

RAMPP

RESEARCH ASSOCIATION OF
MINORITY PROFESSORS

20
22

Virtual SYMPOSIUM

Addressing Worldview Challenges:

The New Normal
(Revisited)

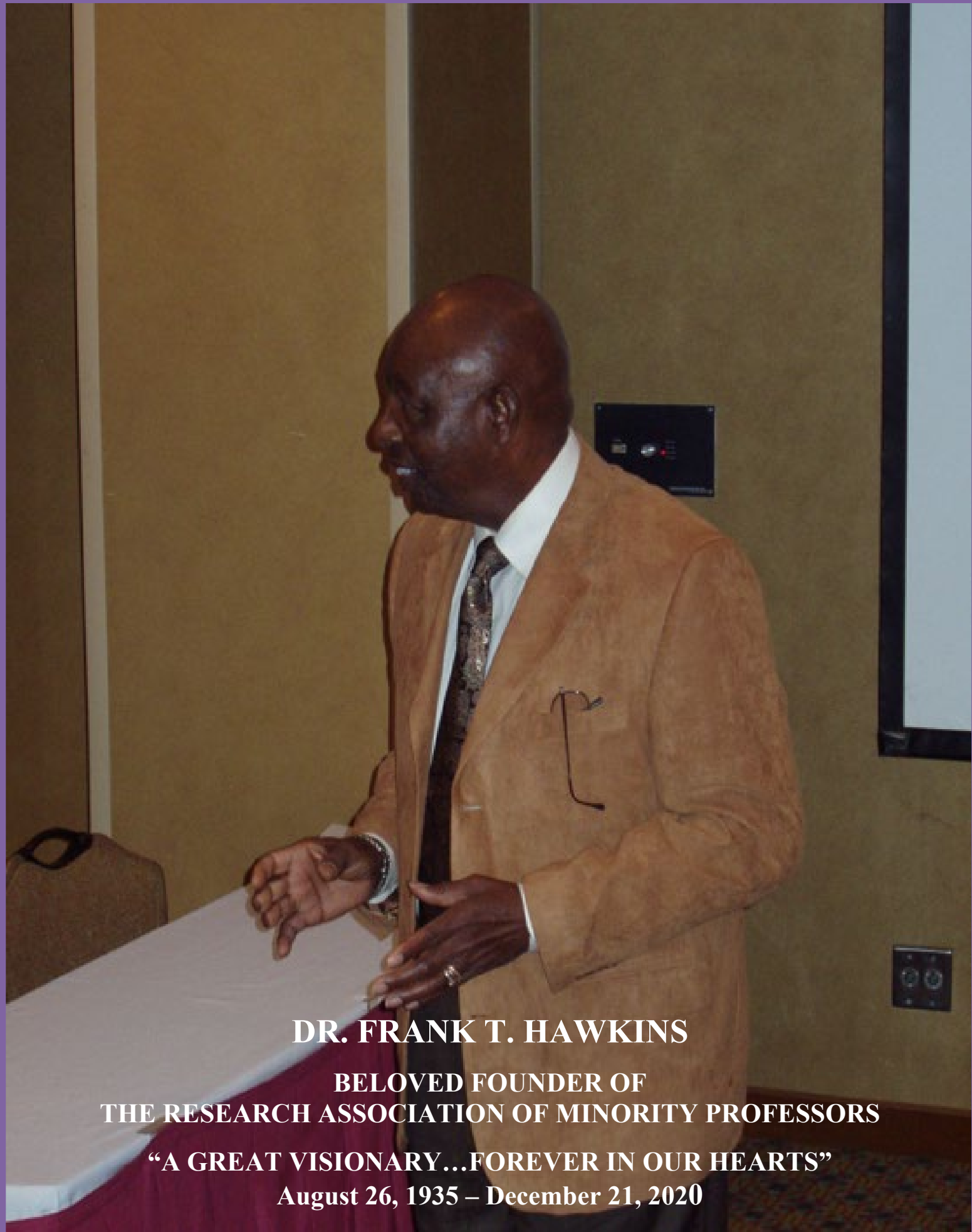
Faculty Presentations:
February 25, 2022
9 a.m. - 3:30 p.m.

Student Presentations:
February 26, 2022
9 a.m. - 1:15 p.m.

Poster Presentations:
February 26, 2022
11:20 a.m. - 12:30 p.m.

Visit www.rampprofessors.org





DR. FRANK T. HAWKINS

**BELOVED FOUNDER OF
THE RESEARCH ASSOCIATION OF MINORITY PROFESSORS**

“A GREAT VISIONARY...FOREVER IN OUR HEARTS”

August 26, 1935 – December 21, 2020

ADDRESSING WORLDVIEW CHALLENGES: THE NEW NORMAL (Revisited)

TABLE OF CONTENTS

| | |
|--|-------|
| Tribute to Dr. Frank T. Hawkins, Founder | ii |
| Table of Content | 3 |
| Message from the President of RAMP President | 4 |
| Social Justice | 5 |
| About RAMP | 6 |
| The Inception of RAMP | 7 |
| Executive Board | 8 |
| Symposium Schedule At-A-Glance | 10-17 |
| Faculty Sessions | 18-33 |
| Student Sessions | 34-43 |
| Poster Session | 44-46 |
| The Dr. Mary Hawkins Student Scholarship Award | 47 |
| The Dr. Frank T. Hawkins Distinguished Scholar Award | 48-49 |
| Past Recipients of the Dr. Frank T. Hawkins Award | 50 |
| Planning Committee Appreciation | 41 |



Message from the President

Greetings and Welcome to the 2022 Research Association of Minority Professors (RAMP) Symposium! This is our second virtual event housed on the cyberspace platform known as ZOOM! What a wonderful way to investigate the knowledge economy as we convene this meeting of scholars and academic minds! This is a place and time where new ideas, thoughts and concepts are born, debated, challenged and affirmed! Our theme, **“Addressing Worldview Challenges: The New Normal Revisited”** continues to illuminate our commitment to research in areas that have been underrepresented and often disenfranchised. Since we last met in February 2021, the challenges faced by the world-at-large have been numerous – wild fires on the west coast, tornadoes in the mid-west, hurricanes in the south, economic conundrums, political strife, social unrest, systemic injustices and the advent of COVID-19 (Delta and Omicron)! While the last couple of years have been some kind of roller coaster, RAMP continues to unearth solutions to these difficult and often, disastrous events. Our dedication to the pursuit of knowledge in these areas has fueled our drive as we move forward and become pathfinders and trailblazers. The annual RAMP Conference was replaced with this virtual platform due to the impact of COVID-19 as the Executive Board found it prudent to provide an avenue for veteran researchers and students to share their ideas with the world.

We continue to salute the mind and heart of our founder, Dr. Frank T. Hawkins! He is the visionary whose drive we emulate daily! RAMP is a non-profit, interdisciplinary organization of scholars from across the United States and Jamaica dedicated to making a positive impact in the lives of minority populations. We provide opportunities for researchers and scholars to showcase their erudite endeavors and to contribute to the growth of intellectualism. For more than 40 years, RAMP has been committed to ensuring that the story is framed by the truths and realities of innovative practices, procedures, and processes. Our research scope is broad enough to include note-worthy areas of study, yet specific enough for specialist to share the “what” and “what ifs” of their work. Collaboration and commitment emboldens us to research ideas that seem impossible in order to uncover what is possible.

Our heartfelt appreciation is extended to our Symposium Chair and President-Elect, Dr. Roslin Growe and to Dr. Marilyn Irving, Executive Director along with this year’s Planning Team! We are grateful for your desire to bolster this organization to new heights! I also commend the RAMP Executive Board as they have contributed mightily to the success of this important endeavor!

As President of RAMP, I bid each participant an enlightening, exciting, and educational symposium experience! We will do everything we possibly can to make RAMP YOUR PROFESSIONAL ORGANIZATION OF CHOICE! We appreciate your participation and we hope that you will make plans to join us next year for our 40th PLUS Annual RAMP Conference on February 2-4, 2023!

Best Regards and Stay Safe!

Paula S. Montgomery, Ph.D.
President, Research Association of Minority Professors
2016 Frank T. Hawkins Distinguished Scholar
Professor Emerita
College of Education
University of Louisiana at Lafayette

SOCIAL JUSTICE STATEMENT

The brutal killing of George Floyd revealed to the world the ever-growing list of individuals including Ahmaud Arbery, Breonna Taylor, Sandra Bland, Eric Garner, Tamir Rice and Trayvon Martin whose lives were unjustly cut short by police brutality and the systemic racism that plagues our country. The Research Association of Minority Professors (RAMP) stands in solidarity with those who recognize the time is now to combat racism and injustice through policing reform, educational equity and economic empowerment. We must not be silent. We must use our research and collective wisdom to support the tenets of truth. We must work together to bring about change and make certain that Black Lives Matter.

(July, 2020). *RAMP Executive Board*



ABOUT RAMP

The Research Association of Minority Professors (RAMP) is an educational and scientific research organization founded in 1975 by Dr. Frank T. Hawkins from the Department of Mathematics at Prairie View A&M University in Prairie View, Texas with four major objectives:

1. To provide an opportunity for minority professors to engage in culturally relevant research projects;
2. To provide minority scholars with an opportunity to present research that relates to the Black experience;
3. To provide publication of research by minorities and other scholars who address some phase of the Black experience; and
4. To encourage students to become involved in systematic research activities.

Participants include professionals in virtually all areas of the nation's college/university system, from academic affairs, administrative deans, teaching faculty, department chairs, program directors and personnel from admissions, residential life, public safety, alumni affairs and athletics to student leaders and representatives from state and national institutes, agencies, commissions, associations, and foundations.

Together, these researchers and advocates not only provide a range of policy, planning, programmatic, curricular/pedagogic, assessment and/or evaluation, and training and/or theoretical perspectives from around the country, but also highlight exemplary working models and approaches capable of being adapted or replicated in other institutional settings.

RAMP also takes immense pride in its offerings to undergraduate and graduate students. Students are provided opportunities to develop and clarify their research interests and skills as part of their preparation to become faculty members, policy makers, and administrators in the support of access and opportunities for all.

INCEPTION of RAMP

- 1975** During the summer of 1975, Dr. Frank T. Hawkins and Donna LeBeaux, a mathematics professor and mathematics sophomore student respectively at Prairie View A&M University (PVAMU) in Prairie View, Texas, discussed Dr. Hawkins' dream of establishing a minority research association that would include a research refereed journal. Dr. Hawkins and Ms. LeBeaux reviewed literature and discovered the only two predominantly Black research associations did not produce a refereed journal.
- 1976** Dr. Hawkins discussed his idea at length with Dr. John Beasley, a professor of psychology at PVAMU. In addition, Dr. Hawkins discussed logic and the infrastructure of research with one of the nation's greatest researchers, Dr. George R. Woolfolk.
- 1977** Dr. Hawkins wrote to the Academic Affairs Officer of 107 predominantly Black colleges soliciting participation in a research association. Two institutions responded to the communication: Xavier University, New Orleans, LA and Langston University, Langston, OK.
- 1978** Dr. Lemuel Berry, Langston, OK and Dr. Frank Hawkins, PVAMU began a dialogue relative to a minority research association with the working name, SWAC Research Association.
- 1979** Dr. Hawkins, with Dr. Tommie Hill presiding, convened a meeting at PVAMU. From this meeting, the name Research Association of Minority Professors (RAMP) was realized.
- 1980** Dr. Hawkins contacted Dr. Lemuel Berry and both agreed to meet to set criteria for the first meeting. The meeting objectives included establishing meeting rules and venue sites. Dr. Hawkins and Dr. Berry contacted some of the predominantly Black universities to extend an invitation to a meeting on the campus of the University of Houston in Houston, Texas.
- 1981** On January 30, 1981, professors and students from Langston University, Prairie View A&M University, and Texas Southern University met at the University of Houston in Houston, Texas for the initial meeting of the Research Association of Minority Professors. Dr. Lemuel Berry was elected as the first President of RAMP and Dr. Tommie Hill was elected Vice President.
- 1982** The First Annual RAMP Conference was held at the Galvez Hotel-Galveston, TX.

