

**RESEARCH ASSOCIATION OF  
MINORITY PROFESSORS  
(RAMP)**



**43<sup>rd</sup>**

**ANNUAL CONFERENCE**

**REIMAGINING  
RESEARCH:  
AI AS A PARTNER  
IN EDUCATIONAL  
TRANSFORMATION**

**FEBRUARY 5-7, 2026  
NEW ORLEANS, LA**

**HOST: DILLARD UNIVERSITY  
OPENING SESSION  
THURSDAY, FEBRUARY 5**

**HOTEL: THE HILTON NEW ORLEANS/  
ST. CHARLES AVENUE  
FRIDAY, FEBRUARY 6  
SATURDAY, FEBRUARY 7**





# DILLARD UNIVERSITY'S CENTER FOR RACIAL JUSTICE

**EDUCATING • EMPOWERING • ADVANCING JUSTICE**

Housed at Dillard University, the Center for Racial Justice (CRJ) serves as a dynamic hub where students, scholars, and community partners come together to advance justice through education, research, and action.

For over five years, CRJ has built an integrated model that prepares students of all majors to become researchers, advocates, professionals, and leaders, while remaining deeply rooted in the needs of the New Orleans community.

CRJ is more than a program

***CRJ is a pipeline. A convener. A catalyst.***



## **CRJ IMPACT AT A GLANCE (2021-2025)**

### **STUDENT INVESTMENT & ACCESS**

**40+ STUDENTS RECEIVED DIRECT FINANCIAL SUPPORT THROUGH CRJ-FUNDED INITIATIVES, INCLUDING: \$5,000 SOCIAL IMPACT PROJECT AWARDS AND RESEARCH STIPENDS AND ACADEMIC TRAVEL SUPPORT**

**100% OF SOCIAL IMPACT PROJECT RECIPIENTS REMAINED ENROLLED AND ACADEMICALLY ENGAGED**

### **PAID INTERNSHIPS & CAREER PATHWAYS**

**60+ STUDENTS PLACED IN INTERNSHIPS**

**22+ ACTIVE INTERNSHIP PARTNERS, INCLUDING: (COURTS, DISTRICT ATTORNEY AND PUBLIC DEFENDER OFFICES, PUBLIC HEALTH AGENCIES, POLICY AND ADVOCACY ORGANIZATIONS LOCAL, STATE, AND NATIONAL INSTITUTIONS, SMALL BLACK OWNED BUSINESSES, MARKETING, AND MORE!**

**MAJORITY OF PLACEMENTS WERE PAID OR STIPEND-SUPPORTED, REDUCING FINANCIAL BARRIERS TO PARTICIPATION**

### **RESEARCH & SCHOLARSHIP**

**75+ students presented original research at:**

**Regional, national, and international conferences**

**3 peer-reviewed journal issues published through *The Journal of Education and Social Justice***

**Students positioned as knowledge producers, not just participants**



**DR. FRANK T. HAWKINS**

**August 26, 1935 – December 21, 2020**

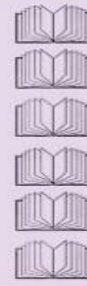
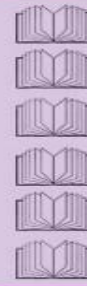
**IN MEMORIAM**

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

# RAMP

RESEARCH

ASSOCIATION OF  
MINORITY  
PROFESSORS



## REIMAGINING RESEARCH: AI AS A PARTNER IN EDUCATIONAL TRANSFORMATION

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**RAMP**  
**ACTING PRESIDENT**



**DR. LASHAWN MCNEIL**

Welcome to the 2026 Research Association of Minority Professors (RAMP) Conference. On behalf of the Executive Board, we extend our sincere appreciation for your attendance at this year's 43<sup>rd</sup> Annual Conference. With our compelling theme, historic location, and distinguished host institution, Dillard University, we are filled with excitement and joy. Your presence and active participation will enrich our conference, and we are truly pleased to welcome you.

Artificial Intelligence (AI) has ushered in a new era of research, prompting ongoing concerns related to academic integrity and authenticity. Amid continued debate surrounding the use of AI in research and academic environments, the RAMP 2026 Conference theme, ***“Reimagining Research: AI as a Partner in Educational Transformation,”*** is especially timely and relevant. RAMP remains committed to providing a platform where minority individuals can engage in meaningful dialogue and present innovative research on issues that shape and influence our society.

RAMP was established by Dr. Frank T. Hawkins as an interdisciplinary research organization designed to offer minority scholars a forum to share their academic work and innovative ideas. Over the past forty years, RAMP has evolved into a global organization. Through fostering dedication, collaboration, relationship building, and a supportive scholarly environment, RAMP continues to provide opportunities for minority researchers to present their work and advance intellectually across diverse disciplines. We celebrate the progress achieved and eagerly anticipate what lies ahead.

A heartfelt thank you is extended to Dr. Ashraf Esmail, and Dillard University, for the support and coordination of the 2026 RAMP Conference. Dr. Ashraf's tireless efforts are deeply valued and greatly appreciated. I would also like to thank the members of the RAMP Executive Board for their commitment and hard work, which have been instrumental to the success of this conference. Witnessing the collective teamwork and collaboration has been truly inspiring and reflects the impact of shared dedication and purpose.

I hope you find the conference both enjoyable and enriching. Your participation makes a meaningful difference, and I look forward to connecting with you throughout the event. Thank you again for attending and contributing to the 2026 RAMP Conference.

Your presence makes this gathering truly special, and I hope you enjoy it.

**LaShawn A. McNeil, Ph.D.**

Acting President, Research Association of Minority Professors  
Assistant Professor College of Education  
Virginia State University



Dear Colleagues, Scholars, and Friends,

On behalf of Dillard University, it is my pleasure to welcome you to the 43rd Annual Research Association of Minority Professors (RAMP) Conference, *“Reimagining Research: AI as a Partner in Educational Transformation,”* here in New Orleans.

For nearly five decades, RAMP has provided a vital forum for scholars and academic leaders committed to advancing research, educational access, and equity for historically underrepresented communities. This mission closely aligns with Dillard University’s longstanding commitment to academic excellence, social responsibility, and leadership development.

This year’s theme invites us to consider how artificial intelligence can be harnessed as a partner in shaping educational research and transformation. In an era of rapid technological change, we are called to explore new frontiers with both intellectual curiosity and a deep ethical compass — ensuring that innovations in research and pedagogy are equitable, accessible, and socially just.

Whether you are presenting research, engaging with colleagues, mentoring students, or exploring New Orleans, I encourage you to take full advantage of the rich intellectual exchange that this conference fosters. May your time here spark new collaboration and inspire innovations that advance both your disciplines and the broader mission of equity in education.

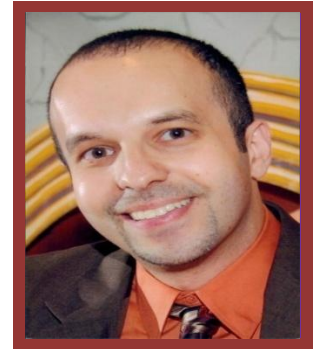
Thank you for your participation, your commitment to research and advocacy, and for joining us at this important gathering. Welcome to the RAMP 2026 Conference. Welcome to New Orleans and to Dillard University.

With warm regards,

**Casey Schreiber, Ph.D.**  
Dean, College of Arts and Sciences  
Revius O. Ortique Jr. Eminent Scholar  
Associate Professor of Urban Studies & Public Policy



**WELCOME**



February 5, 2026

Dear Conference Participants and Attendees,

On behalf of Dillard University, it is my great pleasure to welcome you to this year's Research Association for Minority Professors Conference. We are honored to have you join us for what promises to be an engaging, inspiring, and impactful gathering of scholars, educators, researchers, and advocates committed to excellence and equity in higher education.

This conference was created to foster meaningful dialogue, promote collaborative research, and amplify the voices and contributions of minority professors across disciplines. Over the course of our time together, we hope to explore critical issues, share scholarship, and build social networks that strengthen our collective mission of advancing knowledge, leadership, and opportunity within academia and beyond.

Our program features distinguished speakers, thought-provoking panel accessing AI, and interactive sessions designed to encourage reflection, collaboration, and action. Whether you are presenting your work or engaging in conversation with colleagues from diverse institutions and backgrounds, we hope you find this conference both intellectually rewarding and personally enriching.

Thank you for your dedication to research, teaching, and service, and for being an integral part of this vibrant scholarly community. Your presence and participation are what make this conference meaningful and impactful. I encourage you to take full advantage of the sessions, connect with one another, and continue the important conversations that extend well beyond this conference.

Sincerely,

**Dr. Ashraf Esmail**

Dillard University

Associate Professor of Criminal Justice

Barron Hilton Criminal Justice Endowed Professor

# RAMP

RESEARCH

ASSOCIATION OF

MINORITY

PROFESSORS



## 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.**

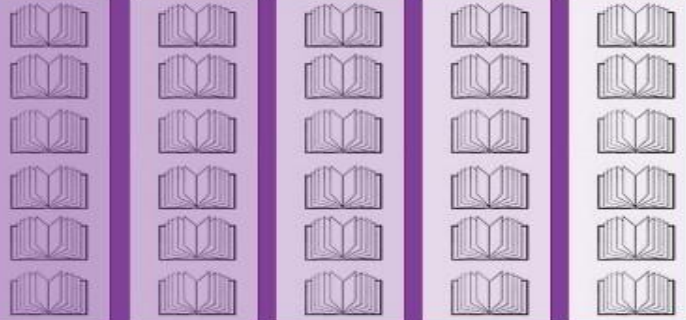
Participants include professionals in all areas of the nation's college/university system, from academic affairs, administrative deans, teaching faculty, department chairs, program directors and personnel from admissions, residential life, public safety, alumni affairs and athletics to student leaders 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, policymakers, and administrators in the support of access and opportunities for all.

# RAMP

RESEARCH  
ASSOCIATION OF  
MINORITY  
PROFESSORS



## HISTORY OF RAMP - THE INCEPTION

- 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 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. 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 design 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 (UH) in Houston, Texas.
- 1981** On January 30, 1981, professors and students from Langston University, PVAMU, and Texas Southern University met at UH in Houston, Texas for the initial meeting of RAMP 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 in Galveston, Texas.

**FRANK T. HAWKINS, PH.D.**  
**FOUNDER: IN MEMORIAM (1935 - 2020)**

## **RAMP EXECUTIVE BOARD MEMBERS 2025-2027**

<p><b>LASHAWN McNEIL, PH.D.</b> <b>ACTING PRESIDENT</b> VIRGINIA STATE UNIVERSITY ETTRICK, VA</p>	
<p><b>ANDREA McDONALD, PH.D.</b> <b>PRESIDENT-ELECT</b> PRAIRIE VIEW A&amp;M UNIVERSITY PRAIRIE VIEW, TX</p>	<p><b>PAULA S. MONTGOMERY, PH.D.</b> <b>IMMEDIATE PAST PRESIDENT</b> EMERITA UNIVERSITY OF LOUISIANA LAFAYETTE LAFAYETTE, LA</p>
<p><b>REGINALD TODD, ED.D.</b> <b>VICE PRESIDENT</b> TEXAS SOUTHERN UNIVERSITY HOUSTON, TX</p>	<p><b>RONDELL BAILEY, ED.D.</b> <b>TREASURER</b> RB CONSULTANTS HOUSTON, TX</p>
<p><b>PAMELA BARBER-FREEMAN, PH.D.</b> <b>FINANCIAL SECRETARY</b> PRAIRIE VIEW A&amp;M UNIVERSITY PRAIRIE VIEW, TX</p>	<p><b>ABBI PRUITT, NCC, LPC-S, LCSW, LCDC, CART, BC-TMP</b> <b>RECORDING/CORRESPONDING SECRETARY</b> TEXAS SOUTHERN UNIVERSITY HOUSTON, TX</p>
<p><b>CANDY RATLIFF, PH.D.</b> <b>PARLIAMENTARIAN</b> TEXAS SOUTHERN UNIVERSITY HOUSTON, TX</p>	<p><b>ARTHUR EVANS, III, ED.D.</b> <b>DIRECTOR OF PUBLICITY</b> HIGHER EDUCATION LEADERSHIP ATLANTA, GA</p>
<p><b>STELLA SMITH, PH.D.</b> <b>EDITOR, RAMP JOURNAL</b> PRAIRIE VIEW A&amp;M UNIVERSITY PRAIRIE VIEW, TX</p>	<p><b>MARY HAWKINS, ED.D.</b> <b>CHARTER MEMBER</b> PRAIRIE VIEW A&amp;M UNIVERSITY PRAIRIE VIEW, TX</p>
<p><b>CLARA YOUNG, ED.D.</b> <b>EXECUTIVE DIRECTOR</b> RETIRED, TENNESSEE STATE UNIVERSITY NASHVILLE, TN</p>	

