholars in achieving the University's mission and vision.

Rachel Schwartz

Associate Professor

St. Joseph's College

WEBSITE



Rachel Schwartz is an associate professor of sociology and coordinator of the Human Relations Program at St. Joseph's College (SJCNY) in Patchogue, New York. After receiving her Ph.D. from Cornell University, she joined the faculty at SJCNY. Dr. Schwartz's research has examined low-wage customer service work and consumer misinformation in the global food system. Her current research explores the particular challenges faced by women working in the corporate arena – from cubicles to the C-Suite. She lives in Brooklyn, New York with her family.

Alice E. Stephens

Associate Professor

Clark Atlanta University



A tenured associate professor of film and television at Clark Atlanta University, Dr. Alice E. Stephens teaches courses in film production, documentary film, screenwriting, and multimedia writing in the mass media arts department. She is an award-winning screenwriter and filmmaker as well as academician whose collaborative academic research has been presented internationally in France, Germany, Hungary, Italy, Portugal, and Turkey. Her research interests are broad and currently focus on student-centered pedagogy, project-based and active learning, and strategies for sustainability and recycling. She has been awarded fellowships with Dow Jones, UNCF/Mellon, Fulbright, and the Academy of Television Arts & Sciences. Her teaching awards include the Vulcan Teacher of Excellence Award and the Aldridge – McMillan Faculty Achievement Award for Excellence in Teaching. As a global citizen, she models to her students an appreciation for global diversity. She received her Ph.D. in psychology from Florida State University (FSU) and holds an M.F.A. from the FSU Film School.

Sayali Sunil Tandel

Graduate Student

Pace University



Sayali Sunil Tandel is an international student from India and currently pursuing a master's degree in computer science at Pace University in New York. She has experience working as a research assistant in undergrad under the guidance of Dr. Rajesh Kulkarni. Sayali presented a paper titled "Redesign of News Website for Better Navigation" with Dr. Kulkarni's guidance. Data mining fascinates Sayali and she surveyed the various data mining techniques and presented a paper in 2019 titled "A Survey on Text Mining Techniques" at the 5th International Conference on Advanced Computing & Communication Systems (ICACCS) in Coimbatore, India. Apart from research, Sayali is interested in baking and has made a lot of cakes over time out of which the Choco Mocha Crunch recipe is their favorite.

Ebony Turner

Coordinator of Programs
Evaluation and Grants

Dillard University

[LINKEDIN](#)



Dr. Ebony Turner is an assistant professor of mathematics and coordinator of programs, evaluations, and grants at Dillard University. A native of New Orleans, Louisiana, she received a Bachelor of Science degree in mathematics and a Master of Science in applied mathematics from Xavier University of Louisiana. In 2006, she received her Ph.D. in urban higher education administration after successfully defending her dissertation entitled "An Analysis of Preparedness of College Seniors for the Workforce" for the Executive Ph.D. Program at Jackson State University. Dr. Turner has over 20 years of experience envisioning, planning, and executing strategic initiatives, totaling more than a million dollars annually. She was instrumental in preparing grant proposals worth over 22 million dollars primarily in the area of workforce development.

Dr. Turner is certified in effective teaching practices with a concentration in career guidance and readiness issued by ACUE. Her areas of expertise include program management, workforce development, education and training, grants management, and evaluation. She currently serves as a grants reviewer for several agencies including the National Institute of Health, the Department of Labor, the National Science Foundation, and the Department of Education.

Katrina Watterson

Assistant Professor

Johnson C. Smith
University

[LINKEDIN](#)



Katrina Watterson, PhD, is an assistant professor of Spanish at Johnson C. Smith University in Charlotte, North Carolina. She received two B.A. degrees in broadcast journalism and Spanish from Southern University in Baton Rouge, Louisiana., an M.A. in Spanish and a Ph.D. in education with an area of concentration in foreign language education from Louisiana State University, also in Baton Rouge. Her student-centered research interests include metacognitive teaching strategies that concentrate on kinesthetic teaching and reinforcement methodology, and the African Diaspora with a concentration on Spanish-speaking regions

in a quest to encourage an equity-based higher education curriculum. Her publications and presentations include “I’m Bad and Boujee: The Metacognition of the Nontraditional College Student” (2018), “Language In Action: It’s Not Just a Game” (2018), and “Global Kinships: A Beginner’s Community-Based Research Agenda” (2020). She is one of this year’s 2021-2022 CURE Fellows (Course-based Undergraduate Research) which allows her to redesign the Spanish 131 course to assist students with African Diaspora themed research. In 2018, Watterson began the Alpha Alpha Beta Chapter of the National Collegiate Foreign Language Honor Society at Johnson C. Smith, and as the Chapter faculty advisor, she directs the Annual Foreign Language Week celebration with an array of Diasporic highlights which are demonstrated by the student body. She currently serves as a member of the QEP Committee and the Faculty Senate.

Jesse Zarley

Associate Professor

St. Joseph’s College

WEBSITE



Jesse Zarley is an assistant professor in the history department at St. Joseph’s College where he teaches classes on Latin American, Caribbean, and global history. He received his Ph.D. from the University of Maryland. His book manuscript in progress, tentatively titled “Mapuche Politics in the Age of Revolution: Treaty Making with Chile and Río de la Plata,” examines how Mapuche leaders who successfully resisted Spanish conquest on both sides of the Andes used ritual negotiations, letter writing, and alliance making to defend their sovereignty from Spain, Chile, and Río de la Plata (Argentina) during the transition from colony to nation. His research and writing has appeared in *Ethnohistory*, the *Latin American Research Review*, the *Handbook of Latin American Studies*, and *Oxford Research Encyclopedias*.

Contributing FRN National Symposium speakers where biographies are not available include:

Cleo Allen

Dillard University

Sonia Cooper

Dillard University

Jo Anne Durovich

St. Joseph’s College

Monique Earl-Lewis

Morehouse College

Eartha Lee Johnson

Dillard University

Richard Kido

Chaminade University of Honolulu

Rhonda McCoy

Paine College

Casey Schreiber

Dillard University

David Surrey

Saint Peter’s University

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