EXECUTIVE BOARD MEMBERS 2019-2023

Frank T. Hawkins, Ph.D.,
Founder
Professor Emeritus
Prairie View A&M University
Prairie View, Texas
(1935 -2020)

Paula S. Montgomery, Ph.D., President
University of Louisiana at Lafayette
Lafayette, LA

Roslin Growe, Ed.D., President-Elect
University of Louisiana-Lafayette
Lafayette, LA

Pamela Freeman, Ph.D., Immediate Past President
Prairie View A&M University
Prairie View, TX

Chelsia Berry, Ed.D., Vice President
Seattle Central College
Seattle, WA

Jessie Broussard, Ed.D., Financial Secretary
University of Louisiana at Lafayette
Lafayette, LA

Reginald L. Todd, Ed.D.,
Recording/Corresponding Secretary
Texas Southern University
Houston, TX

Rondell Bailey, Ed.D., Treasurer
Harris Health System
Houston, TX

Nanthalia McJamerson, Ph.D., Parliamentarian
Grambling State University
Grambling, LA

Arthur C. Evans, III, Ed.D., Director of Publicity
Clark Atlanta University
Atlanta, GA

Clara Young, Ed.D., Editor,
RAMP Journal (JRAMP)
Tennessee State University
Nashville, TN

Mary Hawkins, Ed.D., Charter Member
Retired Professor
Prairie View A&M University
Prairie View, TX

Marilyn Irving, Ed.D.,
Executive Director Howard
University
Washington, D.C



FACULTY PRESENTATIONS: MORNING

SYMPOSIUM AT-A-GLANCE

Meeting Host Time: Central Standard (CST)

FACULTY PRESENTATIONS

| | ROOM 1 | ROOM 2 | ROOM 3 | ROOM 4 |
|------------------|---|--|--|---|
| 9:00 – 9:30 | <p>OPENING/WELCOME: Dr. Paula S. Montgomery, RAMP President COMMENTS: Dr. Roslin Growe, President Elect & Symposium Chair ANNOUNCEMENTS (Evaluation Instruction, Etc.): Dr. Chelsia Berry, RAMP Vice President</p> <p style="text-align: center;">Introduction by Dr. Roslin Growe VIRTUAL GREETINGS - Video: THE HONORABLE SHEILA JACKSON LEE U.S. HOUSE OF REPRESENTATIVES</p> | | | |
| 9:35 – 10:00 | <p>Ashley Roman-Gregory, Ed.D. Roslin Growe, Ed.D. William A. Person, Ph.D.</p> <p>A Call to Action: Assisting African American Men in Attaining Senior Level Administrative Leadership Positions at Post-Secondary Institutions</p> | <p>Candy H. Ratliff, Ed.D.</p> <p>Compassion and Dedication: Understanding Family Caregiver Compassion Fatigue – Implications for Counselor Education</p> | <p>Beverly Sande, Ph.D. Doris Green Baines, M.Ed.</p> <p>Meeting Teacher Candidates’ Needs Through Intensive, Incentive-based Programs</p> | <p>Dr. Gwendolyn Duhon</p> <p>NAME as a Vehicle to Bring Diversity, Equity, Social Justice and Multiculturalism to a Teacher-Preparation Program: The Experiences of a Cultural Diversity Team</p> |
| 10:05 – 10:30 | <p>Dr. Pamela T. Barber-Freeman</p> <p>Leadership Experiences at HBCUs: Perceptions of African American Women Administrators</p> | <p>George Noflin, Ed.D. Cheyrl M. Ensley, Ed.D</p> <p>Grambling State University and The Call Me MiSTER Program</p> | <p>Clarissa Booker, Ed.D Arthur L. Petterway, Ph.D. Gwendolyn V. King, Ph.D.</p> <p>Literacy, Ethics, and Reflections for Teaching and Learning</p> | <p>Ashley Roman- Gregory, Ed.D.</p> <p>Getting a Seat at the Table: Black Administrators Lived Experiences in Higher Education</p> |
| 10:35 – 11:00 | <p>David M. Chretien Carrie Barton</p> <p>An Examination of Underrepresented Minorities and Factors Affecting STEM Post-Secondary Persistence and Graduation</p> | <p>Helen Bond, Ph.D.</p> <p>In the Red: the US Failure to Deliver on a Promise of Racial Equality</p> | <p>Dr. Nanthalia McJamerson</p> <p>Behind Closed Doors: Action Research in a Course on Socio-Cultural and Diversity Issues</p> | <p>Fletcher Ziwoya, Ph.D. Toni Hill, Ph.D.</p> <p>Digital Pedagogies: Teaching and Mentoring Students of Color During Covid 19</p> |

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|------------------|---|--|--|---|
| 11:05 – 11:30 | Dr. William A. Person Dr. Roslin Growe Dr. Ashley Roman-Gregory Dr. Melanie Martin Factors Related to Incivility in American Graduate Education Classrooms | Tiffany Bates, Ph.D. The Need to Unmask: Narratives About the Lack of Counseling in the African American Community | Willie Capers, Pharmacist A Multidisciplinary Approach – Impact on Pharmacy Students’ Attitudes Towards and Readiness for Interprofessional Practice | Lori DiPrete Brown SDG 360 Thinking: Centering Equity and Inclusion in Community-Engaged Work |
| 11:35 – 12:00 | Emiel Owens, Ed.D. Andrea J. Shelton, Ph.D. Principals’ Perceptions of Correlates that Limit Crime Prevention in Public Schools and the Impact on Levels of Disciplinary Infractions | Sherry Dale Bachus, Ph.D. Telehealth and Telemental Technology: Benefits and Barriers | Junior Martin, Ed.D. Pivoting Teacher Pedagogical Practices: Implications for Pre-Service Teacher Preparation Post COVID-19 | Park Atatah Ph.D. Catherine Kisavi-Atatah Ph.D. The Quantitative Comparative Research Analyses’ Differences between Black Women Maternity Outcomes’ Complications and Expansion Versus Lack of Expansions to ACA |
| 12:00 | LUNCH BREAK | LUNCH BREAK | LUNCH BREAK | LUNCH BREAK |
| 12:10 – 12:30 | Introduction by Dr. Mary Hawkins, Charter Member VIRTUAL PLENARY SESSION - Video: THE HONORABLE JAMES E. CLYBURN U.S. HOUSE OF REPRESENTATIVES & HOUSE MAJORITY WHIP (2019) | | | |



FACULTY PRESENTATIONS: AFTERNOON

FRIDAY, FEBRUARY 25, 2022

SYMPOSIUM AT-A-GLANCE

Meeting Host Time: Central Standard (CST)

FACULTY PRESENTATIONS

| | ROOM 1 | ROOM 2 | ROOM 3 | ROOM 4 |
|-----------------|--|--|---|---|
| 12:35 – 1:00 | <p>Andrea McDonald, Ph.D. Imani Hurrington Laura Ekezie</p> <p>Using Qualitative Methods to Capture Teaching Strategies Implemented by College Faculty during the Time of COVID-19 Pandemic</p> | <p>Melanie Martin, Ed.D. Roslin Growe, Ed.D. William A. Person, Ph.D.</p> <p>Social Emotional Learning During a Pandemic: Black Male Students Taught by Black Male Teachers</p> | <p>Katherine Sprott, Ph.D.</p> <p>Culturally Competent Practices and Implications for Special Education Leaders</p> | <p>Dr. Scott Jackson Dantley Dr. Helen Bond</p> <p>The Precollege Program and Access to Careers in Engineering (PPACE) Project-Year 2 Key Findings</p> |
| 1:05 - 1:30 | <p>Danielle Williams, Ed.D. Suzanne Mayo, Ph.D. Terry Matthews, M.Ed.</p> <p>Black Women in Gymnastics: Continuing the Legacy of Dianne Durham</p> | <p>Carol H. Parker, Ed.D. Jessica D. Davis, Ed.D. Candy H. Ratliff, Ed.D. Deborah Wilson, Ed.D.</p> <p>Then and Now: Pivoting to Virtual School Counseling-Responsibilities for School Counselors</p> | <p>Bianca Plant, MPA, RD, LDN</p> <p>Diet-Related Barriers of Diabetes Complications and Disparities in the African American Community</p> | <p>Dr. Howard Bartee, Jr</p> <p>The Analytical Value of Diverse Youth Baseball Development in Urban and Suburban America”</p> |
| 1:35 – 2:00 | <p>Carrie Barton David M. Chretien</p> <p>That None Shall Perish: An Examination of Factors Contributing to Academic Success in First-Generation College Students Pursuing STEM Degrees</p> | <p>Andrea Shelton, Ph.D. Emiel Owens, Ed.D.</p> <p>Factors That Influence College Success: Perceptions from Hispanic Students</p> | <p>Catherine Kisavi-Atatah, Ph.D. Park Atatah, Ph.D.</p> <p>“Coronavirus COVID-19 Pandemic One” Globalization 4 Analyses of the Races Relationship Implications and Review of Vaccines’ Confidences Levels Implications Among Blacks/African Americans in the US</p> | <p>Natalie Yates, Ph.D. Suzanne Mayo, Ph.D.</p> <p>Reflections of Community Policing, Engagement and Crime Prevention in Grambling, Louisiana: A Collaborative Effort between the Campus and Community</p> |

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| 2.05 – 2.30 | Beth Christian, Ph.D. A Research Partnership for Developing Culturally Responsive Educators in an HBCU Teacher Education Program | Janice L. Taylor L. S. Spencer Developing Effective Leadership Practice Using Action Research | | |
| 2:30 - 3:00 | CLOSING REMARKS: Dr. Roslin Growe, President Elect & Conference Chair Dr. Chelsia Berry, RAMP Vice President (Evaluations Info) Dr. Paula S. Montgomery, RAMP President | | | |



**STUDENT PRESENTATIONS:
GRADUATE STUDENTS: DOCTORAL & MASTERS
SATURDAY, FEBRUARY 26, 2022**

| <i>SYMPOSIUM AT-A-GLANCE</i> | | |
|---|--|--|
| Meeting Host Time: Central Standard (CST) | | |
| DOCTORAL & MASTERS STUDENT PRESENTATIONS | | |
| | ROOM 1 GRADUATE STUDENTS | ROOM 2 POSTER SESSIONS |
| 9:00 – 9:15 | OPENING/WELCOME: Dr. Paula S. Montgomery, RAMP President COMMENTS: Dr. Roslin Growe, President Elect & Symposium Chair ANNOUNCEMENTS (Evaluation Instruction, Etc.): Dr. Chelsia Berry, RAMP Vice President | |
| DOCTORAL STUDENTS | | POSTER SESSIONS |
| 9:15 – 9:35 | Serena Bradshaw Charles Conteh The Effects of Daughter and Father Relationships and Its Impact on Romantic Relationship Satisfaction in Black Women | 9:15 am – 10:30 am Dr. Toni Hill, Facilitator Danielle Corbie-Archey The Predictability P-12 Discipline Strategies on the High School Graduation Rate of African American Students with Special Needs |
| 9:40 – 10:00 | Ojeifoh Okosun Scams Particularly Affecting African American and Latino Communities | Daniel Kennebrew, MBA Two Steps Behind - How Microaggressions Affect African American Male Academic Achievement |
| 10:05 – 10:25 | Kedar Johnson Monea Beene Myriah Hampton Jason Holiday Stephanie Tilley Leadership Perspectives | Nina R. Roberts The Relationship Between Teacher, School, and Student-Related Factors and the Placement of Students in Discipline Alternative Education Programs Meleah Pea Fibronectin Expression in Shear-Stressed Induced Endothelial Activation |
| 10:30 – 10:50 | Mr. Charles K. Conteh Jr. Ms. Serena J. Bradshaw Beauty Standards of Black Men: The Impact of Colorism | Stephanie Tilley Black Excellence: Global Learning & Black Student Development Paul Kim Audrey Kim Nanopore Sequencing of SARS-CoV-2 for Genomic Surveillance and Epidemiology |