# CONFERENCE-AT-A-GLANCE

## THURSDAY, FEBRUARY 5, 2026

- 11:30 A.M. – 2:00 P.M.      **EXECUTIVE BOARD MEETING**  
**THE HILTON NEW ORLEANS/ST. CHARLES AVENUE**
- 2:30 P.M. – 4:30 P.M.      **REGISTRATION – THE HILTON NEW ORLEANS/ST. CHARLES AVENUE –**  
**2<sup>ND</sup> FLOOR**
- 5:10 P.M.      **BUS TRANSPORTATION: DEPARTURE TO DILLARD UNIVERSITY**
- 6:00 P.M. – 9:00 P.M.      **OPENING SESSION & DINNER RECEPTION - DILLARD UNIVERSITY**
- 9:00 P.M.      **BUS TRANSPORTATION: RETURN TO THE HILTON NEW ORLEANS/ST.**  
**CHARLES AVENUE**

## FRIDAY, FEBRUARY 6, 2026

- THE HILTON NEW ORLEANS/ST. CHARLES AVENUE – 2<sup>ND</sup> FLOOR**
- 7:30 A.M. – 9:00 A.M.      **CONTINENTAL BREAKFAST**
- 7:30 A.M. – 4:30 P.M.      **REGISTRATION**
- 8:00 A.M. – 8:20 A.M.      **MODERATOR TRAINING**
- 8:30 A.M. – 11:55 A.M.      **CONCURRENT FACULTY/PROFESSIONAL SESSIONS**
- 12:15 P.M. – 1:30 P.M.      **DR. FRANK T. HAWKINS DISTINGUISHED SCHOLAR**  
**AWARD LUNCHEON**
- 2:00 P.M. – 5:00 P.M.      **CONCURRENT FACULTY/PROFESSIONAL SESSIONS**
- 2:30 P.M. – 4:30 P.M.      **POSTER SESSION**
- 5:00 P.M. – 6:00 P.M.      **DILLARD UNIVERSITY STUDENTS POSTER PRESENTATIONS**
- 5:30 P.M. – 7:00 P.M.      **“RAMPSTERS” SOCIAL (EXECUTIVE CLUB LOUNGE)**

## SATURDAY, FEBRUARY 3, 2024

- THE HILTON NEW ORLEANS/ST. CHARLES AVENUE – 2<sup>ND</sup> FLOOR**
- 7:30 A.M. – 9:00 A.M.      **CONTINENTAL BREAKFAST**
- 7:30 A.M. – 9:30 A.M.      **REGISTRATION**
- 8:30 A.M. – 11:45 A.M.      **CONCURRENT STUDENT PRESENTATIONS**  
**GRADUATE AND UNDERGRADUATE**
- 12:00 NOON – 1:30 P.M.      **CLOSING SESSION: BUSINESS MEETING AND LUNCH**

# **CONFERENCE AGENDA: OPENING SESSION**

**THURSDAY, FEBRUARY 5, 2026 @6:00 P.M.**  
**PROFESSIONAL SCHOOLS AND SCIENCES BUILDING (PSB) 115**  
**THE GEORGES AUDITORIUM**  
**DILLARD UNIVERSITY**

**6:00 P.M.**

## **MISTRESS OF CEREMONY**

**DR. ANDREA McDONALD**

PRESIDENT-ELECT, RAMP

ASSOCIATE PROFESSOR SCHOOL OF PUBLIC AND ALLIED HEALTH

PRAIRIE VIEW A&M UNIVERSITY

## **GREETINGS AND INTRODUCTION TO THE OPENING SESSION**

**DR. ANDREA McDONALD**

## **PRAYER/INVOCATION**

**DR. PAMELA BARBER FREEMAN**

FINANCIAL SECRETARY, RAMP

PROFESSOR AND INTERIM HEAD, DEPARTMENT OF EDUCATIONAL

LEADERSHIP & COUNSELING, PRAIRIE VIEW A&M UNIVERSITY

## **MUSICAL SELECTION**

**DILLARD MALE QUARTET**

## **WELCOME**

**DR. LASHAWN MCNEIL**

ACTING PRESIDENT, RAMP

ASSISTANT PROFESSOR COLLEGE OF EDUCATION

VIRGINIA STATE UNIVERSITY

**DR. CASEY SCHREIBER**

DEAN OF ARTS AND SCIENCES

DILLARD UNIVERSITY

**DR. ASHRAF ESMAIL**

ASSOCIATE PROFESSOR AND ENDOWED PROFESSOR

OF CRIMINAL JUSTICE

DILLARD UNIVERSITY

## **HISTORY OF RAMP**

**MRS. ABBI JONES PRUITT**

RECORDING/CORRESPONDING SECRETARY, RAMP

TEXAS SOUTHERN UNIVERSITY

**6:40 P.M.**

**THE PANEL SPEAKS**

**DR. ASHRAF ESMAIL**

MODERATOR

**PANEL PARTICIPANTS**

**DR. SONYA ARMSTRONG**

PROFESSOR EMERITUS, DEPARTMENT OF MATHEMATICS, COMPUTER  
SCIENCE AND ENGINEERING  
WEST VIRGINIA STATE UNIVERSITY

**ANNA EVANS LAMIKANRA**

EXECUTIVE DIRECTOR  
BLAZING TRAILS INTERNATIONAL

**DENNIS SIGUR**

ASSISTANT PROFESSOR AND COORDINATOR FOR MATHEMATICS AND  
COMPUTER SCIENCE PROGRAMS  
DILLARD UNIVERSITY

**7:10 P.M.**

**THE AUDIENCE ASKS; THE PANEL ANSWERS**

**7:30 P.M.**

**APPRECIATION AWARDS**

**DR. STELLA SMITH**

EDITOR, RAMP JOURNAL  
PRAIRIE VIEW A&M UNIVERSITY

**7:35 P.M.**

**ANNOUNCEMENTS & CLOSING REMARKS**

**DR. RONDELL BAILEY**

TREASURER, RAMP

**7:45 P.M.**

**RECEPTION AND ENTERTAINMENT**

**8:45 P.M.**

**DEPARTURE**

**RETURN TO THE NEW ORLEANS HILTON HOTEL/ST. CHARKES AVENUE**



## OPENING SESSION FEATURED PANELISTS



**DR. SONYA ARMSTRONG** is Professor Emeritus of Mathematics and Computer Science at West Virginia State University. Dr. Armstrong is a celebrated educator and Fulbright Scholar whose groundbreaking work uses creative math tools and interactive visuals to help learners of all abilities conquer math anxiety and discover the joy of numbers. Armstrong is a renowned educator and Fulbright Scholar who harnesses innovative tools—including AI-driven approaches and interactive visualizations—to empower learners of all backgrounds.

**DR. ARMSTRONG'S** pioneering methods not only address math anxiety but also unlock the excitement and creativity within mathematical discovery, illustrating how artificial intelligence can serve as a transformative partner in education. With degrees from Bernard Baruch College, Johns Hopkins, and the University of Rochester, she's not just a mathematician but a passionate defender of civil liberties—an active member of the ACLU since 2001 and the West Virginia State Director of Zeta Phi Beta Sorority.

**ANNA EVANS LAMIKANRA** is Executive Director of Blazing Trails International. She has spent her post-doctoral career as a tireless advocate for the disability community. Following her graduation from Iowa State University, she transitioned into academia, serving in every capacity from Assistant Professor to Professor.

Beyond the classroom, she serves as a global consultant and program developer, specializing in community consultations for developmental disabilities. In this role, she works to educate others on the intricate ways global socio-political issues impact individuals at the local level, ensuring that support systems are both culturally competent and globally informed.



## OPENING SESSION FEATURED PANELIST

**DENNIS SIGUR** serves as an Assistant Professor of Computer Science and Coordinator for the Computer Science and Mathematics Programs at Dillard University, with over 25 years of experience in higher education. Throughout his career, he has bridged the gap between complex technical systems and academic excellence, holding various leadership roles in information technology while maintaining a dedicated focus on faculty instruction.



**PROFESSOR SIGUR'S** academic foundation is multidisciplinary, holding a Bachelor of Science in Computer Science, a Master of Science in Computer Information Systems, and a Master of Business Administration, with a concentration in Data Analytics. He is currently advancing his scholarly contributions as a doctoral student in Technology and Information Management, with a concentration in Information Systems.

## OPENING SESSION PANEL MODERATOR



**DR. ASHRAF ESMAIL** is an Associate Professor and Endowed Professor of Criminal Justice at Dillard University. He also started the Dillard University Center for Racial Justice in 2020. His research has focused on cultural diversity, racial and social justice, and violence.

**DR. ESMAIL** is the senior editor of the Journal of Education and Social Justice and Chief Editor of the International Journal of Leadership, Education and Business Studies. He is the Associate Editor of the International Journal of Contemporary Islamic Studies and Community Dynamics: An International and Interdisciplinary Journal. He is the co-editor for the Journal of Contemporary Issues in Higher Education.

# **DR. FRANK T. HAWKINS DISTINGUISHED SCHOLAR AWARD LUNCHEON**

## **FEATURED SPEAKER**



## **DR. ELAINE CHAMBERS**

**DR. ELAINE CHAMBERS** is a global executive leader in artificial intelligence, cloud, and data analytics, shaping enterprise strategy, public policy, and digital health innovation. She has led large-scale AI, cloud, and analytics initiatives at IBM and is currently at Microsoft, where she guides organizations on responsible AI adoption, governance, and data-driven transformation.

**DR. CHAMBERS** holds a B.S. in Computer Science, an MBA, and a PhD in Public Policy with a focus on digital health. Her research examines how AI-enabled care models shape access, equity, and health outcomes. She is also the founder of the Tech Engagement and Research Institute, a nonprofit advancing digital literacy and equitable access to AI-enabled digital health solutions through research, policy, and community engagement.