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| 10:55 – 11:15 | Dr. Madison Fringer, M.D. Case Report: Complete Cervical Avulason Following Induction of Labor with Double Balloon Catheter | |
| 11:20 – 11:40 | Cheronda Weaver Cooper The Efficacy of Test Preparation | |
| 11:45 – 12:05 | Dr. Katherine Kleinberg, M.D. Safety and Feasibility of Combined Minimally Invasive Gynecologic and General Surgery | |
| MASTERS STUDENTS | | |
| 12:10 – 12:30 | Mecca Allah Beverly Sande, Ph.D. Implementing Multicultural Training Prior to Entering the Classroom: Current and Former Educators' Perspectives | |
| 12:35 – 12:55 | Lerah Lockett Dr. Camille Burnett Culturally Responsive Teaching and STEM Teachers | |
| 1:00 – 1:20 | <p style="text-align: center;">Introduction by Dr. Rondell Bailey VIRTUAL PLENARY SESSION – Video: THE HONORABLE JAMES E. CLYBURN U.S. HOUSE OF REPRESENTATIVES & HOUSE MAJORITY WHIP (2019) (Video of Representative Clyburn will loop until the Competition Results are Announced in Room 1)</p> <p style="text-align: center;">COMPETITION RESULTS (ZOOM ROOM 1): GRADUATE and UNDERGRADUATE AWARDS Dr. Mary Hawkins, Charter Member, Dr. Chelsia Berry, Vice President Dr. Nanthalia McJamerson, Parliamentarian</p> | |
| 1:20 – 1:30 | CLOSING REMARKS: Dr. Roslin Growe, President Elect & 2022 RAMP Symposium Chair Dr. Paula S. Montgomery, President | |



UNDERGRADUATE STUDENT PRESENTATIONS
SATURDAY, FEBRUARY 26, 2022

| <i>SYMPOSIUM AT-A-GLANCE</i> | | |
|--|--|---|
| Meeting Host Time: Central Standard (CST) | | |
| UNDERGRADUATE STUDENT PRESENTATIONS | | |
| | ROOM 3 UNDERGRADUATE STUDENTS | ROOM 4 UNDEGRADUATE STUDENTS |
| 9:00 – 9:15 | OPENING/WELCOME: Dr. Paula S. Montgomery, RAMP President COMMENTS: Dr. Roslin Growe, President Elect & Symposium Chair ANNOUNCEMENTS (Evaluation Instruction, Etc.): Dr. Chelsia Berry, RAMP Vice President | |
| 9:15 – 9:30 | Samiya Alexander The Color of Stress: Impact of Students of Color Attending Predominantly White Institutions | Laura Ekezie Andrea McDonald, Ph.D., CHES., ACUE Imani Hurrington Facing the “New Normal”: College Students Experience with the COVID-19 Pandemic |
| 9:35 – 9:50 | Mr. Derrick D. Webb Vaccination within the Alabama Black Community | Jaylah Richie How does Mass Incarceration Impact Juvenile African American Boys? |
| 9:55 – 10:10 | Lescia Valmond Madgrie Francis Audrey Kim, D.V.M., Ph.D. Paul Kim, Ph.D. Wastewater Surveillance of SARS-CoV-2 at Grambling State University | Khyler Sims Capital Punishment: Effective or Not? |
| 10:15 – 10:30 | Jada Sayles Black Girls and the School to Prison Pipeline | Naomi Baskins Black Trauma in White Academic Settings |
| 10:35 – 10:50 | Taylor Ponds How Prison Affects the Psyche | Trinity Alexander Does the Media Alter the Psychological Mindset into Accepting the Rape Culture? |
| 10:55 – 11:15 | Isis Gaines | Imani Hurrington Laura Ekezie Andrea McDonald |

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|---------------|---|--|
| | Examining the School-to-Prison-Pipeline | College Student Perception about Preparedness and Support with Online Classes during the Time of COVID-19 Pandemic |
| 11:20 – 11:35 | JaDeric Talbert Isaiah Farrell <i>The Call Me MiSTER Program-From the Lens of A MiSTER</i> | Janeice Jefferson Measuring Grassland Ecosystem Productivity: Assessing Effects of Invasive vs Native Grass and Forb Dominance in the Texas Hill Country |
| 11:35 – 1:00 | Please visit the Graduate Presentations held in Room 1! Don't forget to join us for the <u>Virtual Plenary Session</u> and <u>Student Competition Results</u> in ROOM 1! | |
| 1:00 – 1:20 | <p style="text-align: center;">Introduction by Dr. Rondell Bailey VIRTUAL PLENARY SESSION – Video: THE HONORABLE JAMES E. CLYBURN U.S. HOUSE OF REPRESENTATIVES & HOUSE MAJORITY WHIP (2019) (Video of Representative Clyburn will loop until the Competition Results are Announced in Room 1)</p> <p style="text-align: center;">COMPETITION RESULTS (ZOOM ROOM 1): GRADUATE and UNDERGRADUATE AWARDS Dr. Mary Hawkins, Charter Member, Dr. Chelsia Berry, Vice President Dr. Nanthalia McJamerson, Parliamentarian</p> | |
| 1:20 – 1:30 | CLOSING REMARKS: Dr. Roslin Growe, President Elect & 2022 RAMP Symposium Chair Dr. Paula S. Montgomery, President | |



FACULTY SYMPOSIUM SESSIONS FRIDAY, FEBRUARY 25, 2022

Session 1: A Call to Action: Assisting African American Men in Attaining Senior Level Administrative Leadership Positions at Post-Secondary Institutions

Time: 9:35-10:00

Location: Room 1

This investigation is based on literature relating to the underrepresentation of African American men in higher education. In-depth research on diversity in higher education, experiences of African American men in administrative leadership positions, and challenges and barriers African American men encounter in senior-level, higher education administrative positions will be explored. Critical Race Theory and Path-Goal Theory present the theoretical underpinning for the exploration into a pathway for African American men to attain administrative leadership positions in higher education. The overarching question is: *how do African American men achieve senior level administrative positions at post-secondary institutions?*

Ashley Roman-Gregory, Ed.D.
Counselor

University of Louisiana at Lafayette

Roslin Growe, Ed.D.
Professor

University of Louisiana at Lafayette

William A. Person, Ph.D.
Professor

Alabama State University

Moderator: Ms. Tonia Valmore

Session 2: Compassion and Dedication: Understanding Family Caregiver Compassion Fatigue – Implications for Counselor Education

Time: 9:35-10:00

Location: Room 2

According to Mayo Clinic Staff, “As the population ages, more caregiving is being provided by people who are not health care professionals. About 1 in 3 adults in the United States provides care to other adults as informal caregivers.” It is estimated that 53.0 million of the U.S. population are care recipients and 47.9 million are caregivers of which 7% are children under age 18 who provide care for adults (AARP & National Alliance for Caregiving, 2020). What’s more, AARP and National Alliance for Caregiving (2020) data show that 6 in 10 caregivers report working while caregiving. Additionally, data show that caregivers reported feeling alone and

experiencing physical strain and emotional stress. This study seeks to understand the impact of compassion fatigue on the family caregiver and implications for counselor education.

Candy H. Ratliff, Ed.D.

Doctor of Education Ed.D.

LPC-S, LSOTP, NCC, CART

Interim Department Chair and Assistant Professor

Texas Southern University

Moderator: Ms. Sharri'e Overall

Session 3: Meeting Teacher Candidates' Needs Through Intensive, Incentive-based Programs

Time: 9:35 – 10:00

Location: Room 3

The PTA initiative was launched in spring 2019 as a student-centered incentive-based program where a team worked closely with teacher candidates to enhance their content knowledge. Through the improvement science approach, the team embarked on using a disciplined inquiry method to solve this specific problem of practice (low pass rate) by deploying rapid trials of change to guide the development, revision, and continued fine-tuning of a summer program intended to improve student outcome. The team engaged in these joint practices (a) cultivating a shared vision, (b) focusing on an agreed-upon set of goals, (c) using the evidence-based improvement science model, (d) developing and maintaining alliances, (e) fostering an ongoing use of data, and (f) deploying a strategy for redesigning targeted experiences for our teacher candidates.

Beverly Sande, Ph.D.

Assistant Professor and Director of Panther Teaching Academy

Prairie View A&M University

Doris Green Baines, M Ed.

Director of Student Services and Certification

Prairie View A&M University

Moderator: Mr. Kelsey Powell

Session 4: NAME as a Vehicle to Bring Diversity, Equity, Social Justice and Multiculturalism to a Teacher-Preparation Program: The Experiences of a Cultural Diversity Team

Time: 9:35 – 10:00

Location: Room 4

This study focuses on the experiences of a cultural diversity team changing the course content, instructional strategies and perceptions by inclusion of diversity, equity and social justice in a teacher-preparation program at a predominately white university. A strategy used was to reinstate the Louisiana chapter of NAME, provide free memberships, and webinars. The purpose of the study was to change the way courses were being taught, instructional strategies used, implementation and content taught in a teacher-preparation program at a predominately white university in Louisiana.

Dr. Gwendolyn Duhon

McNeese State University

Moderator: Dr. Reginald Todd

Session 5: Leadership Experiences at HBCUs: Perceptions of African American Women

Administrators

Time: 10:05 – 10:30

Location: Room 1

This research aims to understand learned experiences, culture, age, and how politics all intertwine to work together for African American women in higher education administrative positions specifically in Historically Black Colleges and Universities (HBCU's). According to Paige (2018), African American women are underrepresented in campus leadership position, even though they earn 68% of associate's degrees, 66% of bachelor's degrees, 71% of master's degrees and 65% of doctoral degrees. The researcher implemented two theoretical platforms to guide this study: a) transformative learning theory and b) synergistic theory of leadership. From these two theoretical frameworks, the researcher developed an overarching research question, "What did the female administrators at a HBCU learn?"

Dr. Pamela T. Barber-Freeman, Professor

Prairie View A&M University

Moderator: Ms. Tonia Valmore

Session 6: Grambling State University and The Call Me MiSTER Program

Time: 10:05 – 10:30

Location: Room 2

With less than 2% of the nation's teachers being African American males, Grambling State University has partnered with Clemson University to bring the Call Me Mister Program to Grambling State University. This program recruits, provides scholarships, and mentors African American men to become teachers in Louisiana. This presentation will take a historical look at why there is an urgent need for such a program. We will also share data and plans on how we will make GSU the premier place when looking for African American men in the classroom.

George Noflin, Ed.D.