**CONFERENCE SESSION SCHEDULE: At-A-Glance**  
**FACULTY/PROFESSIONAL PRESENTATIONS**  
**MORNING: FRIDAY, FEBRUARY 6, 2026**

TIME	SESSION	PRESENTER(S) & TOPIC	ROOM
8:30 A.M. – 9:00 A.M.	<b>1</b>	<b>DR. REGINALD TODD</b> – TEXAS SOUTHERN UNIVERSITY <b>CENTERING STUDENT VOICE: REIMAGINING CLASSROOM POWER, PARTICIPATION, &amp; BELONGING</b>	<b>FLEUR DE LIS</b>
8:30 A.M. – 9:00 A.M.	<b>2</b>	<b>DR. KATHY BRYANT</b> – JACKSON STATE UNIVERSITY <b>HIGHER EDUCATION EDUCATORS COPING WITH STRESS &amp; BURNOUT THROUGH “MINDFULNESS”</b>	<b>MARIGNY</b>
8:30 A.M. – 9:00 A.M.	<b>3</b>	<b>DR. KRISTI YOUNG AND DR. DIONNE WILLIAMS</b> – LOUISIANA STATE UNIVERSITY SHREVEPORT <b>AUGMENTING MINDS: LEVERAGING AI TO TRANSFORM EDUCATIONAL RESEARCH AND PRACTICE</b>	<b>FONTAINEBLEAU</b>
8:30 A.M. – 9:00 A.M.	<b>4</b>	<b>DR. GWENDOLYN M. DUHON</b> – RETIRED, MCNEESE STATE UNIVERSITY <b>USING AI TO CREATE POETRY: ADVANTAGES AND DISADVANTAGES</b>	<b>URSULINE</b>
9:05 A.M. – 9:35 A.M.	<b>5</b>	<b>DR. DOUGLAS M. BUTLER</b> – PRAIRIE VIEW A&M UNIVERSITY <b>REIMAGINING ACADEMIC SELF-EFFICACY: USING AI TO MODEL AND ELEVATE MINORITY STUDENT SUCCESS</b>	<b>FLEUR DE LIS</b>
9:05 A.M. – 9:35 A.M.	<b>6</b>	<b>DR. AMY C. DAVIS</b> – LEMOYNE-OWEN COLLEGE <b>FACULTY PERCEPTIONS ON THE UTILIZATION OF AI AT HBCUS THROUGH THE LENS OF THE TECHNOLOGY ACCEPTANCE MODEL (TAM)</b>	<b>MARIGNY</b>
9:05 A.M. – 9:35 A.M.	<b>7</b>	<b>DR. KEICIA HAWKINS</b> – NORTHWESTERN STATE UNIVERSITY OF LOUISIANA <b>PERCEIVED CAREER ADVANCEMENT CHALLENGES AMONG MULTIGENERATIONAL BLACK GRADUATES FROM HBCUS AND PWIS IN LOUISIANA</b>	<b>FONTAINEBLEAU</b>
9:05 A.M. – 9:35 A.M.	<b>8</b>	<b>DR. YALANDA BARNER</b> – JACKSON STATE UNIVERSITY <b>INCORPORATING AI IN A PUBLIC HEALTH POLICY AND ADMINISTRATION COURSE: ENHANCING ACTIVITIES AND EXPLORATORY LEARNING</b>	<b>URSULINE</b>

**CONFERENCE SESSION SCHEDULE: At-A-Glance**  
**FACULTY/PROFESSIONAL PRESENTATIONS**  
**MORNING: FRIDAY, FEBRUARY 6, 2026**

TIME	SESSION	PRESENTER(S) & TOPIC	ROOM
9:40 A.M. - 10:10 A.M.	9	<b>DR. DEBORAH WILSON</b> – TEXAS SOUTHERN UNIVERSITY <b>AI-ENHANCED PEDAGOGY IN COUNSELOR EDUCATION: INNOVATIONS FOR CURRICULUM AND CLINICAL TRAINING</b>	FLEUR DE LIS
9:40 A.M. - 10:10 A.M.	10	<b>DR. L.S. SPENCER AND DR. DIANE REED</b> – PRAIRIE VIEW A&M UNIVERSITY <b>THE ROLE OF SCHOOL LEADERSHIP IN STRENGTHEN DIGITAL RESILIENCE IN SCHOOLS: A COMPARATIVE STUDY</b>	MARIGNY
9:40 A.M. - 10:10 A.M.	11	<b>DR. SHIMIKUA ELLIS</b> – MURRAY STATE UNIVERSITY <b>REIMAGINING ONLINE CLASSES: BEST PRACTICES FOR TEACHING ADULTS ONLINE</b>	FONTAINEBLEAU
9:40 A.M. - 10:10 A.M.	12	<b>DR. JUNIOR MARTIN</b> – UNIVERSITY OF TECHNOLOGY, JAMAICA <b>ASSESSING ARTIFICIAL INTELLIGENCE LITERACY OF TEACHERS IN SELECTED PRIMARY SCHOOLS IN JAMAICA</b>	URSULINE
10:15 A.M. - 10:45 A.M.	13	<b>DR. ALYCE HAYS</b> – JACKSON STATE UNIVERSITY <b>ASSESSING KNOWLEDGE, ATTITUDES, AND BELIEFS ABOUT AI UTILIZATION WITH ASSIGNMENTS AMONG STUDENTS ENROLLED IN A RESEARCH AND EVALUATION COURSE AT A HISTORICALLY BLACK COLLEGE</b>	FLEUR DE LIS
10:15 A.M. - 10:45 A.M.	14	<b>DR. NANTHALIA MCJAMERSON</b> – RETIRED, GRAMBLING STATE UNIVERSITY; <b>DR. GWENDOLYN DUHON</b> - RETIRED, MCNEESE STATE UNIVERSITY; <b>CRACKING THE CODE TO SUCCESS, IN COLLABORATION WITH AI</b>	MARIGNY
10:15 A.M. - 10:45 A.M.	15	<b>DR. CANDY RATLIFF AND MRS. ABBI J. PRUITT</b> - TEXAS SOUTHERN UNIVERSITY <b>WHEN A THIRD VOICE ENTERS THE ROOM: REIMAGINING AI AS A RELATIONAL PARTNER IN COUNSELING RESEARCH AND EDUCATIONAL TRANSFORMATION</b>	FONTAINEBLEAU
10:15 A.M. - 10:45 A.M.	16	<b>DR. DENISE YOUNG</b> – TENNESSEE STATE UNIVERSITY <b>BARRIERS AND CHALLENGES FACED BY MINORITY WOMEN FACULTY BEING PROMOTED AT HBCUS</b>	URSULINE

**CONFERENCE SESSION SCHEDULE: At-A-Glance**  
**FACULTY/PROFESSIONAL PRESENTATIONS**  
**MORNING: FRIDAY, FEBRUARY 6, 2026**

TIME	SESSION	PRESENTER(S) & TOPIC	ROOM (
10:50 A.M. – 11:20 A.M.	17	<b>DR. TONI HILL AND DR. FLETCHER ZIWOYA</b> – UNIVERSITY OF NEBRASKA KEARNEY <b>PATIENT ENGAGEMENT (PCORNET, GPC), COMMUNICATION, AND AI</b>	<b>FLEUR DE LIS</b>
10:50 A.M. – 11:20 A.M.	18	<b>DR. JESSICA DAVIS, DR. CAROL PARKER, DR. DEBORAH WILSON, AND DR. CANDY RATLIFF</b> – TEXAS SOUTHERN UNIVERSITY <b>TRANSFORMING CLINICAL DOCUMENTATION: USING AI TO ENHANCE CULTURAL RESPONSIVENESS AND TRAUMA-INFORMED PRACTICE AMONG GRADUATE STUDENT COUNSELORS</b>	<b>MARIGNY</b>
10:50 A.M. – 11:20 A.M.	19	<b>DR. EVELYN WYNN</b> – GRAMBLING STATE UNIVERSITY <b>NAVIGATING THE NEW NORMAL IN TODAY’S COMPOSITION COURSES: STRATEGIES TO MINIMIZE AI-GENERATED WRITING</b>	<b>FONTAINEBLEAU</b>
10:50 A.M. – 11:20 A.M.	20	<b>DR. LATARSHA MICHAEL</b> – JACKSON STATE UNIVERSITY <b>ETHICAL INTELLIGENCE: INTEGRATING HEALTH LAW, BIOETHICS, AND ARTIFICIAL INTELLIGENCE IN THE DESIGN OF RESPONSIBLE HEALTHCARE SOLUTIONS</b>	<b>URSULINE</b>
11:25 A.M. – 11:55 A.M.	21	<b>DR. ANDREA McDONALD</b> – PRAIRIE VIEW A&M UNIVERSITY <b>MICRO-CREDENTIALS IN TEXAS HIGHER EDUCATION: EXPLORING INSTITUTIONAL OFFERINGS AND GOVERNANCE PRACTICES</b>	<b>FLEUR DE LIS</b>
11:25 A.M. – 11:55 A.M.	22	<b>DR. BRIEAH HUDSON</b> – JACKSON STATE UNIVERSITY <b>UNDERSTANDING THE IMPACT OF WEATHERING ON AFRICAN AMERICAN COMMUNITIES IN THE SOUTH: IMPLICATIONS FOR HEALTHCARE DECISION MAKING</b>	<b>MARIGNY</b>
11:25 A.M. – 11:55 A.M.	23	<b>DR. ASHRAF ESMAIL AND MS. TIA SUGGS</b> – DILLARD UNIVERSITY; <b>DR. KRISTIE PERRY</b> – SOUTHERN UNIVERSITY BATON ROUGE <b>RESILIENCE AND RISK: A STUDY OF TERRORISM THREATS AND PREVENTION ON HBCU CAMPUSES</b>	<b>FONTAINEBLEAU</b>
11:25 A.M. – 11:55 A.M.	24	<b>DR. PATRICE ELDER</b> – CHARLENE EDUCATION SERVICES <b>TOXIC BEHAVIORS IN HIGHER EDUCATION INSTITUTIONS: EXAMINING DEMOGRAPHIC FACTORS AFFECTING FACULTY PERCEPTIONS</b>	<b>URSULINE</b>

**DR. FRANK T. HAWKINS  
DISTINGUISHED SCHOLAR AWARD  
LUNCHEON  
12:15 P.M. – 1:30 P.M.  
GRAND CHAPEL**

**PRESIDING & WELCOME**

**DR. LASHAWN MCNEIL**  
ACTING PRESIDENT, RAMP

**PRAYER**

**DR. REGINALD TODD**  
VICE PRESIDENT, RAMP

**SONG SELECTION**

**CLODOMIR GARSIDE** - LOYOLA UNIVERSITY  
**ALTON COLEMAN** - LOYOLA UNIVERSITY

**LUNCH SERVED**

**INTRODUCTION OF SPEAKER**

**DR. ASHRAH ESMAIL**  
DILLARD UNIVERSITY

**KEYNOTE SPEAKER**

**DR. ELAINE CHAMBERS**  
EXECUTIVE DIRECTOR  
TECH ENGAGEMENT AND RESEARCH INSTITUTE  
(TERI)

“ARTIFICIAL INTELLIGENCE IN HEALTHCARE:  
HOW EVERYDAY DECISIONS ARE CHANGING  
AND WHY IT MATTERS”

**RESPONSE TO ADDRESS**

**DR. CANDY RATLIFF**  
PARLIAMENTARIAN, RAMP

**DR. MARY HAWKINS SCHOLARSHIP  
DR. FRANK T. HAWKINS  
SCHOLARSHIPS**

**DR. CLARA YOUNG**  
SCHOLARSHIP COMMITTEE, RAMP

**DR. FTH DISTINGUISHED SCHOLAR  
AWARD 2026 RECIPIENT**

**DR. CLARISSA BOOKER**  
2025 RECIPIENT  
**DR. MARY S. HAWKINS**  
CHARTER MEMBER AND WIFE OF THE  
FOUNDER/AWARD NAMESAKE

**ANNOUNCEMENTS & CLOSING**

**DR. RONDELL BAILEY**  
TREASURER, RAMP



**CONFERENCE SESSION SCHEDULE: At-A-Glance**  
**FACULTY/PROFESSIONAL PRESENTATIONS**  
**AFTERNOON: FRIDAY, FEBRUARY 6, 2026**