Grambling State University

Associate Professor/Director of Call Me Mister Program

Cheyrl M. Ensley, Ed.D

Grambling State University

Associate Professor/Interim Dept. Head

Curriculum & Instruction and Developmental and Higher Education Studies

Moderator: Ms. Sharri'e Overall

Session 7: Literacy, Ethics, and Reflections for Teaching and Learning

Time: 10:05 – 10:30

Location: Room 3

Much has been shared, discussed, and researched about literacy, ethical issues, and how they can be interwoven with teaching and learning. During COVID-19, technology in the homes, the schools, the workplaces have taken on new meanings via Face-to-Face Instructional (F2F) Method, Internet-Synchronous Instructional Method, Internet-Asynchronous Instructional Method, Hybrid/Blended Instructional Method, etc. Data will be shared and reflections recommended to facilitate and make the connections with teaching and learning.

Clarissa Booker, Ed.D.
Coordinator, Reading Programs

Prairie View A&M University

Arthur L. Petterway, Ph.D.
Program Coordinator

Prairie View A&M University

Gwendolyn V. King, Ph.D.
Professor

Prairie View A&M University

Moderator: Mr. Kelsey Powell

Session 8: Getting a Seat at the Table: Black Administrators Lived Experiences in Higher Education

Time: 10:05 – 10:30

Location: Room 4

The inquiry is based on literature relating to the challenges and barriers of African Americans in senior administrative leadership roles in higher education. The research will thoroughly examine themes that exist amongst men and women of color and analyze their resilience and support systems utilized to successfully attain senior administrative leadership roles in higher education. The theoretical framework includes Critical Race Theory and Path-Goal Theory to understand how African American men and women navigate the pathways of higher education. The overarching research question is: What challenges and barriers do Black administrators experience as leaders in higher education?

Ashley Roman-Gregory, Ed.D.
Counselor

University of Louisiana at Lafayette

Moderator: Dr. Reginald Todd

Session 9: An Examination of Underrepresented Minorities and Factors Affecting STEM Post-Secondary Persistence and Graduation

Time: 10:35- 11:00

Location: Room 1

Underrepresented minorities and factors affecting their persistence and graduation in STEM curriculums at post-secondary institutions including: self-regulation, socio-economic barriers, pre-college preparation, pedagogy, self-efficacy, and institutional support will be studied. As more underrepresented minority students complete STEM degrees, many will have the skills to become part of the domestic human capital needed to meet the United States workforce demands and enhance the nation's STEM advancement. The lack of underrepresented minority students in STEM education and in the workforce is one of the major contributors to STEM shortages in this country. This study was designed to assist students and post-secondary institutions to better understand how underrepresented minority students can navigate and overcome barriers in obtaining STEM degrees.

David M. Chretien
Assistant Director Student Support Services STEM

University of Louisiana at Lafayette

Carrie Barton

University of Louisiana at Lafayette

Moderator: Ms. Tonia Valmore

Session 10: In the Red: The US Failure to Deliver on a Promise of Racial Equality

Time: 10:35-11:00

Location: Room 2

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, including the United States stands in the legacy of the efforts of people of color everywhere in declaring a vision for sustainable development that is firmly rooted in cultural diversity, equity, and justice. *In the Red: the US Failure to Deliver on a Promise of Racial Equality* uses international instruments to demonstrate how massive inequality, racism, and discrimination are decimating the lives, aspirations, and futures of people of color in the US.

Helen Bond, Ph.D. Associate Professor , Curriculum and Instruction
Fulbright-Nehru Scholar, Liaison to the Center for African Studies
and the Center for Women, Gender, and Global Leadership

Howard University

Moderator: Ms. Sharri'e Overall

Session 11: Behind Closed Doors: Action Research in a Course on Socio-Cultural and Diversity Issues

Time: 10:35 – 11:00

Location: Room 3

After centuries of a variety of efforts, there is still debate over and struggle to create equity in schooling. In the current societal atmosphere, we actually seem to be regressing in the area of equity. Instead of only focusing on content and strategies, the current research focuses on self-examination and the impact of unconscious bias. This presentation explores some of the hidden agendas which sustain inequity and presents one of many processes to increase equity education, the use of “cultural autobiography”. This presentation will include some of the themes and lessons from the research findings.

Dr. Nanthalia McJamerson, Consultant/Retired Professor

Grambling State University

Moderator: Mr. Kelsey Powell

Session 12: Digital Pedagogies: Teaching and Mentoring Students of Color During Covid 19

Time: 10:35 – 11:00

Location: Room 4

Technological advances have furthered the shift towards more independent, student-led inquiry modes of learning. Technology has become more than a mere tool in the classroom: it changes how and what students learn (Lewin, Cranmer & McNicol, 2018). Instructors need to understand how to use technology effectively, understand the learning theories behind the practice and know how to select the right technology for the learning outcomes they seek especially when it comes to engaging students of color. Teachers need a digital pedagogy (Beetham & Sharpe, 2013; Pongsakdi, Kortelainen & Veermans, 2021). COVID has impacted both instruction and mentoring especially students of color. Technological access is essential to address instructional and mentoring equity. This presentation will focus on aspects in the classroom and mentoring to balance opportunities for all students.

Fletcher Ziwoya, Ph.D.
Associate Professor, Communication

University of Nebraska – Kearney

Toni Hill, Ph.D.
Associate Professor, Family Science

University of Nebraska -Kearney

Moderator: Dr. Reginald Todd

Session 13: Factors Related to Incivility in American Graduate Education Classrooms

Time 11:05 -11:30

Location: Room 1

The interaction between faculty and students in graduate higher education classrooms – both face-to-face and virtual – is increasingly becoming more intense and less pleasing. Higher education faculty members at graduate levels of instruction are finding it challenging to set and maintain high levels of scholarly performance among their students. Perhaps, the cultural saturation of technological processes and procedures everywhere in our society, including higher education classrooms, has inundated both students and faculty with expectations of immediacy and effortless expectations of results at the highest possible levels. This investigation examines the prevalence and inappropriate use of technology have encouraged more subtle and blatant bullying behavior, especially among students in higher education classroom.

Dr. William A. Person, Professor of Curriculum and Instruction
Dr. Roslin Growe, Professor, Ed. Foundations and Leadership
Dr. Ashley Roman-Gregory, Counselor
Dr. Melanie Martin, Program Coordinator

Alabama State University
University of Louisiana at Lafayette
University of Louisiana at Lafayette
University of New Orleans

Moderator: Ms. Tonia Valmore

Session 14: The Need to Unmask: Narratives About the Lack of Counseling in the African American Community

Time: 11:05 – 11:30

Location: Room 2

This study explores the lack of counseling in African American communities. It examines both the narratives of African Americans who have admitted to having some form of stress and the narratives of African American counselors as it relates to counseling. The need for services is evident according to statistics but the reasons for

not seeking counseling services and potential solutions will be further explored. Mental health is integral to living a healthy, balanced life. According to the National Alliance of Mental Illness (NAMI), one in five Americans experience mental health issues which translates to more than 40 million adults a year. Since the pandemic began, one in three American adults reported experiencing depression or anxiety. This study will examine the impact on African Americans mental health and access to services.

Tiffany Bates, Ph.D., LPC-S
Assistant Professor

Louisiana Tech University

Moderator: Ms. Sharri'e Overall

Session 15: A Multidisciplinary Approach – Impact on Pharmacy Students’ Attitudes Towards and Readiness for Interprofessional Practice

Time: 11:05 – 11:30

Location: Room 3

The purpose of this study was to evaluate whether a simulation-based IPE program can promote changes in attitudes towards interprofessional teams and readiness for interprofessional practice. Conference attendees will leave with strategies on how to 1) partner with internal and external stakeholders to develop a multidisciplinary team-based training and 2) implement an interprofessional education experience to promote changes in attitudes towards interprofessional teams. Data show that a multidisciplinary program was a positive experience for pharmacy students, helped improve their attitudes towards interprofessional teams, and behavior change in clinical rotations. Researchers found that interaction with other health professions students prior to clinical rotations was beneficial to pharmacy students.

Willie Capers, Pharmacist

Texas Southern University

Moderator: Mr. Kelsey Powell

Session 16: SDG 360 Thinking: Centering Equity and Inclusion in Community Engaged Work

Time: 11:05 – 11:30

Location: Room 4

This session will focus on strategies that aim to better integrate the SDGs into community-engaged awareness-building, planning and implementation while centering equity and inclusion. The approach under development, called “SDG 360 Thinking,” includes 5 ways that Universities can use the SDGs as a framework for transformative engagement. This presentation will focus on centering equity and inclusion as the central and cross-cutting strategy that works synergistically with the others.

SDG 360 Thinking: Centering Equity and Inclusion in Community-Engaged Work

Lori DiPrete Brown,

University of Wisconsin- Madison

Co-Chair, UniverCity Alliance, Director, Global Health and Human Ecology
Department of Civil Society and Community Studies, School of Human Ecology

Moderator: Dr. Reginald Todd

Session 17: Principals' Perceptions of Correlates that Limit Crime Prevention in Public Schools and the Impact on Levels of Disciplinary Infractions

Time: 11:35 – 12:00

Location: Room 1

Ideally, teaching and learning should be the focus of activities at public schools in the United States, but repeatedly students, staff, faculty and administrators have to contend with crime and violence. The purpose of this study was to examine high school administrator's perceptions of correlates that limit their crime prevention efforts and the impact on levels of disciplinary infractions. The overall findings revealed that school administrators viewed correlates associated with Systematic Inadequacies as having the greatest limit on their crime prevention efforts. Results also demonstrated statistically significant differences in correlates that limit crime prevention efforts across school settings.

Emiel Owens, Ed.D., Professor
Department of Educational Administration and Foundations

Texas Southern University

Andrea J. Shelton, Ph.D., Professor
Department of Health Sciences

Texas Southern University

Moderator: Ms. Tonia Valmore

Session 18: Telehealth and Telemental Technology: Benefits and Barriers

Time: 11:35 – 12:00

Location: Room 2

The objective of this presentation focuses on the telehealth technology practice, benefits and barriers which clients and providers face. Services using telemental health technologies requires competence which can be a challenge. Telehealth can improve the quality of behavior health care services to help achieve better outcome in services.

Sherry Dale Bachus, Ph.D., LPC, NCC, LMHP
Associate Professor Director/Chair of Child Development
and Family Studies

Southern University at New Orleans

Moderator: Ms. Sharri'e Overall

Session 19: Pivoting Teacher Pedagogical Practices: Implications for Pre-Service Teacher Preparation Post COVID-19

Time: 11:35 – 12:00

Location: Room 3

Education is a bulwark against inequality—and is important because schooling enable lives for dignity and purpose for successful communities and societies (UNESCO's Future Response to Education, 2019). This has implications for the practices of Teacher Education institutions and calls for a shift in the philosophical underpinning of teacher preparation practices, during and post the COVID-19 pandemic. Against this background the University of Technology, Jamaica seeks to make informed adjustments to its teacher training programs, through research driven data, to ensure an alignment between in-service teacher practices and pre-service teacher preparation.

Junior Martin, Ed.D
Senior Lecturer/Head of School (Martin)
of Curriculum and Instruction

University of Technology, Jamaica Department

Moderator: Mr. Kelsey Powell

Session 20: The Quantitative Comparative Research Analyses' Differences between Black Women Maternity Outcomes' Complications and Expansion Versus Lack of Expansions to ACA

Time: 11:35 – 12:00

Location: Room 4

This study examined and investigated relationship between the quality-of-care outcomes on vulnerable women Black/African American women get during pregnancy and after delivery get in two states which appeared to have some correctional ties to the infants' mortality rates in the state of Texas and California that expanded into Affordable Health Care (ACA) and the state that did not expand into ACA for the past 10 years. The study found that the examination of race data statistics from 2011 to 2012 showed how Births and Maternal Deaths vary by Race in Texas as compared to the state of California.

Catherine Kisavi-Atatah, Ph.D.
Park Atatah, Ph.D.