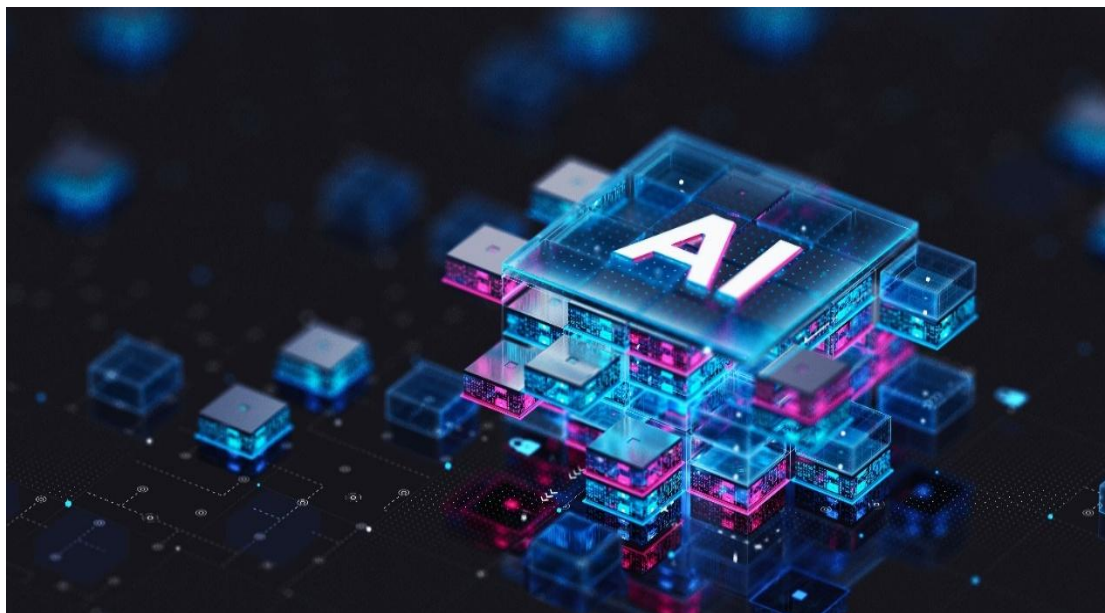
TIME	SESSION	PRESENTER(S) & TOPIC	ROOM
2:00 P.M. – 2:30 P.M.	<b>25</b>	<b>DR. RAYMOND M. DELANEY</b> – SOUTHERN UNIVERSITY @ NEW ORLEANS; <b>DR. ASHRAF ESMAIL</b> – DILLARD UNIVERSITY <b>THE ROLE OF AI IN RESTORATIVE PRACTICES: IMPACT ON THE SCHOOL-TO-PRISON PIPELINE</b>	<b>FLEUR DE LIS</b>
2:00 P.M. – 2:30 P.M.	<b>26</b>	<b>DR. DANIELLE WILLIAMS</b> - GRAMBLING STATE UNIVERSITY <b>DR. DIONNE WILLIAMS</b> – LSU SHREVEPORT <b>DR. KRISTI YOUNG</b> – LSU SHREVEPORT <b>LEVERAGING AI AS A PARTNER IN EDUCATIONAL TRANSFORMATION ACROSS GENERATIONS</b>	<b>MARIGNY</b>
2:00 P.M. – 2:30 P.M.	<b>27</b>	<b>DR. KISHA BRYAN</b> – TENNESSEE STATE UNIVERSITY <b>BUILDING BRIDGES: FACULTY-LED INITIATIVES AS CATALYSTS FOR HBCU INTERNATIONAL PARTNERSHIPS</b>	<b>FONTAINEBLEAU</b>
2:00 P.M. – 2:30 P.M.	<b>28</b>	<b>DR. KANISHA PORTER</b> – TEXAS SOUTHERN UNIVERSITY <b>USING AI AS A TOOL TO ENHANCE HIGH-LEVERAGE PRACTICE FOR STUDENTS WITH DISABILITIES</b>	<b>URSULINE</b>
2:35 P.M. – 3:05 P.M.	<b>29</b>	<b>DR. EDITH OFFIAH AND DR. GODWIN OFFIAH</b> – JACKSON STATE UNIVERSITY <b>UTILIZATION OF ARTIFICIAL INTELLIGENCE IN THE IMPLICATIONS OF NEWBORN AND PREMARITAL SCREENING WITH GENETIC COUNSELING ON SICKLE CELL DISEASE AWARENESS AND PREVENTION IN EASTERN NIGERIA</b>	<b>FLEUR DE LIS</b>
2:35 P.M. – 3:05 P.M.	<b>30</b>	<b>DR. STELLA SMITH</b> – PRAIRIE VIEW A&M UNIVERSITY <b>ELEVATING SCHOLARSHIP: HOW TO SUCCESSFULLY SUBMIT YOUR WORK TO JRAMP</b>	<b>MARIGNY</b>
2:35 P.M. – 3:05 P.M.	<b>31</b>	<b>DR. EMIEL OWENS AND MS. ABBI GIZA</b> – TEXAS SOUTHERN UNIVERSITY <b>COLLEGE STUDENTS’ EXPERIENCES, ATTITUDES, SKILLS, AND EXPECTATIONS REGARDING ARTIFICIAL INTELLIGENCE (AI): A SURVEY-BASED STUDY</b>	<b>FONTAINEBLEAU</b>
2:35 P.M. – 3:05 P.M.	<b>32</b>	<b>DR. DAMON T. GRAY</b> – CHEYNEY UNIVERSITY OF PA <b>AI AS A CO-TEACHER: AN INTERACTIVE MACROECONOMICS &amp; INEQUALITY LAB FOR ECONOMICS STUDENTS AT CHEYNEY UNIVERSITY</b>	<b>URSULINE</b>

**CONFERENCE SESSION SCHEDULE: At-A-Glance**  
**FACULTY/PROFESSIONAL PRESENTATIONS**  
**AFTERNOON: FRIDAY, FEBRUARY 6, 2026**

TIME	SESSION	PRESENTER(S) & TOPIC	ROOM
3:10 P.M. - 3:40 P.M.	<b>33</b>	<b>DR. MURTY S. KAMBHAMPATI, DR. JOE OMOJOLA, AND DR. PHYLLIS OKWAN - SOUTHERN UNIVERSITY @ NEW ORLEANS</b> <b>THE IMPACT OF EFFECTIVE MENTORING ON UNDERGRADUATE STEM PROGRAMS</b>	<b>FLEUR DE LIS</b>
3:10 P.M. - 3:40 P.M.	<b>34</b>	<b>DR. MARLENA ROBINSON – TEXAS SOUTHERN UNIVERSITY</b> <b>LITERACY AND TEACHER PREPARATION: INTEGRATING AI TO ENHANCE THE SCIENCE OF TEACHING READING</b>	<b>MARIGNY</b>
3:10 P.M. - 3:40 P.M.	<b>35</b>	<b>CORDELLA LEWINSON-GILPIN - COLLEGE OF AGRICULTURE, SCIENCE, AND EDUCATION - JAMAICA</b> <b>USE OF CREATIVE AND GENERATIVE AI IN EDUCATION</b>	<b>FONTAINEBLEAU</b>
3:10 P.M. - 3:40 P.M.	<b>36</b>	<b>DR. GWEN DOOLEY – WALDEN UNIVERSITY</b> <b>AI AS YOUR TEACHING ASSISTANT: SMALL STEPS AND BIG IMPACT IN RESEARCH MENTORING</b>	<b>URSULINE</b>
3:45 P.M. - 4:15 P.M.	<b>37</b>	<b>DR. CLARISSA BOOKER – PRAIRIE VIEW A&amp;M UNIVERSITY</b> <b>RESEARCH: ASSESSMENT AND READING: TRANSFORMATIONAL STRATEGIES FOR IMPROVING TEACHING AND LEARNING</b>	<b>FLEUR DE LIS</b>
3:45 P.M. - 4:15 P.M.	<b>38</b>	<b>DR. KEICIA HAWKINS – NORTHWESTERN STATE UNIVERSITY OF LOUISIANA</b> <b>EQUITY IN EDUCATION: LITERACY FOR ALL STUDENTS</b>	<b>MARIGNY</b>
3:45 P.M. - 4:15 P.M.	<b>39</b>	<b>DR. EDDIE DAVENPORT - UNIVERSITY OF HOUSTON</b> <b>DR. JESSICA DAVIS – TEXAS SOUTHERN UNIVERSITY</b> <b>TRANSFORMING VETERAN RESEARCH THROUGH AI: A COMPARATIVE STUDY OF EMPOWERMENT AND MORAL INJURY AT HBCUS AND PWIS</b>	<b>FONTAINEBLEAU</b>
3:45 P.M. - 4:15 P.M.	<b>40</b>	<b>DR. NANTHALIA MCJAMERSON – RETIRED, GRAMBLING STATE UNIVERSITY;</b> <b>DR. GWENDOLYN DUHON RETIRED, MCNEESE STATE UNIVERSITY</b> <b>CAN PAST WARM "DEMANDERS" INFORM CURRENT AI EDUCATORS?</b>	<b>URSULINE</b>

**CONFERENCE SESSION SCHEDULE: At-A-Glance**  
**FACULTY/PROFESSIONAL PRESENTATIONS**  
**AFTERNOON: FRIDAY, FEBRUARY 6, 2026**

TIME	SESSION	PRESENTER(S) & TOPIC	ROOM
4:20 P.M. – 4:50 P.M.	<b>41</b>	<b>DR. ALVIN MITCHELL</b> - UNIVERSITY OF THE VIRGIN ISLANDS <b>THE EFFECTS OF THE MEDIA ON ATTITUDES TOWARD VOTING BEHAVIOR</b>	<b>URSULINE</b>
4:20 P.M. – 4:50 P.M.	<b>42</b>	<b>DR. DARRYL ROBERTS</b> – SOUTHERN UNIVERSITY @NEW ORLEANS <b>BODY WORN CAMERA AND CRITICAL PSYCHIATRIC CARE ASSESSMENT: A COLLABORATIVE ASSESSMENT OF EXIGENT CRITICAL NEEDS CARE</b>	<b>MARIGNY</b>
4:20 P.M. – 4:50 P.M.	<b>43</b>	<b>DR. PAMELA BARBER FREEMAN</b> – PRAIRIE VIEW A&M UNIVERSITY <b>WOMEN IN THE ACADEMY DIFFERENCES IN PLAIN SIGHT</b>	<b>FONTAINEBLEAU</b>
4:20 P.M. – 4:50 P.M.	<b>44</b>	<b>DR. CHRISTIAN CLEMENT</b> – SOUTHERN UNIVERSITY @NEW ORLEANS <b>ORGANIC WASTE IMMOBILIZATION AND CAPTURE USING ENZYME/MICROBIAL-LADEN-STRAW MATS IN FOOD, FACTORY AND PETROLEUM SPILLS</b>	<b>FLEUR DE LIS</b>



**CONFERENCE SCHEDULE: At-A-Glance**  
**POSTER SESSION**  
**PRESENTATIONS & DESCRIPTIONS**  
**FRIDAY, FEBRUARY 6, 2026: 2:30 P.M. – 4:30 P.M.**

TABLE	TOPIC	ROOM
1	<p><b>DR. KRISTI YOUNG – LOUISIANA STATE UNIVERSITY SHREVEPORT</b></p> <p><b>ARTIFICIAL INTELLIGENCE AS A CATALYST FOR EQUITY AND TRANSFORMATION IN HIGHER EDUCATION</b></p> <p>This study explores how artificial intelligence (AI) is quietly reshaping higher education. It focuses on the balance between innovation and inclusion, drawing on open institutional data and recent research. The goal is to understand how AI can expand access without losing the human touch that makes education meaningful. Results show that when guided by empathy and purpose, AI can strengthen belonging and persistence for underrepresented students. While the technology itself is neutral, the way people use it can either build bridges or deepen divides. The study views AI as a partner in equity, not a replacement for humanity.</p>	FOYER
2	<p><b>DR. LA’KESHIA OPARA-NADI AND DR. KANESHA BENNETT - JACKSON STATE UNIVERSITY</b></p> <p><b>LEVERAGING AI TOOLS TO ACCELERATE FACULTY HIGHER-ED RESEARCH</b></p> <p>Research is essential to the growth of students and faculty in higher education, informing instruction and supporting academic development. It enables innovative, evidence-based practices that enhance learning and engagement. Yet common roadblocks often hinder productive research. This poster presentation offers a perspective on using AI to accelerate research while maintaining integrity. It highlights experiences of three HBCU faculty members who implemented creative approaches to strengthen research productivity and instruction. Grounded in John Dewey’s Constructivism, we share how participants in a university-led faculty mentorship program collaboratively explored ways to work “smarter, not harder” by leveraging AI tools.</p>	FOYER

**CONFERENCE SESSION SCHEDULE: At-A-Glance**  
**DOCTORAL STUDENT PRESENTATIONS**

**SATURDAY, FEBRUARY 7, 2026**

**MODERATOR: DR. CLARA YOUNG**

<b>TIME</b>	<b>SESSION</b>	<b>PRESENTER(S) &amp; TOPIC</b>	<b>ROOM</b>
9:00 A.M. – 9:25 A.M.	<b>D1</b>	<b>KENDRAMIA PRESTAGE - PRAIRIE VIEW A&amp;M UNIVERSITY</b> <b>HOW HIGHER EDUCATION SHAPES CONVERSATIONS IN MAKERSPACES: AI AS A PARTNER IN EDUCATIONAL TRANSFORMATION</b>	<b>MARIGNY</b>
9:30A.M. – 9:55 A.M.	<b>D2</b>	<b>RENUKA NAIR – TEXAS SOUTHERN UNIVERSITY</b> <b>HUMAN + MACHINE SCHOLARSHIP: HOW AI TRANSFORMS UNDERGRADUATE RESEARCH MOTIVATION, MENTORSHIP, AND INTELLECTUAL GROWTH IN HONORS EDUCATION</b>	<b>MARIGNY</b>
10:00 A.M. – 10:25 A.M.	<b>D3</b>	<b>MICHELLE CALHOUN – TEXAS SOUTHERN UNIVERSITY</b> <b>ARTIFICIAL INTELLIGENCE AND SELF-EFFICACY: ADVANCING SCHOOL COUNSELOR PREPAREDNESS FOR BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT</b>	<b>MARIGNY</b>
10:30 A.M. – 10:55 A.M.	<b>D4</b>	<b>JAYCE JAYNES – CALIFORNIA LUTHERAN UNIVERSITY</b> <b>SARINA GARCIA – HCA HEALTHCARE</b> <b>RECURRENT MOLAR PREGNANCY-A CASE REPORT</b>	<b>MARIGNY</b>
11:00 A.M. – 11:25 A.M.	<b>D5</b>	<b>MONIQUE OATES – PRAIRIE VIEW A&amp;M UNIVERSITY</b> <b>REBRANDING A RURAL CAMPUS: A DESCRIPTIVE CASE STUDY IN STRATEGIC HIGHER EDUCATION MARKETING AND BRAND RENEWAL</b>	<b>MARIGNY</b>

# CONFERENCE SESSION SCHEDULE: At-A-Glance UNDERGRADUATE STUDENT PRESENTATIONS

SATURDAY, FEBRUARY 7, 2026

MODERATOR: DR. MARY HAWKINS

TIME	SESSION	PRESENTER(S) & TOPIC	ROOM
8:30 A.M. – 8:45 A.M.	B1	<b>JORDAN HARRIS</b> – SOUTHERN UNIVERSITY @NEW ORLEANS <b>BIOCHAR, SOIL QUALITY, AND CARBON SEQUESTRATION: IMPACT ON PLANT GROWTH</b>	FLEUR DE LIS
8:50 A.M. – 9:05 A.M.	B2	<b>SHEARYL SMITH</b> – PRAIRIE VIEW A&M UNIVERSITY <b>TRANSFORMING PUBLIC HEALTH EDUCATION THROUGH ARTIFICIAL INTELLIGENCE (AI)</b>	FLEUR DE LIS
9:10 A.M. – 9:25 P.M.	B3	<b>KELI MARTIN</b> – SOUTHERN UNIVERSITY @NEW ORLEANS <b>EVALUATION OF SOLAR POWER FOR RURAL ENERGY SUSTAINABILITY</b>	FLEUR DE LIS
9:30 A.M. – 9:45 A.M.	B4	<b>ISIAH STEVENS</b> – DILLARD UNIVERSITY <b>TYPES OF BIAS BLACK CHILDREN ENCOUNTER IN THE COMMUNITY AT LARGE: A GECP ANALYSIS</b>	FLEUR DE LIS
9:50 A.M. – 10:05 A.M.	B5	<b>LAMIN SAWO</b> – SOUTHERN UNIVERSITY @NEW ORLEANS <b>SOIL CARBON SAMPLING BETWEEN RURAL AND URBAN AREAS</b>	FLEUR DE LIS
10:10 A.M. – 10:25 A.M.	B6	<b>VEIJAH JOHNSON</b> – DILLARD UNIVERSITY <b>THE EFFECT OF VIRTUAL LEARNING ON STUDENTS</b>	FLEUR DE LIS
10:30 A.M. – 10:45 A.M.	B7	<b>AVERY SRIGGS</b> – SOUTHERN UNIVERSITY @NEW ORLEANS <i>DR. LISA MIMS-DEVEZIN (MENTOR)</i> <b>HARNESSING MICROBIAL COMMUNITIES FOR CARBON MANAGEMENT: A PILOT STUDY AT SOUTHERN UNIVERSITY AT NEW ORLEANS</b>	FLEUR DE LIS
10:50 A.M. – 11:05 A.M.	B8	<b>CAMERON GRIFFIN</b> – DILLARD UNIVERSITY <b>EFFECTS OF A.I. ON COLLEGE STUDENTS</b>	FLEUR DE LIS
11:10 A.M. – 11:25 A.M.	B9	<b>AHMED FILLALI</b> – SOUTHERN UNIVERSITY @NEW ORLEANS <b>ADSORPTION-BASED CHEMICAL LOOPING PROCESS FOR PRODUCTION OF H<sub>2</sub> AND SO<sub>2</sub> FROM H<sub>2</sub>S</b>	FLEUR DE LIS
11:30 A.M. – 11:45 A.M.	B10	<b>DEVIN DANIELS</b> – SOUTHERN UNIVERSITY @NEW ORLEANS <b>ORGANIC WASTE IMMOBILIZATION AND CAPTURE USING ENZYME/MICROBIAL-LADEN-STRAW MATS IN FOOD, FACTORY AND PETROLEUM SPILLS</b>	FLEUR DE LIS

FRIDAY, FEBRUARY 6, 2026

## FACULTY/PROFESSIONAL ABSTRACT DESCRIPTIONS

SESSION 1

TIME: 8:30 A.M. – 9:00 A.M.

ROOM: FLEUR DE LIS

### **CENTERING STUDENT VOICE: REIMAGINING CLASSROOM POWER, PARTICIPATION, & BELONGING**

This study examines how classroom practices either support or constrain authentic student voice, particularly for marginalized learners. Using critical and culturally sustaining frameworks, the research draws on observations, interviews, and artifact analysis across multiple school districts to identify patterns in participation, agency, and power. Hopefully, findings will highlight the conditions that foster equitable, student-centered learning environments and the barriers that silence diverse voices. This research offers actionable insights for educators and leaders seeking to create more inclusive, empowering classrooms.

**PRESENTER(S):** DR. REGINALD TODD

TEXAS SOUTHERN UNIVERSITY

**MODERATOR:** MICHELLE CALHOUN

TEXAS SOUTHERN UNIVERSITY

SESSION 2

TIME: 8:30 A.M. – 9:00 A.M.

ROOM: MARIGNY

### **HIGHER EDUCATION EDUCATORS COPING WITH STRESS & BURNOUT THROUGH “MINDFULNESS”**

Teaching is a rewarding yet emotionally demanding profession, often leading to significant stress for educators. This stress can negatively impact both your well-being and your ability to foster a nurturing classroom environment. Mindfulness has emerged as a powerful tool to help educators manage stress, enhance emotional resilience, and build strong teacher-student relationships. This presentation explores practical mindfulness strategies that teachers can adopt to improve their own well-being and effectively support their students. Key mindfulness practices, such as mindful breathing, body scans and reflective moments, are detailed with actionable instructions for teachers.

**PRESENTER(S):** DR. KATHY BRYANT

JACKSON STATE UNIVERSITY

**MODERATOR:** SHEARYL SMITH

PRAIRIE VIEW A&M UNIVERSITY

SESSION 3

TIME: 8:30 A.M. – 9:00 A.M.

ROOM: FONTAINEBLEAU

### **AUGMENTING MINDS: LEVERAGING AI TO TRANSFORM EDUCATIONAL RESEARCH AND PRACTICE**

Artificial intelligence (AI) is revolutionizing educational research by serving as a strategic partner that enhances efficiency, rigor, and equity. Traditional methods fail to fully capture diverse student experiences or address persistent achievement gaps. AI-driven tools enable rapid data analysis, comprehensive literature synthesis, and predictive modeling, providing actionable insights that directly inform educational interventions. By supporting accessibility for students with disabilities and underrepresented populations, AI ensures research outcomes are both inclusive and impactful. This study demonstrates that integrating AI into educational research is not optional it is essential for advancing evidence-based, equitable, and transformative practices. ill gain insights and tools to create adaptive, inclusive, and future-ready educational environments.

**PRESENTER(S):** DR. KRISTI YOUNG & DR. DIONNE WILLIAMS

LOUISIANA STATE UNIVERSITY SHREVEPORT

**MODERATOR:** MONIQUE OATES

PRAIRIE VIEW A&M UNIVERSITY

SESSION 4

TIME: 8:30 A.M. - 9:00 A.M.

ROOM: URSULINE

### **USING AI TO CREATE POETRY: ADVANTAGES AND DISADVANTAGES**

This presentation will focus on the use of AI, specifically the Chat GBT app, to create free verse poetry. The advantages and disadvantages of using AI in creating this type of literature will also be addressed such as potential plagiarism and lack of human interaction in the creation of this type of literature. Qualitative research opportunities for this type of writing will also be discussed.

**PRESENTER(S):** DR. GWENDOLYN DUHON

RETIRED, MCNEESE STATE UNIVERSITY

**MODERATOR:** JAYCE JAYNES

CALIFORNIA LUTHERAN UNIVERSITY

**SESSION 5****TIME: 9:05 A.M. - 9:35 A.M.****ROOM: FLEUR DE LIS****REIMAGINING ACADEMIC SELF-EFFICACY: USING AI TO MODEL AND ELEVATE  
MINORITY STUDENT SUCCESS**

This study investigates gender, race/ethnicity, and age differences in academic self-efficacy among undergraduates at a minority-serving institution, while exploring how AI can enhance support for diverse learners. Analyzing survey data from 398 students using a 54-item scale linked to Bandura's self-efficacy sources, we found significant demographic differences in performance, persuasion, emotional arousal, and vicarious experience. We propose AI-assisted interventions that adapt feedback and mentoring to strengthen self-efficacy and persistence in underrepresented students.

**PRESENTER(S): DR. DOUGLAS BUTLER**

PRAIRIE VIEW A&amp;M UNIVERSITY

MODERATOR: MICHELLE CALHOUN

TEXAS SOUTHERN UNIVERSITY

**SESSION 6****TIME: 9:05 A.M. - 9:35 A.M.****ROOM: MARIGNY****FACULTY PERCEPTIONS ON THE UTILIZATION OF AI AT HBCUS THROUGH THE LENS OF THE  
TECHNOLOGY ACCEPTANCE MODEL (TAM)**

This quantitative study dives into how faculty at Historically Black Colleges and Universities view artificial intelligence in pedagogy, using the Technology Acceptance Model (TAM) as a lens. Surveying 105 faculty across disciplines and experience levels revealed that TAM variables explained 84% of intention to use AI, with attitudes and perceived usefulness as the strongest predictors. In contrast, ease of use was not significant. ANOVA showed notable differences by age and teaching experience. The takeaway? Findings highlight the importance of targeted professional development and institutional policies to promote positive attitudes and clarify AI's value in HBCU contexts.

**PRESENTER(S): DR. AMY C. DAVIS**

LEMOYNE-OWEN COLLEGE

MODERATOR: SHEARYL SMITH

PRAIRIE VIEW A&amp;M UNIVERSITY

**SESSION 7****TIME: 9:05 A.M. - 9:35 A.M.****ROOM: FONTAINEBLEAU****PERCEIVED CAREER ADVANCEMENT CHALLENGES AMONG MULTIGENERATIONAL BLACK GRADUATES  
FROM HBCUS AND PWIS IN LOUISIANA**

This study explores career advancement challenges faced by thirty-six multigenerational Black graduates from Louisiana's HBCUs and PWIs. Using qualitative interviews, four themes emerged: Readiness, Racism, Resistance, and Resiliency. HBCU graduates reported stronger identity development and cultural pride, fostering workplace confidence but struggled to adapt in predominantly White environments. PWI graduates acclimated more easily but lacked the identity grounding of HBCU peers. Across generations, participants consistently faced racism, microaggressions, pressure to outperform White colleagues, and limited mentorship. Findings highlight the need for workforce development, mentorship, educational reform, and systemic workplace changes to reduce disparities and foster inclusive professional advancement.

**PRESENTER(S): DR. KEICIA HAWKINS**

NORTHWESTERN STATE UNIVERSITY OF LA

MODERATOR: MONIQUE OATES

PRAIRIE VIEW A&amp;M UNIVERSITY

**SESSION 8****TIME: 9:05 A.M. - 9:35 A.M.****ROOM: URSULINE****INCORPORATING AI IN A PUBLIC HEALTH POLICY AND ADMINISTRATION COURSE: ENHANCING  
ACTIVITIES AND EXPLORATORY LEARNING**

Students in the Public Health Policy and Administration course must develop knowledge on reviewing and analyzing policies, interpreting administrative roles, understanding the policymaking process, and making informed decisions in a competitive environment. Exploratory learning is a hands-on approach to learning and fosters critical thinking and problem-solving skills. Utilizing artificial Intelligence (AI) will create interactive learning environments for students in the classroom. Exploratory learning aligns well in Public Health Policy and Administration because effective decision-making requires the examination of multiple policies, analyzing implications of administrative choices, and revising strategies for new information.