Prairie View A&M University
Prairie View A&M University

Moderator: Dr. Reginald Todd

Session 21: Using Qualitative Methods to Capture Teaching Strategies Implemented by College Faculty during the Time of COVID-19 Pandemic

Time: 12:35 – 1:00

Location: Room 1

COVID-19 pandemic changed the instructional methods for most higher education institutions. As a result, many students struggled with navigating the new learning platform. Therefore, this study described strategies college professors used to motivate students to learn during the time of social distancing. A qualitative approach was used to recruit nine (N=9) college professors to participate in a Zoom semi-structured interview. All interviews were recorded, transcribed, and analyzed using the grounded theory approach (Charmaz, 2006). The faculty were males (n=3) and females (n=6) from 3 two-year colleges and three universities in Texas. Diversifying the classroom instructions, modified classroom policies, and frequent communications were used as strategies to motivate students' learning during the COVID-19 pandemic. These findings can be used as references for educators and institutions to improve the online learning experience, engagement, and overall students' success.

Andrea McDonald, Ph.D., CHES., ACUE (Corresponding Author)
Assistant Professor
Department of Health and Kinesiology

Imani Hurrington
Undergraduate Student
Department of Health and Kinesiology

Laura Ekezie
Undergraduate Student

Moderator: Ms. Tonia Valmore

Session 22: Social Emotional Learning During a Pandemic: Black Male Students Taught by Black Male Teachers

Time: 12:35 – 1:00

Location: Room 2

The COVID-19 pandemic has generated an emotional drain for many students and teachers. Not only has the pandemic been an emotional rollercoaster but the continuation of racial tension across America continues to affect Black and Brown communities mentally, socially, emotionally, and systemically causing Black students to adjust to the new life of post-pandemic and to mistreatment in America. Before the pandemic, Black students lacked an opportunity to experience a Black male teacher, which has not changed. Research has found that representation, connection, and culture are vital when establishing a relationship between Black male teachers and Black male students.

Melanie Martin, Ed.D.
Program Coordinator

University of New Orleans

Roslin Growe, Ed.D.
Professor

University of Louisiana at Lafayette

William A. Person, Ph.D.
Professor

Alabama State University

Moderator: Ms. Sharri'e Overall

Session 23: Culturally Competent Practices and Implications for Special Education Leaders

Time: 12:35 – 1:00

Location: Room 3

The over-identification of minorities in special education in the United States continues to exist. Such over-representation separates these students from their general education peers to the degree that they may not have access to challenging academic standards and effective instruction. Factors impacting these students include a systemic lack of understanding of cultural frames of reference and curriculum and leadership issues that influence the referral and placement processes in special education. This chapter will address the five culturally competent practices with regard to inclusion and special education. Implications for educational leaders will be discussed.

Katherine Sprott, Ph.D.
Assistant Professor

Lamar University

Moderator: Mr. Kelsey Powell

Session 24: The Precollege Program and Access to Careers in Engineering (PPACE) Project-Year 2 Key Findings

Time: 12:35 – 1:00

Location: Room 4

The Precollege Program and Access to Careers in Engineering (PPACE) project was design to address the lack of minority serving students in science, technology, engineering, and mathematics (STEM) and their career choices. The lack of math preparation prohibits advancement in STEM (NRC, Lee, 2013 and College Board, 2018). Seventy-two eighth and ninth graders participated in a three-week intense virtual program that infused algebra and geometric concepts and Engineering Design Process to promote increase in STEM choices for college. Positive results from pre-post diagnostic exams, examples of engineering designed projects, and examples of student developed e-portfolio projects will be shared.

Scott Jackson Dantley, Ph.D.

Professor and Senior Associate Dean for Academic Affairs

Howard University

Helen Bond, Ph.D.

Associate Professor, Department of Curriculum and Instruction

Howard University

Moderator: Dr. Reginald Todd

Session 25: Black Women in Gymnastics: Continuing the Legacy of Dianne Durham

Time: 1:05 – 1:30

Location: Room 1

As of 2021, there are no gymnastics programs at Historically Black Colleges and Universities (HBCUs), leaving Black gymnasts without the option to continue their academic and athletic careers simultaneously in environments free of racial discrimination. This case study examines the potential impact of implementing HBCU gymnastics programming to increase inclusion in the sport at the collegiate level (Asiegbu, 2021). Identifying the history of women in gymnastics as a sport lends an understanding of foundation towards its relevancy and influence in the African American community and segues the history of Dianne Durham, who holds the title as America's first elite gymnast of color.

Dr. Danielle Williams, Ed.D.

Assistant Professor

Grambling State University

Dr. Suzanne Mayo, Ph.D.

Lecturer II, Department of Family and Consumer Sciences

Grambling State University

Mr. Terry Matthews, M.Ed.

Interim Coordinator/Lecturer II; Department of Family and Consumer Sciences

Grambling State University

Moderator: Ms. Tonia Valmore

Session 26: Then and Now: Pivoting to Virtual School Counseling-Responsibilities for School Counselors

Time: 1:05 – 1:30

Location: Room 2

Counselor educators, at Historically Black Colleges and Universities (HBCU), are seeking to respond to the challenge of graduating school counselors who are equipped with the knowledge and skills to access resources and organizational support necessary to lead programs that effectively support students' academic, social emotional and post-secondary development especially those affected by the COVID pandemic. Students who participate in experiential learning have a chance to tie personally relevant topics and images to educational content. In addition, experiential learning is a way to connect content mastery that extends beyond the four walls of the classroom.

Carol H. Parker

Doctor of Education, Ed.D.

LPC-S, CSC, NCC

CACREP Coordinator, Associate Professor

Texas Southern University

Jessica D. Davis

Doctor of Education, Ed.D.

LPC-S, LSOTP, LCDC, NCC, CART

Assistant Dean and Assistant Professor

Texas Southern University

Candy H. Ratliff,

Doctor of Education Ed.D.

LPC-S, LSOTP, NCC, CART

Interim Department Chair and Assistant Professor

Texas Southern University

Deborah Wilson

Doctor of Education, Ed.D.

LPC, NCC

Assistant Professor

Texas Southern University

Moderator: Ms. Sharri'e Overall

Session 27: Diet-Related Barriers of Diabetes Complications and Disparities in the African American Community

Time: 1:05 – 1:30

Location: Room 3

The behaviors and barriers of individuals living in food deserts, rural communities, and other low-socioeconomic environments can negatively affect eating habits. Social factors such as family and friends influence traditional consumption of daily norms of unhealthy food. The availability and cost of healthier food then becomes the next barrier for many in this population. This in turn continues the cycle of chronic disease in the African American community. Diabetes is a common disease prevalent in ethnic groups that can stem from genetics, but more so from diet-related obesity. Although nutrition assistance programs are available, this does not ensure healthier eating habits in order to prevent this sickness.

Bianca Plant, MPA, RD, LDN

Registered Dietician

Louisiana Department of Health

Moderator: Mr. Kelsey Powell

Session 28: The Analytical Value of Diverse Youth Baseball Development in Urban and Suburban America

Time: 1:05 – 1:30

Location: Room 4

Even though there has been a great deal of research focusing on the decision-making process of students, there has been very little research on the student athletes' decision-making process (Letawsky, 2003). It is through this research study that new research will be gathered that looks at how youth sports development, socioeconomic status, and access to showcase and travel tournaments has a direct impact on the diversity of the game of baseball on the HBCU or non HBCU levels of college competition. Furthermore, the significance of this study serves as a model for present and future research on how the analytical value of diverse youth baseball development is evolving, both in urban and suburban America.

Dr. Howard Bartee, Jr.
Assistant Professor of Health & Kinesiology

Prairie View A & M University

Moderator: Dr. Reginald Todd

Session 29: That None Shall Perish: An Examination of Factors Contributing to Academic Success in First-Generation College Students Pursuing STEM Degrees

Time: 1:35 – 2:00

Location: Room 1

Access to and successful matriculation in higher education in the United States may be significantly increased for first-generation students with a more substantial pedagogical focus that contributes to, and influences increased academic achievement leading to eventual occupational and job-related longevity. First-Generation (FG) college students face challenges and barriers in attaining higher levels of education, especially those who pursue STEM degrees, which may cause delays or changes in their pursuit of educational and career goals, degree attainment, and overall student success. The overarching question for this investigation is: *What factors influence academic success in first-generation college students pursuing STEM degrees?*

Carrie Barton
Counselor-Student Support Services STEM

University of Louisiana at Lafayette

David M. Chretien
Assistant Director Student Support Services STEM

University of Louisiana at Lafayette

Moderator: Ms. Tonia Valmore

Session 30: Factors That Influence College Success: Perceptions from Hispanic Students

Time: 1:35 – 2:00

Location: Room 2

Hispanics are the largest growing ethnic minority in the United States and for the last two decades, account for an increasing number of students enrolling in college. Texas has the second largest Hispanic population in the country. There is a disparity in college graduation rates, however, as only a fraction of Hispanic students matriculate compared to the total number of adults in the state. This research investigated factors that male and female Hispanic students perceived as influential in maintaining enrollment in college classes until degree completion. A survey was distributed to classes at two different institutions in Houston, Texas. A number of factors were considered, including those of a personal nature and others relating to the campus/learning environment.. Consistent with the findings of previous research, finances, work schedule, and family issues were identified as factors that were considered the most challenging for students to navigate to succeed in school. Findings in this research identify other factors, differentiated by sex, namely specific course requirements, that influence college success for Hispanic students.

Andrea J. Shelton, Ph.D.

Texas Southern University

Professor

Department of Pharmacy Administration and

Administrative Health Sciences

College of Pharmacy and Health Sciences

Emiel Owens, Ed.D.

Texas Southern University

Department of Educational Administration

and Foundations

Moderator: Ms. Sharri’3 Overall

Session 31: “Coronavirus COVID-19 Pandemic One” Globalization 4 Analyses of the Races Relationship Implications and Review of Vaccines’ Confidences Levels Implications Among Blacks/African Americans in the US

Time: 1:35 – 2:00

Location: Room 3

This study investigated and explored the effects of races differences’ relationships and implications with COVID-19’s effects and a review of vaccines’ lack of confidences levels between and in-between races in the US, especially in Waller County, Fort Bend County, and Harris County, Texas. The study found that Whites had less COVID-19 infections and death rates which were way below their population counts as compared to the minorities in the US. The study also found that Minorities in general Black and Brown especially Blacks/African Americans had less confidence in taking COVID-19 approved vaccines such as Pfizer and Moderna in the US.

Catherine Kisavi-Atatah ,Ph.D.

Prairie View A&M University

Park Atatah, Ph.D.

Prairie View A&M University

Moderator: Mr. Kelsey Powell

Session 32: Reflection of Community Policing, Engagement and Crime Prevention in Grambling, Louisiana: A Collaborative Effort between the Campus and Community

Time: 1:35 – 2:00

Location: Room 4

This qualitative study explores how children and youth, (ages of 10 to 17), college students (ages of 18 to 30), and those in the community of Grambling, Louisiana (ages of 25 to 80), feel about engaging with the police, and what can be done in order to end negative interactions with law enforcement to develop better relationships with the police and sheriff's departments of Lincoln Parish, Louisiana. This case study spans 8 months of intentional meetings, trainings and dialogue among citizens of where a myriad of themes emerged during the community sessions. Further research will focus on the emotional distress, community engagement, witnessing of and police interactions and enforcement among youth, college students and the community.

Suzanne Mayo, Ph.D.
Lecturer II, Department of Family and Consumer Sciences

Grambling State University

Natalie Yates, Ph.D., LCSW
Assistant Professor, School of Social Work

Grambling State University

Moderator: Dr. Reginald Todd

Session 33: A Research Partnership for Developing Culturally Responsive Educator in an HBCU Teacher Education Program

Time: 2:05 – 2:30

Location: Room 1

This project was a partnership between Educator Preparation Programs (EPP) at Tennessee State University (TSU) and Virginia Commonwealth (VCU). The project aimed to provide preservice teachers and emerging educational leaders at TSU with a professional development (PD) exercise designed to enhance their practicum experience within the Nashville Metropolitan Area and throughout the state of Tennessee. This project was designed to help prospective educational leaders and preservice teachers better assert themselves in efforts of school improvement through a systematic method for identifying and recognizing their implicit/unconscious bias together with introducing them to a host of asset-based pedagogies.

Beth Christian, Ph.D.
Professor
Department of Teaching and Learning

Tennessee State University

Moderator: Ms. Tonia Valmore

Session 34: Developing Effective Leadership Practices Using Action Research

Time: 2:05 – 2:30

Location: Room 2

To earn instructional leadership certification in Texas, prospective candidates must successfully complete a performance-based assessment. Various strategies are used to guide students as they apply action research, a disciplined process of inquiry, to develop and implement action plans for the assessment. The action research process provides students with relevant skills to effectively lead schools by demonstrating systematic problem solving, planning, and evaluation; following best practices to improve instructional strategies and student learning outcomes; and build a collaborative culture. The significance of completing the required performance-based assessment through action research will increase the pool of eligible candidates and address the instructional leadership shortage.

Dr. Janice L. Taylor

Department of Educational Leadership and Counseling

Prairie View A & M University

L. S. Spencer, Jr., Ed.D.

Department of Educational Leadership and Counseling

Prairie View A & M University



STUDENT SYMPOSIUM SESSIONs

SATURDAY, FEBRUARY 26, 2021

GRADUATE STUDENTS

The Dr. Michael S. Clark Student Competition

DOCTORAL STUDENTS

Session 1: The Effects of Daughter and Father Relationships and Its Impact on Romantic Relationship Satisfaction in Black Women

Time: 9:15 – 9:35

Room 1

Presenters: Serena Bradshaw and Charles Conteh

University: Howard University, School of Education, Department of Human Development and Psychoeducational Studies

The purpose of this comparative study was to explore the effects of Black father and daughter relationships which result from attachment styles. We looked at this impact on partner selection, and its effects on relationship satisfaction within romantic relationships. Though these topics have been thoroughly researched in general populations, there is a lack of literature specific to Black relationships. There is a need to explore the transference of childhood attachment styles to adulthood and its impact on Black women's partner selection and satisfaction. Findings will aid in improved insight and therapeutic outcomes for Black women.

Session 2: Scams Particularly Affecting African American and Latino Communities

Time: 9:40 – 10:00

Room 1

Presenter: Ojeifoh Okosun

University: Texas Southern University

Scammers require suitable targets or potential victims for their crimes to occur. Primary research reveals how particular populations are disproportionately affected by scams. According to data in this study, customers in primarily African American groups were disproportionately harmed by unlawful debits from their bank accounts. Nonetheless, the rate of complaints of such frauds from these communities was much lower as compared to white communities. In this presentation, government, law enforcement agencies and community leaders will be challenged to implement strategies that prevent scams through awareness and community engagement, monitoring of advertisements, sharing information, and encouragement to report such incidents.

Session 3: Perspectives on Leadership

Time: 10:05 – 10:25

Room 1

Presenters: Monea Beene, Myriah Hampton, Jason Holiday, Kedar Johnson, Stephanie Tilley

University: Prairie View A & M University

This paper explored the role of the Office of Medical Education (OME) within the newly formed University of Houston College of Medicine (UHCOM). The goal of this inquiry was to examine the functionality and role of a departmental vision in the department's advancement. An online survey was administered to gather the perspectives of three integral entities within the department. Those entities were leaders of OME, staff members of OME, and the current class of medical students within UHCOM. The results revealed that further research is needed to understand how the department can better support the medical students of UHCOM.

Session 4: Beauty Standards of Black Men: The Impact of Colorism

Time: 10:30 – 10:50

Room 1

Presenters: Charles K. Conteh Jr., Serena J. Bradshaw, Mercedes Ebanks, Ph. D.

University: Howard University

Colorism has been linked to various negative outcomes for Black people. A significant deficiency exists in publications as most research focuses on Black women and women of color. This study aims to review literature that explores the experiences of colorism amongst Black men in America and its effects on self-concepts and beauty standards. Needs for this research stem from the lack of literature specifically aimed at Black men and how colorism affects them psychologically and implications that may result. This comparative study reviewing the current literature was compiled as a basis for future studies on this subject-matter imperative.

Session 5: Complete Cervical Avulsion Following Induction of Labor with Double Balloon Catheter: A Case Report

Time: 10:55 – 11:15

Room 1

Presenter: Madison Fringer, M.D.

University: Texas Tech HSC School of Medicine, El Paso, TX

Cervical avulsion or complete detachment of the uterine cervix is a rare event. Avulsion of the cervix is an event with implications for future pregnancy, including increased risk for incompetent cervix with need for cerclage placement. This case represents the first documented case associated with the double balloon catheter used in cervical ripening. It is the case of a 32-year-old nulliparous woman admitted for elective induction of labor. Mechanical cervical ripening with double balloon catheter was used prior to labor induction. Labor course was complicated by complete cervical avulsion noted at the onset of the second stage of labor. This case may prompt the greater OBGYN community to (1) closely examine cervical ripening methods that currently exist; (2) modify those methods to decrease patient harm and potential risk to future pregnancy; or (3) help to more completely educate patients on the risks, benefits and alternatives to cervical ripening methods.

Session 6: The Efficacy of Test Preparation

Time: 11:20 – 11:40

Room 1

Presenter: Cheronda Weaver Cooper, Assistant Principal

Location: Peabody Magnet High

This study explores the efficacy of test preparation, specifically, the efficacy of certain forms of test preparation, the effect of socio-economic status on test preparation, teacher and student perceptions of the benefits and challenges of test preparation, and the ethicality and efficacy involved in teaching the test. This review is to determine if test preparation makes a significant impact on test scores. The researchers found that the school, teacher, quality of education, methods of teaching, teaching and learning equipment, student's study partners, personal studying habits, motivation, and test-taking anxiety are all factors affecting a student's test preparation and test scores.

Session 7: Safety and Feasibility of Combined Minimally Invasive Gynecologic and General Surgery

Time: 11:45 – 12:05

Room 1

Presenters: Katherine A Kleinberg, M.D.

University: HCA Las Palmas Del Sol, El Paso, TX, USA

There are many instances when a patient can undergo a combined general surgery operation with a gynecologic procedure. This is more convenient for the patient and only involves one anesthetic event. This session presents a case series involving combined minimally-invasive gynecologic and general surgery procedures. It also examines surgical outcomes and postoperative morbidity.

MASTERS STUDENTS

Session 8: Implementing Multicultural Training Prior to Entering the Classroom: Current and Former Educators' Perspectives

Time: 12:10 – 12:30

Room 1

Presenters: Mecca Allah; Beverly Sande, Ph.D.

University: Prairie View A&M University

This research investigates the gaps in teacher preparation programs, including the significance of fulfilling education classrooms that suit the needs of various student populations in U.S. institutions. The findings of the study highlight teacher preparation programs in the classroom, along with their strengths and difficulties in implementing multicultural trainings. Multicultural education fosters trust and requires curricular and instructional changes. A multicultural lesson plan illustrates a more equitable system that allows people to authentically express themselves within a society that is more tolerant of social issues and adapts better to those social issues. In multiculturalism, a teacher is expected to comprehend the objectives of a specific student group. Multiculturalism acknowledges that culture is the culmination of different indicators that fluctuate as the world changes, instead of a single definable entity dependent on one race or religion. The core curriculum for each day should also include different operations, methods to investigate the topic, and grammar for better student academic achievements. These will be addressed in this presentation.

Session 9: Culturally Responsive Teaching and STEM Teachers

Time: 12:35 – 12:55

Presenter: Lerah Lockett, Graduate Research Assistant
Camille S. Burnett, Ph.D., Assistant Professor

Room 1

Prairie View A&M University
Prairie View A&M University

University: Whitlowe R. Green College of Education, Prairie View A&M University

National statistics reveal the need for increased numbers of Underrepresented and Racially Minoritized (URM) students and professionals in STEM, including STEM teachers, making evident the need for increased culturally responsive teaching (CRT) in schools. The purpose of this literature review is to (1) highlight the need for more URM STEM students and professionals; and (2) discuss CRT in STEM teachers and the need to increase the entrance and persistence of URMs in STEM education and teaching. Peer-reviewed literature pertaining to CRT and STEM teachers from the last ten years will be examined, and landmark articles about CRT will be included.



STUDENT SYMPOSIUM SESSIONS
SATURDAY, FEBRUARY 26, 2022
UNDERGRADUATE STUDENTS
The Dr. Michael S. Clark Student Competition

Session 1: The Color of Stress: Impact of Attending Predominantly White Institutions on Students of Color

Time: 9:15 – 9:30

Room 3

Presenter Name: Samiya Alexander

University: University of Kearney Nebraska

The focus of this research was on collegiate student leadership issues including the existence of leadership opportunities and mentorship for students of color, with emphasis on the comparison of leadership issues across Predominately White Institutions (PWIs) and HistoricallyBlack Colleges and Universities (HBCUs). Initially the study compared existing documentation across PWIs and HBCUs related to leadership (e.g., mentorship programs targeting students of color). It identified the need for students of color to be connected to positive peers and supportive faculty on campus in order to be successful (Goings, 2016). By conducting and analyzing this research, this presentation will increase the awareness of the needs of students of color for leadership opportunities. To retain students of color, Institutions need to make them feel like they belong and can benefit from leadership opportunities.

Moderator: Mr. Kelsey Powell

Session 2: Facing the “New Normal”: College Students’ Experience with the COVID-19 Pandemic

Time: 9:15 – 9:30

Room 4

Authors: Laura Ekezie, Andrea McDonald, Ph.D., CHES, ACUE, Imani Hurrington

Presenter: Laura Ekezie

University: Prairie View A&M, Department of Health and Kinesiology

COVID-19 pandemic presented a whole new experience for students who attend colleges and universities. Few studies show that college students altered their traditional face-to-face ways of learning and transitioned to an online learning platform. This study aims to assess the experience and impact of the COVID-19 pandemic upon students in Higher Education. A qualitative approach was employed with semi-structured interviews to gain insight of college students' experiences. Fifteen semi-structured interviews were conducted with twelve females and three males. They self-identified as Latino/Hispanic (33%), Black/African American (40%), Caucasian/White (20%), and Asian/Middle Eastern (7%). The study revealed physical and social challenges impacting college students while confronting the “new normal” from the COVID-19 pandemic.

Moderator: Dr. Reginald Todd

Session 3: Vaccination within the Alabama Black Community

Time: 9:35 – 9:50

Room 3

Presenter: Mr. Derrick D. Webb

University: Dillard University in New Orleans, Louisiana

White European colonialism, and its subsequent white supremacist policies, has led to many advancements in modern medicine through the exploitation of Blacks. This exploitation has contributed to systemic racial bias in the healthcare system and to the mistreatment of and mistrust by Black Americans. This body of work will explore a timeline of past and present indications of such inequalities and inequities. It also focuses on the state of Alabama and addresses the current COVID-19 vaccination implications of continued mistrust. This study will highlight key figures, such as Dr. J. Marion Sims, and research abuses, such as the Tuskegee Syphilis Study. Focus is also on why Blacks are not getting the vaccine. The purpose of this research is to analyze the historical continuity of medical racism and ethics and to show how COVID-19 vaccination provides a framework for exacerbated skepticism in the healthcare field. This project will explore three dynamics through which the present and historical effects of systemic racism in Alabama are effective in vaccine delivery: (1) historical legacies of medical racial violence and experimentation, (2) access to vaccination, and (3) contemporary racist structures and practices that affect vaccine delivery.