**PRESENTER(S): DR. YALANDA BARNER**

JACKSON STATE UNIVERSITY

MODERATOR: JAYCE JAYNES

CALIFORNIA LUTHERAN UNIVERSITY

**SESSION 9****TIME: 9:40 A.M. - 10:10 A.M.****ROOM: FLEUR DE LIS****AI-ENHANCED PEDAGOGY IN COUNSELOR EDUCATION: INNOVATIONS  
FOR CURRICULUM AND CLINICAL TRAINING**

This proposal examines the integration of AI in counselor education, emphasizing ethical decision-making, curriculum innovation, and clinical training. This project embeds an AI-focused ethics module into an advanced counseling course, utilizing AI tools to support case analysis and small-group decision-making. The initiative aims to strengthen students' technological fluency and ethical reasoning while deepening engagement through applied learning. This work contributes to scalable curricular approaches that align with state regulatory expectations and evolving demands of the counseling profession.

**PRESENTER(S):** **DR. DEBORAH WILSON** TEXAS SOUTHERN UNIVERSITY  
**MODERATOR:** MICHELLE CALHOUN TEXAS SOUTHERN UNIVERSITY

**SESSION 10****TIME: 9:40 A.M. - 10:10 A.M.****ROOM: MARINGY****THE ROLE OF SCHOOL LEADERSHIP IN STRENGTHEN DIGITAL RESILIENCE IN SCHOOLS:  
A COMPARATIVE STUDY**

Amid escalating global crisis, from pandemics to technological disruptions - digital resilience has become essential in teacher education, particular within work-integrated learning. This study examines how school leadership supports digital resilience in South Africa's Motheo District and Houston, Texas.

**PRESENTER(S):** **DR. L.S. SPENCER AND DR. DIANE REED** PRAIRIE VIEW A&M UNIVERSITY  
**MODERATOR:** SHEARYL SMITH PRAIRIE VIEW A&M UNIVERSITY

**SESSION 11****TIME: 9:40 A.M. - 10:10 A.M.****ROOM: FONTAINEBLEAU****REIMAGINING ONLINE CLASSES: BEST PRACTICES FOR TEACHING ADULTS ONLINE**

In this session, educators will learn innovative ways to increase student engagement and foster positive relationships in online classrooms. Attendees will learn how to implement the C.I.T.E.S. framework to improve online instruction. This session will help educators do the following: (1) Embrace virtual learning with the C.I.T.E.S framework. (2) Apply digital tools that enhance engagement and student performance in virtual classrooms. (3) Access instructional strategies, tools, and resources that will transform virtual courses into engaging and collaborative learning communities.

**PRESENTER(S):** **DR. SHIMIKQUA ELLIS** MURRAY STATE UNIVERSITY  
**MODERATOR:** MONIQUE OATES PRAIRIE VIEW A&M UNIVERSITY

**SESSION 12****TIME: 9:40 A.M. - 10:10 A.M.****ROOM: URSULINE****ASSESSING ARTIFICIAL INTELLIGENCE LITERACY OF TEACHERS IN SELECTED  
PRIMARY SCHOOLS IN JAMAICA**

AI is transforming the global education landscape. However, little is known about teachers' AI literacy at the primary school level in Jamaica. A cross-sectional design will be employed to investigate the AI literacy among primary school teachers in selected learning institutions in Jamaica. The teachers will be chosen through random sampling from ten schools. The sample size will be (n = 100). A questionnaire will be used to collect data. It is anticipated that the results will provide insights into teachers' AI literacy and their readiness in using it and may lead to changes in their pedagogy and ethical practices.

**PRESENTER(S):** **DR. JUNIOR MARTIN** UNIVERSITY OF TECHNOLOGY  
**MODERATOR:** JAYCE JAYNES CALIFORNIA LUTHERAN UNIVERSITY

**SESSION 13****TIME: 10:15 A.M. - 10:45 A.M.****ROOM: FLEUR DE LIS****ASSESSING KNOWLEDGE, ATTITUDES, AND BELIEFS ABOUT AI UTILIZATION WITH ASSIGNMENTS AMONG STUDENTS ENROLLED IN A RESEARCH AND EVALUATION COURSE AT A HISTORICALLY BLACK COLLEGE AND UNIVERSITY (HBCU)**

The use of AI in education is expected to grow by 43% in the period 2018–2022, although it is predicted that AI applications related to teaching and learning are projected to grow more significantly than that. The literature highlights benefits and significant concerns of the use of AI in higher education. This study assessed students' knowledge, attitudes, and beliefs about (1) use of AI in developing their research projects, (2) whether use of AI enhanced their work, (3) effects on critical thinking, (4) whether AI should be incorporated into courses as a support and to what extent.

**PRESENTER(S): DR. ALYCE HAYS**

JACKSON STATE UNIVERSITY

MODERATOR: SARINA GARCIA

HCA HEALTHCARE

**SESSION 14****TIME: 10:15 A.M. - 10:45 A.M.****ROOM: MARIGNY****CRACKING THE CODE TO SUCCESS, IN COLLABORATION WITH AI**

A librarian collaborated with an English Language Arts teacher to explore the MASDEC framework, a critical and creative approach to biography study. They incorporated AI for the enhancement and evaluation of the Project. Initial results of the Project include student insights, thoughtful discussions, and imaginative artistic projects. Additional outcomes indicate that by analyzing how others face and overcome challenges, students begin to identify the traits, values, and habits they can cultivate in their own lives.

**PRESENTER(S): DR. NANTHALIA MCJAMERSON**

RETIRED, GRAMBLING STATE UNIVERSITY

**DR. GWENDOLYN DUHON**

RETIRED, MCNEESE STATE UNIVERSITY

MODERATOR: DR. DOROVENIA HAWKINS-KOCH

EL PASO OB/GYN

**SESSION 15****TIME: 10:15 A.M. - 10:45 A.M.****ROOM: FONTAINEBLEAU****WHEN A THIRD VOICE ENTERS THE ROOM: REIMAGINING AI AS A RELATIONAL PARTNER IN COUNSELING RESEARCH AND EDUCATIONAL TRANSFORMATION**

This presentation examines how artificial intelligence (AI) functions as a relational presence, a “third voice” within counselor education, therapeutic training, and clinical supervision. Grounded in Relational Cultural Theory, the study proposes that AI reshapes vulnerability, reflective depth, relational power, and professional identity as it becomes integrated into learning and supervisory contexts.

**PRESENTER(S): DR. CANDY RATLIFF**

TEXAS SOUTHERN UNIVERSITY

**MRS. ABBI JONES PRUITT**

TEXAS SOUTHERN UNIVERSITY

MODERATOR: DR. MARY HAWKINS

PRAIRIE VIEW A&amp;M UNIVERSITY

**SESSION 16****TIME: 10:15 A.M. - 10:45 A.M.****ROOM: URSULINE****BARRIERS AND CHALLENGES FACED BY MINORITY WOMEN FACULTY BEING PROMOTED AT HBCUS**

This mixed-methods study examined barriers minority women faculty at HBCUs face in seeking promotion and career advancement. Grounded in Black Feminist Theory and using an explanatory sequential design, data were collected from fifty-six survey participants and three interviewees across six southern HBCUs. Results showed significant career-related and educational-related barriers, with differences across disciplines. Themes included workplace hostility, limited support, strained relationships, resistant cultures, and self-care. The study underscores persistent inequities and calls for stronger mentorship, structural changes, and improved campus climates.

**PRESENTER(S): DR. DENISE YOUNG**

TENNESSEE STATE UNIVERSITY

MODERATOR: KENDRAMIA PRESTAGE

PRAIRIE VIEW A&amp;M UNIVERSITY

**SESSION 17****TIME: 10:50 A.M. - 11:20 A.M.****ROOM: FLEUR DE LIS****PATIENT ENGAGEMENT (PCORNET, GPC), COMMUNICATION, AND AI**

This presentation will provide an overview of the Patient-Centered Outcomes Research Network (PCORnet), specific to the research of patient and family-focused research using the Patient Advisory Council (PAC) framework. The University of Nebraska – Medical Center (UNMC) PCORnet project is in Phase 4 (2025 – 2029). This four-year, \$13,500,000 project includes fourteen partner organizations as part of the Great Plains Collaborative (GPC) with data from 8.9 million unique individuals across fourteen states. This presentation will begin a discussion related to communication structure and artificial intelligence (AI) and the uniqueness of patient, community, and PAC engagement.

**PRESENTER(S):** **DR. TONI HILL** UNIVERSITY OF NEBRASKA KEARNEY  
**DR. FLETCHER ZIWOYA** UNIVERSITY OF NEBRASKA KEARNEY  
**MODERATOR:** SARINA GARCIA HCA HEALTHCARE

**SESSION 18****TIME: 10:50 A.M. - 11:20 A.M.****ROOM: MARIGNY****TRANSFORMING CLINICAL DOCUMENTATION: USING AI TO ENHANCE CULTURAL RESPONSIVENESS AND TRAUMA-INFORMED PRACTICE AMONG GRADUATE STUDENT COUNSELORS**

In an era where artificial intelligence is transforming counselor education, this session explores how AI can enhance accuracy, reduce bias, and promote culturally responsive and trauma-informed documentation among graduate student counselors. Participants will examine how AI functions as a reflective partner in supervision and training, improving case notes, treatment plans, and client progress reports. The presentation provides practical strategies for integrating AI into counselor preparation to foster critical thinking, inclusivity, and reflective learning aligned with CACREP and ACA standards.

**PRESENTER(S):** **DR. JESSICA DAVIS, DR. CAROL PARKER, DR. DEBORAH WILSON, DR. CANDY RATLIFF**  
 TEXAS SOUTHERN UNIVERSITY  
**MODERATOR:** DR. DOROVENIA HAWKINS-KOCH EL PASO OB/GYN

**SESSION 19****TIME: 10:50 A.M. - 11:20 A.M.****ROOM: FONTAINEBLEAU****NAVIGATING THE NEW NORMAL IN TODAY'S COMPOSITION COURSES: STRATEGIES TO MINIMIZE AI-GENERATED WRITING**

The growing presence of generative AI in higher education complicates how English instructors assess authorship, raising concerns about academic integrity, equitable evaluation, and the changing nature of writing pedagogy. Hence, the presenter will outline practical strategies for identifying potential AI-generated writing in college composition courses and share strategies to help students minimize AI-generated writing while maintaining an ethical and student-centered approach. Specifically, attention to stylistic consistency, citation practices, and meaningful engagement with course materials can help instructors identify incongruities without overanalyzing them as definitive evidence of AI use.

**PRESENTER(S):** **DR. EVELYN WYNN** GRAMBLING STATE UNIVERSITY  
**MODERATOR:** DR. MARY HAWKINS PRAIRIE VIEW A&M UNIVERSITY

**SESSION 20****TIME: 10:50 A.M. - 11:20 A.M.****ROOM: URSULINE****ETHICAL INTELLIGENCE: INTEGRATING HEALTH LAW, BIOETHICS, AND ARTIFICIAL INTELLIGENCE IN THE DESIGN OF RESPONSIBLE HEALTHCARE SOLUTIONS**

The integration of Artificial Intelligence (AI) into healthcare systems has introduced transformative possibilities for diagnosis, treatment, and patient management. Concerns underscore the need for interdisciplinary approaches that integrate health law and ethics into AI system design/deployment. This project draws upon three intersecting frameworks: health law, bioethics, and AI ethics. The project seeks to establish a holistic model for developing AI tools that are innovative, legally compliant, and ethically sound. The project adopts a multidisciplinary research/design approach. Study models on how interdisciplinary education can prepare future professionals to anticipate and navigate the ethical, legal, and societal implications of emerging technologies.

**PRESENTER(S):** **DR. LATARSHA MICHAEL** JACKSON STATE UNIVERSITY  
**MODERATOR:** KENDRAMIA PRESTAGE PRAIRIE VIEW A&M UNIVERSITY

**SESSION 21****TIME: 11:25 A.M. - 11:55 A.M.****ROOM: FLEUR DE LIS****MICRO-CREDENTIALS IN TEXAS HIGHER EDUCATION: EXPLORING INSTITUTIONAL OFFERINGS AND GOVERNANCE PRACTICES**

The growing demand for workforce-ready skills has made micro-credentials a key innovation in Texas higher education. Institutions are adopting flexible, competency-based options, yet governance varies widely, raising questions about quality and consistency. This study examined offerings and governance across 128 institutions identified through a 2025 Google search. Website reviews showed that twenty-six universities and eighteen community colleges offer micro-credentials, most commonly in Information Technology and Healthcare. Programs are delivered in-person, hybrid, or online using platforms like Coursera and Google Career Certificates.

**PRESENTER(S):** DR. ANDREA McDONALD  
**MODERATOR:** SARINA GARCIA

PRAIRIE VIEW A&M UNIVERSITY  
 HCA HEALTHCARE

**SESSION 22****TIME: 11:25 A.M. - 11:55 A.M.****ROOM: MARIGNY****UNDERSTANDING THE IMPACT OF WEATHERING ON AFRICAN AMERICAN COMMUNITIES IN THE SOUTH: IMPLICATIONS FOR HEALTHCARE DECISION MAKING**

African Americans continue to experience disproportionate health disparities shaped by structural racism, socioeconomic inequities, and environmental stressors. The concept of weathering, introduced by Dr. Arline Geronimus, encapsulates the cumulative physiological and psychological toll of chronic exposure to adversity, resulting in premature aging and increased susceptibility to disease. This study investigates the influence of weathering on healthcare decision-making within African American communities in the U.S. South. By examining how chronic stress processes affect health behaviors and outcomes, the research aims to advance understanding of racialized health inequities and inform strategies to promote equitable healthcare delivery and improved health outcomes.

**PRESENTER(S):** DR. BRIEAH HUDSON  
**MODERATOR:** DR. DOROVENIA HAWKINS-KOCH

JACKSON STATE UNIVERSITY  
 EL PASO OB/GYN

**SESSION 23****TIME: 11:25 A.M. - 11:55 A.M.****ROOM: FONTAINEBLEAU****RESILIENCE AND RISK: A STUDY OF TERRORISM THREATS AND PREVENTION ON HBCU CAMPUSES**

The purpose of the presentation is to discuss the collaborative project in building awareness skills and intervention systems based on risk factors, including pre-incident indicators in addressing targeted violence and terrorism prevention at HBCU institutions. This is a concurrent project undertaking two promising practices: Area One: Raising Societal Awareness and AREA Two: Understanding Violent Content. The goal of Dillard University's Targeted Violence and Terrorism Prevention Program is to provide awareness-raising workshops, community engagement sessions, and create training to build awareness skills and intervention systems based on risk factors, including pre-incident indicators.

**PRESENTER(S):** DR. ASHRAF ESMAIL AND Ms. TIA SUGGS  
 DR. KRISTIE PERRY  
**MODERATOR:** DR. MARY HAWKINS

DILLARD UNIVERSITY  
 SOUTHERN UNIVERSITY BATON ROUGE  
 PRAIRIE VIEW A&M UNIVERSITY

**SESSION 24****TIME: 11:25 A.M. - 11:55 A.M.****ROOM: URSULINE****TOXIC BEHAVIORS IN HIGHER EDUCATION INSTITUTIONS: EXAMINING DEMOGRAPHIC FACTORS AFFECTING FACULTY PERCEPTIONS**

This quantitative study examined how demographic factors influence perceptions of organizational toxicity at four-year higher education institutions using the Perceived Organizational Toxicity Scale (POTS). Data from 131 faculty across PWIs and HBCUs revealed unethical behaviors as most prevalent ( $M = 2.59$ ,  $SD = 1.05$ ), followed by narcissistic behaviors ( $M = 2.32$ ,  $SD = .93$ ). Assistant and associate professors reported higher aggressive behaviors, and faculty with 6–10 years' experience perceived the most toxicity. White faculty reported greater unethical behaviors than Black faculty, underscoring toxicity's systemic and demographic dimensions.

**PRESENTER(S):** DR. PATRICE ELDER  
**MODERATOR:** KENDRAMIA PRESTAGE

CHARLENE EDUCATION SERVICES  
 PRAIRIE VIEW A&M UNIVERSITY

**SESSION 25****TIME: 2:00 P.M. - 2:30 P.M.****ROOM: FLEUR DE LIS****THE ROLE OF AI IN RESTORATIVE PRACTICES: IMPACT ON THE SCHOOL-TO-PRISON PIPELINE**

This research investigates the detrimental effects of zero-tolerance policies on minority students in urban charter schools, contributing to the school-to-prison pipeline. Utilizing a critical race theory framework, we conducted qualitative analysis through literature reviews and interviews with school administrators and social workers. Preliminary findings indicate that punitive disciplinary measures disproportionately impact Black and Brown students, leading to increased suspensions and expulsions. Our study highlights the potential of AI-enhanced restorative practices and community programs, like the Philadelphia Police School Diversion Program, to mitigate these adverse outcomes. Recommendations for policy reform and future research directions are discussed.

**PRESENTER(S):** **DR. RAYMOND DELANEY JR.**  
**DR. ASHRAF ESMAIL**

SOUTHERN UNIVERSITY NEW ORLEANS  
 DILLARD UNIVERSITY  
 VIRGINIA STATE UNIVERSITY

**MODERATOR:** ARETHA MCNEIL

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**SESSION 26****TIME: 2:00 P.M. - 2:30 P.M.****ROOM: MARIGNY****LEVERAGING AI AS A PARTNER IN EDUCATIONAL TRANSFORMATION ACROSS GENERATIONS**

This presentation explores how artificial intelligence can be leveraged as a partner in transforming higher education to meet the unique needs of students and faculty from various generations. It highlights approaches for personalizing learning, fostering faculty-AI collaboration, and integrating ethical frameworks for responsible technology adoption. The session offers actionable models and strategies for engaging Baby Boomers, Gen X, Millennials, Gen Z, and Gen Alpha through AI-driven pedagogy, instructional design, and institutional planning. Attendees will gain insights and tools to create adaptive, inclusive, and future-ready educational environments.

**PRESENTER(S):** **DR. DANIELLE WILLIAMS**  
**DR. DIONNE WILLIAMS & DR. KRISTI YOUNG**

GRAMBLING STATE UNIVERSITY  
 LOUISIANA STATE UNIVERSITY SHREVEPORT  
 RETIRED, HOWARD UNIVERSITY

**MODERATOR:** DR. MARILYN IRVING

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**SESSION 27****TIME: 2:00 P.M. - 2:30 P.M.****ROOM: FONTAINEBLEAU****BUILDING BRIDGES: FACULTY-LED INITIATIVES AS CATALYSTS FOR HBCU INTERNATIONAL PARTNERSHIPS**

This paper examines the pivotal role of faculty members as catalysts in developing and sustaining international partnerships at Historically Black Colleges and Universities (HBCUs). Utilizing a multiple case study design, the research analyzes successful collaborations at Tennessee State University, focusing on five faculty-led initiatives emerging from a Global Faculty Fellows (GFF) program. The findings demonstrate how individual academic networks and personal initiatives evolve into transformative institutional relationships. The research confirms that while faculty provide the initial spark, dedicated institutional infrastructure, clear funding mechanisms, and systematic knowledge management are crucial for scalability and longevity.

**PRESENTER(S):** **DR. KISHA BRYAN**  
**MODERATOR:** DR. JUNIOR MARTIN

TENNESSEE STATE UNIVERSITY  
 UNIVERSITY OF TECHNOLOGY

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**SESSION 28****TIME: 2:00 P.M. - 2:30 P.M.****ROOM: URSULINE****USING AI AS A TOOL TO ENHANCE HIGH-LEVERAGE PRACTICE FOR STUDENTS WITH DISABILITIES**

Chapter 1 of Effective Technology Tools begins with a discussion of the Critical Work of School Leaders followed by the alignment of the roles of school leaders to leadership standards. The author also discusses Technology and the Work of the School Principal and the potential of technology tools to increase and/or improve the efficiency of leaders. The technology tools and Learning Management Platforms available to school leaders are presented as a means of supporting the work of school leaders. The chapter ends with an overview of the publication.

**PRESENTER(S):** **DR. KANISHA PORTER**  
**MODERATOR:** ABBI J. PRUITT

TEXAS SOUTHERN UNIVERSITY  
 TEXAS SOUTHERN UNIVERSITY

**SESSION 29****TIME: 2:35 P.M. - 3:05 P.M.****ROOM: FLEUR DE LIS****UTILIZATION OF ARTIFICIAL INTELLIGENCE (AI) IN THE IMPLICATIONS OF NEWBORN AND PREMARITAL SCREENING WITH GENETIC COUNSELING ON SICKLE CELL DISEASE AWARENESS AND PREVENTION IN EASTERN NIGERIA**

Sickle cell disease (SCD) remains a major health concern in Nigeria, particularly in the eastern region, where awareness and preventive measures are limited. This study examines how AI can enhance newborn and premarital screening with genetic counseling to improve SCD awareness and prevention. AI-driven tools such as chatbots, predictive analytics, and adaptive learning platforms can personalize health education, reduce stigma, and increase screening participation. Using a mixed-method approach, this study aims to develop an AI-integrated framework that transforms health education, strengthens counseling effectiveness, and supports sustainable prevention strategies for SCD in Eastern Nigeria.

**PRESENTER(S):** **DR. EDITH OFFIAH AND DR. GODWIN OFFIAH** JACKSON STATE UNIVERSITY  
**MODERATOR:** ARETHA MCNEIL VIRGINIA STATE UNIVERSITY

**SESSION 30****TIME: 2:35 P.M. - 3:05 P.M.****ROOM: MARIIGNY****ELEVATING SCHOLARSHIP: HOW TO SUCCESSFULLY SUBMIT YOUR WORK TO JRAMP**

This presentation offers a practical guide to submitting manuscripts electronically to the Journal of Research Association of Minority Professors (JRAMP). Participants will gain clear insight into JRAMP's publication scope, manuscript formatting requirements, and the online submission workflow. The session highlights common errors that delay review and provides actionable strategies to ensure manuscripts are properly prepared, supported with required documents, and professionally communicated. Through live demonstration, discussion, and helpful checklists, attendees will leave confident in navigating the platform and advancing their scholarship toward publication.

**PRESENTER(S):** **DR. STELLA SMITH** PRAIRIE VIEW A&M UNIVERSITY  
**MODERATOR:** DR. MARILYN IRVING RETIRED, HOWARD UNIVERSITY

**SESSION 31****TIME: 2:35 P.M. - 3:05 P.M.****ROOM: FONTAINEBLEAU****COLLEGE STUDENTS' EXPERIENCES, ATTITUDES, SKILLS, AND EXPECTATIONS REGARDING ARTIFICIAL INTELLIGENCE (AI): A SURVEY-BASED STUDY**

This study compares undergraduate and graduate students' perceptions and experiences with artificial intelligence (AI) in higher education. Undergraduates reported greater reliance on AI tools, viewing them as essential for academic success and beneficial to their learning, and expressed more comfort using AI-generated responses. Graduate students were more skeptical of AI's academic value, more concerned about social stigma, and more aware of AI's potential to reduce bias and pose long-term societal risks. These findings highlight developmental and professional differences in AI engagement and underscore the need for differentiated AI literacy and support across academic levels.

**PRESENTER(S):** **DR. EMIEL OWENS** TEXAS SOUTHERN UNIVERSITY  
**MS. ABBI GIZA** TEXAS SOUTHERN UNIVERSITY  
**MODERATOR:** DR. JUNIOR MARTIN UNIVERSITY OF TECHNOLOGY

**SESSION 32****TIME: 2:35 P.M. - 3:05 P.M.****ROOM: URSULINE****AI AS A CO-TEACHER: AN INTERACTIVE MACROECONOMICS & INEQUALITY LAB FOR ECONOMICS STUDENTS AT CHEYNEY UNIVERSITY**

The Advanced Economic Model Hub is an AI-assisted dashboard for teaching macroeconomics and inequality at Cheyney University, the nation's first HBCU. Built in Streamlit with FRED/BLS data, it combines macro indicators, a trade-policy shock model, an AI job-displacement simulator, and a racial unemployment and inequality lab. The session shares how the tool was co-designed with a large language model and early evidence of improved data literacy for economics students.