Moderator: Mr. Kelsey Powell

Session 4: How Does Mass Incarceration Impact Juvenile African American Boys?

Time: 9:35 – 9:50

Room 4

Presenter: Jaylah Richie

University: Dillard University

Mass incarceration is described as the widespread pandemic of imprisonment that plagues the United States. The growing business of prison systems has encapsulated the lives of 2.3 million people. The problem can go on for ages regarding the ways this system disproportionately affects minority communities. However, mass incarceration especially targets and destroys the lives of African American boys. The attack on innocent Black boys begins with imprisoning their fathers, subjecting their communities to over-policing, and further criminalizing them, thus forcing them into imprisonment. In this study the researcher will discuss the effects of mass incarceration specifically through the lens of young Black males.

Moderator: Dr. Reginald Todd

Session 5: Wastewater Surveillance of SARS-CoV-2 at Grambling State University

Time: 9:55 – 10:10

Room 3

Authors: Lescia Valmond, Madgrie Francis, Audrey Kim, D.V.M., Ph.D., Paul Kim, Ph.D.

Presenter: Lescia Valmond

University: Grambling State University, Department of Biological Sciences and Public Health

COVID-19 is a highly infectious respiratory disease caused by SARS-CoV-2. The pandemic has shown the need for fast, sensitive, reliable testing to monitor and control the spread of COVID-19. Wastewater-based epidemiology is a useful technique for evaluating community-level infection trends that can be applied to COVID-19 surveillance. This study was conducted during the fall 2021 academic term at Grambling State University. It demonstrated that SARS-CoV-2 can be detected in campus wastewater and that the viral load correlates with campus activity and infection rates. Such findings can help monitor and control the spread of COVID-19.

Moderator: Mr. Kelsey Powell

Session 6: Capital Punishment: Effective or Not?

Time: 9:55 – 10:10

Room 4

Presenter: Khyler Sims

University: Dillard University

The purpose of this paper is to examine the effectiveness of capital punishment. The question presented is: “What are some alternative measures that can be incorporated in the criminal justice system in order to replace capital punishment?” Qualitative interviews will be conducted with four or more undergraduate students to address the research question. The results of the research will be shared in this presentation. According to Hulme, future research should further examine and re-evaluate the importance of certain factors, as well as offer a more conclusive answer to the root of the discrimination present in capital punishment (Hulme, 2020).

Moderator: Dr. Reginald Todd

Session 7: Black Girls and the School-to-Prison Pipeline

Time: 10:15 – 10:30

Room 3

Presenter: Jada Sayles

University: Dillard University

The purpose of this paper is to explore the question, “What are the social factors affecting juvenile black girls that contribute to the incarceration rate amongst their population?” Interviews were conducted with four superintendents and a focus group of black girls in high schools in the city of New Orleans, Louisiana. According to Bell, “Future studies should explore the impact of including women and juveniles to offer more insight into the social factors that contribute to incarceration among those populations.”

Moderator: Mr. Kelsey Powell

Session 8: Black Trauma in White Academic Settings

Time: 10:15 – 10:30

Room 4

Presenter: Naomi Baskins

University: Dillard University

Research is needed in order to understand how students interpret and assign meaning to the racial climate of their schools (Hope, Skoog & Jagers, 2014). The purpose of this research is to examine that issue in college settings. Four qualitative interviews were conducted with black college students who attend primarily white institutions and four interviews were conducted with black college students who attend historically black colleges and universities. The interviews were conducted at schools of higher education in New Orleans, Louisiana.

Moderator: Dr. Reginald Todd

Session 9: How Prison Affects the Psyche

Time: 10:35 – 10:50

Room 3

Presenter: Taylor Ponds

University: Dillard University

The purpose of this presentation is to explore the positive and negative impacts that today's penal system has on ex-convicts returning to our collective communities. Qualitative interviews were conducted to answer the questions regarding positive and negative effects. The research participants were several ex-convicts in two categories: (1) those who returned to prison after release and (2) those who reintegrated successfully into society the first time they were released. This presentation will address the research findings. According to Hagedorn, (2014, P.87), "[An] issue warranting further research at the microsystem level is the study of the impact that incarceration factors have on prison reentry outcomes."

Moderator: Mr. Kelsey Powell

Session 10: Does the Media Alter the Psychological Mindset into Accepting the Rape Culture?

Time: 10:35 – 10:50

Room 4

Presenter: Trinity Alexander

University: Dillard University

The constant exposure to sexually degrading material in the media - such as images in music, television, and pornography - is causing higher levels of acceptance of and desensitization towards rape and the rape culture. The purpose of this presentation is to examine (1) the correlation between the media content and acceptance of rape and (2) ways by which media promote rape culture. The question to be researched was: "Does the media alter the psychological mindset into accepting the rape culture?" Interviews were conducted with psychologists to address the research questions.

Moderator: Dr. Reginald Todd

Session 11: Examining the School-to-Prison Pipeline

Time: 10:55 – 11:15

Room 3

Presenter: Isis Gaines

University: Dillard University

The purpose of this paper was to examine unwarranted racial disparities at an early age and identify the many tactics in which marginalized groups of youth are targeted systematically. The paper also examined the state and federal government roles in the rising number of incarcerated youth. The research questions were, “What is the correlation between the racial injustices in school systems and that of the juvenile justice system?” and “How can current policies, practices, and programs be improved or even replaced given this information?” Qualitative interviews were conducted with participants varying in age, race, and locations to address the research questions from multiple angles. According to Roque and Paternoster, (1973), “Examining and ultimately reducing racial unwarranted disparities at early ages should continue to be a research and policy priority.”

Moderator: Mr. Kelsey Powell

**Session 12: College Students’ Perceptions of Preparedness and Support with Online Classes
During the Time of the COVID-19 Pandemic**

Time: 10:55 – 11:15

Room 4

Authors: Imani Hurrington, Laura Ekezie, Andrea McDonald, Ph.D., CHES. ACUE

Presenter: Imani Hurrington

University: Prairie View A&M, Department of Health and Kinesiology

This study examined college students' perception of preparedness and support with online learning during the COVID-19 pandemic. A qualitative approach was used to recruit male and female students between March and August 2021. Eligibility criteria included age 18 years or older and attendance at a Texas higher education institution. All the participants engaged in a Zoom semi-structured interview which was recorded, transcribed, and analyzed using grounded theory methods. A total of fifteen students from health, nutrition, criminal justice, nursing, and kinesiology participated in the study. The results show students had mixed experiences regarding preparedness, technology, and support received during the COVID-19 pandemic. More research is needed to understand programs which helped with online learning transition and other resources needed to assist students in college.

Moderator: Dr. Reginald Todd

Session 13: The Call Me MiSTER Program through the Lens of a MiSTER

Time: 11:20 – 11:35

Room 3

Presenters: JaDeric Talbert

Isaiah Farrell
Dr. Cheyrl Ensley, Advisor

University: Grambling State University

If you are not a part of the solution, you are a part of the problem. We are committed to being a part of the solution in the field of education by helping to increase the number of African American male teachers in Elementary Schools. With less than 2% of the nation's teachers being African American males, Grambling State University has partnered with Clemson University to bring the Call Me MiSTER Program (Mentors Instructing Students Toward Effective Role models) to increase that percentage. As members of this program, participants provided support and encouragement to assist in reaching educational goals. This presentation will share the highlights and advantages of the program.

Session 14: Measuring Grassland Ecosystem Productivity: Assessing Effects of Invasive vs Native Grass and Forb Dominance in the Texas Hill Country

Time: 11:20 – 11:35

Room 4

Presenter : Janeice Jefferson

University: St. Edwards's University, Austin, Texas

Native prairies in Central Texas once harbored a vast diversity of plants and animals, but many have experienced declines as a result of exotic species invasion and woody encroachment. Prescribed fire and seeding treatments are being used on private and public land in the Texas Hill Country to restore grassland communities. Ecosystem services and functions, such as productivity, disturbance regulation, nutrient cycling, and soil erosion control can be improved through restoration efforts, but these functional responses have not yet been quantified at many sites. The purpose of this research was to assess how grassland ecosystem productivity varies among restored and unrestored plots.

Moderator: Dr. Reginald Todd



STUDENT SYMPOSIUM POSTER SESSIONS

SATURDAY, FEBRUARY 26, 2022

POSTER PRESENTATIONS

Location: Room 2

Moderator: Ms. Sharri'e Overall

Session 1: The Impact of P-12 Discipline Strategies on the High School Graduation Rate of African American Students with Special Needs

Presenter: Danielle Corbie-Archey
University: Texas Southern University

Seeking equity in the execution of academic discipline practices is essential for preparing civically responsible adults. Equity is also essential for creating educational institutions that research and support conflict resolution through building positive relationships and mitigating or correcting negative behaviors. This study is designed to support educators in adopting school-wide discipline strategies that leverage culture as a scaffold for resolving conflict and increasing the graduation rates of African American students identified with special needs. This study will provide a comparative analysis of P-12 discipline strategies used in the United States public school system and will describe the relationship that discipline strategies have to graduation rates of African American students identified with special needs.

Session 2: Two Steps Behind: How Microaggressions Affect African American Male Academic Achievement

Presenter: Daniel Kennebrew, MBA
University: Prairie View A&M University, Department of Management & Marketing College of Business

From elementary school to high school graduation, Black male students are stereotyped as being aggressive, having a lack of self-discipline, being overactive, and—worst of all—being incapable of academic success. These stereotypes are sometimes reinforced by media portrayals, music analogies, and generational bias. In academic settings, various micro-aggressions are practiced via communication, avoidance, and low tolerance policies that ultimately discourage Black males academically. Sadly, they contribute to the school-to-prison pipeline. This poster presentation will show attendees (1) how unconscious actions/attitudes contribute to Black male students becoming discouraged in academic settings, (2) statistics affirming the student struggle, and (3) methods to reverse these trends, ultimately increasing Black male student self-efficacy in academic settings.

Session 3: The Relationship between Teacher, School, and Student-Related Factors and Placement of Students in Discipline Alternative Education Programs

Presenter: Nina R. Roberts

University: Texas Southern University

The purpose of this study is to examine whether a relationship exists between teacher, school, and student-related factors and student placement in Discipline Alternative Education Programs (DAEPs) in Texas P-12 public schools. By conducting a correlational analysis of the three most recent years of Texas Education Agency archival data (2016-2019), the study will provide insight into the number of students removed from the traditional instructional setting and will provide an analysis of the demographics of those students to bring awareness to teachers, administrators and P-12 stakeholders of an overrepresentation of any group or groups of students placed in Discipline Alternative Education Programs. This study seeks to bring awareness to the need for discipline policy reform, professional development in diversity trainings and social and emotional learning, with the intention of minimizing the time students spend outside of the traditional instructional setting and maximizing equitable educational opportunities.

Session 4: Heart Health: Fibronectin Expression in Shear-Stressed Induced Endothelial Activation

Presenter: Meleah Pea

University: Grambling State University

Cardiovascular disease is a fatal health problem in America. The underlying problem of cardiovascular disease is atherosclerosis, hardening and narrowing of blood vessels that supply blood to the heart. Flow patterns in our arteries regulate local susceptibility to atherosclerosis and blood-flow can simulate a drag force (shear stress) on the endothelial lining of the artery vessels. If the flow is abnormal (multi-directional), it induces endothelial activation and promotes atherosclerosis. We hypothesized that fibronectin promotes endothelial activation-induced by oscillatory shear stress by inducing ER stress mechanism within endothelial cells. We tested this hypothesis by growing human arterial endothelial cells (HAECs) to confluence and splitting them on either Matrigel (basement membrane protein) or FN (10 μ /ml) coated slides for 2-4 hours until the cells adhered, exposed the confluent cells to oscillatory shear stress using parallel flow chambers for 18 hours. The cells were then lysed and protein levels were measured by Western blotting. From n=4 independent experiments we found that endothelial cells plated on fibronectin and exposed to the oscillatory shear stress showed major induction to ER-stress markers. However, the endothelial cells that were plated on matrigel and exposed to shear stress did not show any major changes. The data suggests that FN plays a role in ER stress and endothelial activation by shear stress. Although further research is needed to study the exact role that fibronectin plays in endothelial activation, our data suggests a mechanistic role for FN in atherosclerosis.

Session 5: Black Excellence: Global Learning and Black Student Development

Presenter: Stephanie Tilley

University: Prairie View A& M University

Global learning allows college students the opportunity to grow and expand within themselves as they are exposed to various cultural communities and diversity of thought. As a result, they evaluate their ideals, personal philosophy, life's purpose, and world view when new information is presented and integrated. It is through this environment of exploration that college students develop a deeper understanding of their passions, guiding values, professional trajectory and self-actualization. Research shows a direct correlation between global learning and student success; research demonstrates how global learning impacts students personal and professional development. This reality is crucial for our Black American students, especially in this racially climatic era as global education liberates them from traditional thought processes, external influences, structures that have systematically impacted them. The objective of this poster presentation is to show the impact of global learning on Black American students and to provide successful approaches in fostering intercultural learning within them. For a deeper understanding of the significance of global learning for Black American students, an extensive literature review and statistical data will be given to show Black student participation within global education and to indicate the positive implications of global learning. Furthermore, various theoretical frameworks will be applied to understand the numerous ways in which global education influences Black student success and development. This poster presentation will unveil the power of global education for Black students before and during this period of COVID 19 and will provide strategies on how to successfully reimagine global student mobility for Black American students during this unique time.

Session 6: Tracking Variants: Nanopore Sequencing of SARS-CoV-2 for Genomic Surveillance and Epidemiology

Presenters: Paul Kim, Ph.D. and Audrey Kim, D.V.M., Ph.D.,

University: Grambling State University, Department of Biological Sciences

The beta-coronavirus (SARS-CoV-2) that emerged in 2019 is the cause of the ongoing COVID-19 pandemic. Genetic mutations to the virus over time have led to more infectious variants of SARS-CoV-2 such as the B.1.617.2 (Delta) variant. In this poster presentation, we describe the use of a PCR tiling approach with Nanopore technology to rapidly sequence and share whole genome sequences from SARS-CoV-2 clinical specimens. As a result of this approach, it is possible to identify and track circulating variants. When combined with patient metadata, it is possible to study how variants impact human health and infectious disease.

2022 Dr. Mary Hawkins Student Scholarship



AMOUNT: \$1,000.00

Deadline: December 2021

Application Type:
Undergraduate/Graduate

Students Citizenship: Unspecified

Activity Location: United States



Purpose: The scholarship is designed to encourage students to endeavor in research. The scholarship aims to strengthen research skills learning by supporting early career scholars from a wide range of fields.

For More Information:

www.rampprofessors.org

Sponsor: Research Association of Minority Professor

THE DR. FRANK T. HAWKINS DISTINGUISHED SCHOLAR AWARD



PURPOSE

In order to recognize and promote outstanding scholarly and leadership endeavors, The Dr. Frank T. Hawkins Distinguished Scholar Award was conceived in 2007 by the Executive Board of the Research Association of Minority Professors.

RAMP presents The Dr. Frank T. Hawkins Distinguished Scholar Award to a member who has made significant contributions to the field of knowledge regarding his/her discipline and thus, has become recognized for those achievements by other scholars/leaders in the field. This award is presented annually to a recipient during the RAMP Conference.

RESTRICTIONS

Previous recipients of the Frank T. Hawkins Scholars Award are not eligible for renomination. An individual may receive this award only once.

SELECTION CRITERIA

- The Dr. Frank T. Hawkins Distinguished Scholar Award is presented to a member of the RAMP who has:
- Articulated and sustained the vision and mission of the RAMP organization created by Dr. Frank T. Hawkins.
- Continued the extraordinary legacy of RAMP through scholarship and exemplary work.
- Strengthened the mission and vision of the organization through his/her creative capacity to move the organization forward.
- Upheld the highest ideals of high quality research.
- Exhibited distinguished leadership, established relevant and productive collaborations with organizations, leaders and scholars.
- Encouraged students and colleagues from across the nation to attend and present at RAMP's annual conference.
- Demonstrated a strong commitment toward promoting scholarly research.

SUBMISSION PROCEDURE

- The RAMP Executive Board shall send a call for nominations to all members of RAMP during the second week of September. A second call for nominations shall be during the first week of October.

- RAMP members shall submit the completed Dr. Frank T. Hawkins Distinguished Scholar Award Application Form to the RAMP Executive Board by December 31. The person nominating the candidate for this award shall also present a letter of nomination documenting the reasons for the nomination and include the nominee's CV with the application form.

AWARD

- A plaque shall be presented to the recipient at the RAMP Annual Conference Luncheon.
- The history of Award winners shall be documented in the Annual RAMP Conference Program Booklet.

SELECTION PROCEDURE

- All nominations should be sent to the RAMP President.
- The RAMP President will compile the data regarding nominees and distribute this information to the RAMP Executive Board for review.
- The nominees will be notified in writing of their nominations no later than December 31.
- The nominees shall be formally recognized and presented during the Annual RAMP Conference Luncheon.
- The recipient of the award shall be announced and presented during the Annual RAMP Conference Luncheon.

PAST RECIPIENTS

- 2020 Dr. Junior Martin**, University of Technology, Jamaica
- 2019 Dr. Toni Hill**, University of Nebraska-Kearney, Kearney, NE
- 2018 Dr. Lillian Poats**, Texas Southern University, Houston, TX
- 2017 Dr. L. Octavia Tripp**, Auburn University, Auburn, AL
- 2016 Dr. Paula S. Montgomery**, University of Louisiana, Lafayette, LA
- 2015 Dr. Roslin Growe**, University of Louisiana, Lafayette, LA
- 2014 Dr. Leon Dickson, Jr.**, Howard University, Washington, DC
- 2013 Dr. Clara Young**, Auburn University, Auburn, AL
- 2012 Dr. William Person**, Alabama State University, Montgomery, AL
- 2011 Dr. Jeffrey Guidry**, Texas A&M University, College Station, TX
- 2010 Dr. Rondell Bailey**, Harris County Hospital District, Houston, TX
- 2009 Dr. Mary Hawkins**, Prairie View A&M University, Prairie View, TX
- 2008 Dr. Marilyn Irving**, Howard University, Washington, DC

ACKNOWLEDGEMENTS

Dr. Roslin Growe, Program Planning Committee Chair

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Dr. Junior Martin
Dr. Rachel Sam

Zoom Masters:

Tonia Valmore, Zoom Master, Lead
Dr. Reginald L. Todd
Kelsey Powell
Sharri'e Overall

Other Contributors:

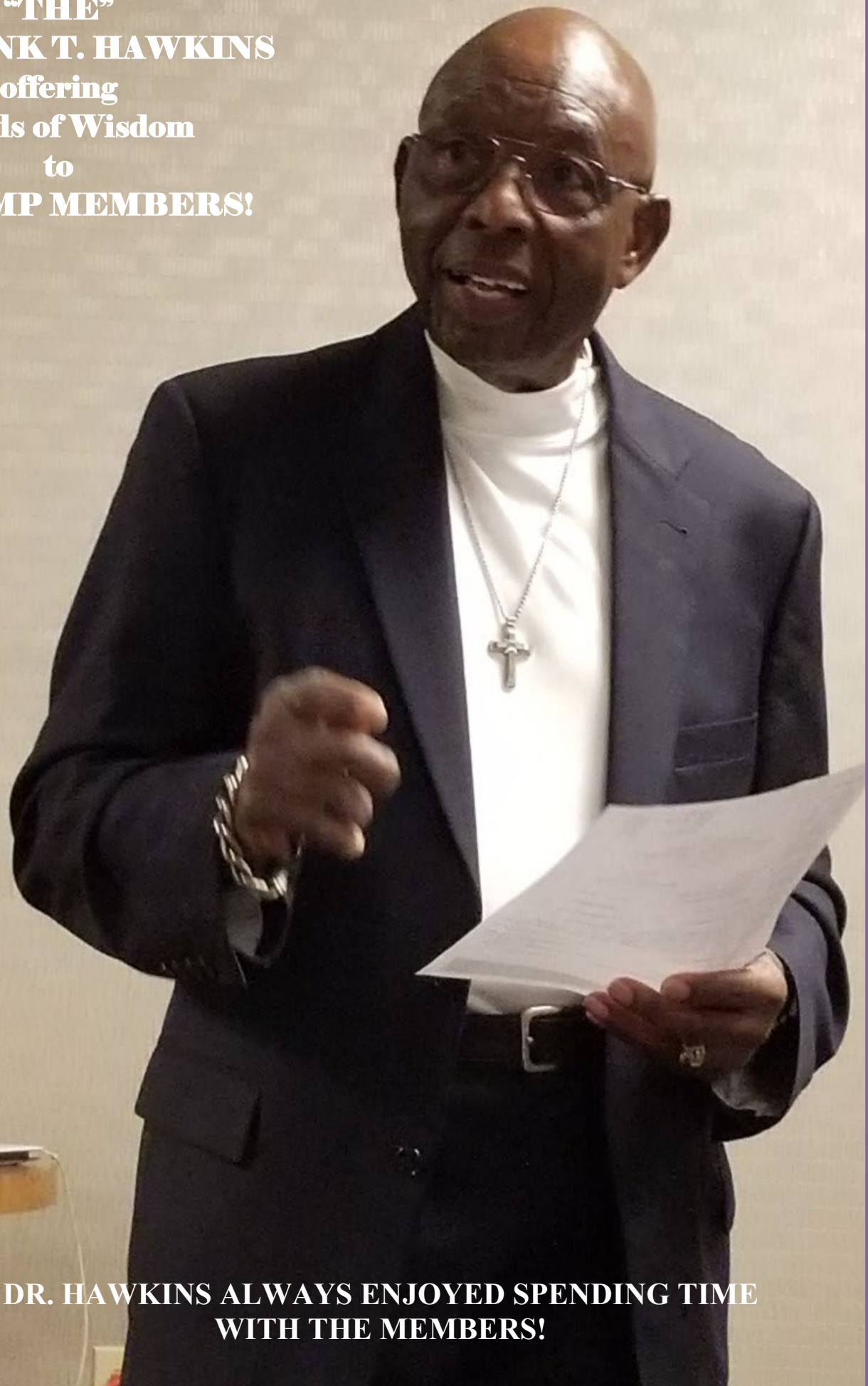
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U.S. House of Representatives from South Carolina
Majority Whip James E. Clyburn and
Congresswoman Sheila Jackson Lee for providing a
Video message to the participants

WE APPRECIATE YOU!

**“THE”
DR. FRANK T. HAWKINS
offering
Words of Wisdom
to
Our RAMP MEMBERS!**



**DR. HAWKINS ALWAYS ENJOYED SPENDING TIME
WITH THE MEMBERS!**