**PRESENTER(S):** **DR. DAMON T. GRAY** CHEYNEY UNIVERSITY OF PA  
**MODERATOR:** ABBI J. PRUITT TEXAS SOUTHERN UNIVERSITY

**SESSION 33****TIME: 3:10 P.M. - 3:40 P.M.****ROOM: FLEUR DE LIS****THE IMPACT OF EFFECTIVE MENTORING ON UNDERGRADUATE STEM PROGRAMS**

The severe shortage of manpower in the Science, Technology, Engineering, and Mathematics (STEM) fields, especially among the minority population and women, is well documented. The authors of this article are aware of this shortage and the origin of this problem. Out of all Louisiana's public-school districts, the New Orleans Public Schools District, containing about ten percent of all public schools' students. This is the population where SUNO recruits its students from the New Orleans Public School District. These are the types of students we have been mentoring and turning into competitive students to pursue advanced STEM degrees.

**PRESENTER(S):** **DR. MURTY KAMBHAMPATI, DR. JOE OMOJOLA, AND DR. PHYLLIS OKWAN –**  
 SOUTHERN UNIVERSITY @NEW ORLEANS  
**MODERATOR:** MONIQUE OATES PRAIRIE VIEW A&M UNIVERSITY

**SESSION 34****TIME: 3:10 P.M. - 3:40 P.M.****ROOM: MARIIGNY****LITERACY AND TEACHER PREPARATION: INTEGRATING AI TO ENHANCE THE SCIENCE OF TEACHING READING**

Reading is a critical component in the success of students. The advancement of Artificial Intelligence (AI) has led to many technological improvements. Many classrooms today are aware of this, but with many other demands, still struggle to find time to include AI as a transformative piece in the curriculum. This study provides tentative research as the study is still in the research phase. A quantitative, descriptive research design will be used in this study. Likert Scale survey research will be utilized and analyzed in this study to gauge teacher perceptions of AI tools and their usefulness in classrooms.

**PRESENTER(S):** **DR. MARLENA ROBINSON** TEXAS SOUTHERN UNIVERSITY  
**MODERATOR:** DR. BENNIE RICHARDS HOUSTON CITY COLLEGE

**SESSION 35****TIME: 3:10 P.M. - 3:40 P.M.****ROOM: FONTAINEBLEAU****USE OF CREATIVE AND GENERATIVE AI IN EDUCATION**

In today's AI-driven economy, entrepreneurship education must evolve to furnish students with practical AI skills. Current entrepreneurship pedagogical models have not fully integrated AI across the entire entrepreneurial cycle as a continuous partner. Grounded in the Entrepreneurial Thought & Action framework and experiential learning theory, extending the existing literature embedding AI as a core entrepreneurial skillset. This theoretical paper uses a conceptual design informed by a synthesis of entrepreneurship education and AI pedagogy literature. Proposing a 15-week experiential curriculum designed to foster AI tool fluency, the study's main contribution is rethinking AI as an isolated tool.

**PRESENTER(S):** **MRS. CORDELLA LEWINSON-GILPIN** COLLEGE OF AGRICULTURE, SCIENCE, AND EDUCATION  
**MODERATOR:** DR. JUNIOR MARTIN UNIVERSITY OF TECHNOLOGY

**SESSION 36****TIME: 3:10 P.M. - 3:40 P.M.****ROOM: URSULINE****AI AS YOUR TEACHING ASSISTANT: SMALL STEPS AND BIG IMPACT IN RESEARCH MENTORING**

This session shares findings from DrD's preliminary research examining faculty needs and barriers related to the adoption of artificial intelligence in research mentoring. The 30-minute session presents a structured overview of how faculty may leverage artificial intelligence to support literature summarization, research topic refinement, formative feedback, and mentoring conversations. Framed by the technology acceptance model, the session highlights how perceived usefulness and ease of use shape faculty engagement with emerging technologies. Participants are invited to discuss their experiences using artificial intelligence and to reflect on conversations related to perceived usefulness within their mentoring contexts. Emphasis is placed on practical, low barrier applications that address common adoption challenges and support broader faculty participation in technology enabled research mentoring.

**PRESENTER(S):** **DR. GWEN DOOLEY** WALDEN UNIVERSITY  
**MODERATOR:** DR. REGINALD TODD TEXAS SOUTHERN UNIVERSITY

**SESSION 37****TIME: 3:45 P.M. - 4:15 P.M.****ROOM: FLEUR DE LIS****RESEARCH: ASSESSMENT AND READING: TRANSFORMATIONAL STRATEGIES FOR IMPROVING TEACHING AND LEARNING**

This session will present the National Assessment of Educational Progress (NAEP) report on assessment and reading, with recommended transformational strategies for improving teaching and learning.

**PRESENTER(S): DR. CLARISSA BOOKER**

PRAIRIE VIEW A &amp; M UNIVERSITY

MODERATOR: DR. MARY HAWKINS

PRAIRIE VIEW A &amp; M UNIVERSITY

**SESSION 38****TIME: 3:45 P.M. - 4:15 P.M.****ROOM: MARIGNY****EQUITY IN EDUCATION: LITERACY FOR ALL STUDENTS**

This study investigates literacy initiatives in high-poverty, high-literacy states to model effective strategies for similar contexts. Using content analysis of state literacy plans, it examines barriers to literacy development, the influence of socioeconomic factors, and the role of personalized instruction. Key themes include reading components, targeted interventions, progress monitoring, and professional development. Grounded in Gibbs' Reflective Model and Universal Design for Learning principles, the research highlights flexible approaches that accommodate diverse learners. Findings aim to promote equitable access to education, strengthen literacy achievement in high-poverty schools, and reduce disparities by fostering inclusive, supportive environments for all students.

**PRESENTER(S): DR. KEICIA HAWKINS**

NORTHWESTERN STATE UNIVERSITY OF LA

MODERATOR: DR. BENNIE RICHARDS

HOUSTON CITY COLLEGE

**SESSION 39****TIME: 3:45 P.M. - 4:15 P.M.****ROOM: FONTAINEBLEAU****TRANSFORMING VETERAN RESEARCH THROUGH AI (ARTIFICIAL INTELLIGENCE): A COMPARATIVE STUDY OF EMPOWERMENT AND MORAL INJURY AT HBCUS AND PWIS**

This presentation highlights how AI transforms the study of moral injury and empowerment among African American veterans in higher education. Using validated instruments, the Empowered Veteran Index (EVI) and the Moral Injury Purchase Task (MIPT), this comparative quantitative study examined veterans enrolled at a HBCU and a PWI. Findings reveal that institutional context and connectedness significantly influence moral injury severity and empowerment levels. The integration of AI-enhanced data modeling supports culturally responsive, evidence-based approaches for strengthening veteran resilience, personal growth, and institutional policy across diverse academic environments.

**PRESENTER(S): DR. EDDIE DAVENPORT**

UNIVERSITY OF HOUSTON

**DR. JESSICA DAVIS**

TEXAS SOUTHERN UNIVERSITY

MODERATOR: DR. LASHAWN MCNEIL

VIRGINIA STATE UNIVERSITY

**SESSION 40****TIME: 3:45 P.M. - 4:15 P.M.****ROOM: URSULINE****CAN PAST WARM "DEMANDERS" INFORM CURRENT AI EDUCATORS?**

Viewing African American teaching practice as a psychological prop and a social call to action, the historical narrative from a small, segregated school is offered for consideration in the current technological era. What can we learn from Ladson-Billings' "warm demander" concepts about overcoming adversity and applying AI strategies?

**PRESENTER(S): DR. NANTHALIA MCJAMERSON**

RETIRED, GRAMBLING STATE UNIVERSITY

**DR. GWENDOLYN DUHON**

RETIRED, MCNEESE STATE UNIVERSITY

MODERATOR: SHEARYL SMITH

PRAIRIE VIEW A &amp; M UNIVERSITY

**SESSION 41****TIME: 4:20 P.M. - 4:50 P.M.****ROOM: URSULINE****THE EFFECTS OF THE MEDIA ON ATTITUDES TOWARD VOTING BEHAVIOR**

This paper examines the effect of the media on influencing voting behavior. It argues that there is a strong inclination that if people watch liberal news outlets such as CNN, MSNBC, and the like, they are more inclined to vote Democrat while if people watch conservative news outlets, they are more inclined to vote Republican, even if their values do not align with the party's platform. There are at least two reasons for voting behavior.

**PRESENTER(S):** DR. ALVIN MITCHELL  
**MODERATOR:** DR. LASHAWN MCNEIL

UNIVERSITY OF THE VIRGIN ISLANDS  
VIRGINIA STATE UNIVERSITY

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**SESSION 42****TIME: 4:20 P.M. - 4:50 P.M.****ROOM: MARIGNY****BODY WORN CAMERA AND CRITICAL PSYCHIATRIC CARE ASSESSMENT: A COLLABORATIVE ASSESSMENT OF EXIGENT CRITICAL NEEDS CARE**

This study evaluates how police Body Worn Cameras (BWCs) can improve real-time assessment during critical psychiatric care (CPC) incidents. Using non-invasive surveys and secondary data, the research examines BWC effectiveness beyond evidentiary use, focusing on their potential to strengthen disaster response and officer decision-making. The study analyzes CPC-related investigations to identify opportunities for enhanced BWC functionality. Findings will inform the development of a pilot program aimed at improving BWC design, usability, and operational impact. Results will guide policy, training, and funding decisions for law enforcement and broader disaster response stakeholders.

**PRESENTER(S):** DR. DARRYL ROBERTS  
**MODERATOR:** DR. BENNIE RICHARDS

SOUTHERN UNIVERSITY @NEW ORLEANS  
HOUSTON CITY COLLEGE

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**SESSION 43****TIME: 4:20 P.M. - 4:50 P.M.****ROOM: FONTAINEBLEAU****WOMEN IN THE ACADEMY DIFFERENCES IN PLAIN SIGHT**

Women in academic leadership navigate systemic challenges fundamentally different from their male counterparts. Obstacles include differential scrutiny of presence and performance; compensation inequities; restricted access to influential networks and decision-making circles; scarcity of female mentors and role models; experiences of unwanted sexualization and harassment; biological realities across lifespan that workplace structures rarely accommodate; and disproportionate caregiving expectations grounded in gendered norms. Honest, critical examination of these gendered differences is essential for institutional transformation. Only through sustained, candid conversation can we break the silence surrounding women's experiences, dismantle barriers, and create equitable pathways that encourage and sustain future generations of women leaders in higher education. roader faculty participation in technology enabled research mentoring.

**PRESENTER(S):** DR. PAMELA BARBER-FREEMAN  
**MODERATOR:** DR. MARY HAWKINS

PRAIRIE VIEW A&M UNIVERSITY  
PRAIRIE VIEW A&M UNIVERSITY

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**SESSION 44****TIME: 4:20 P.M. - 4:50 P.M.****ROOM: FONTAINEBLEAU****ORGANIC WASTE IMMOBILIZATION AND CAPTURE USING ENZYME/MICROBIAL-LADEN-STRAW MATS IN FOOD, FACTORY AND PETROLEUM SPILLS**

Current small organic spills in the food (restaurants), processing and fuel distribution (Gas Stations). 2 sites were chosen for samples, SUNO Dining/Cafeteria, Park Campus; and SpeeDee Oil Change and Auto Service South Carrolton Ave, NOLA. Samples included cooking "grease" or spent vegetable oil", waste oil in semi-underground pans, and soil specimens screened for microbes using standard Nutrient Agar and Blood (Sheep) Agar for potentially Staphylococcus, fecal coliforms and Carbonating microbes. Microbes impregnated into enzyme and microbial laden biodegradable straw mats (bio-incubation) can be readily applied and adapted to soak up these polluting organic materials.

**PRESENTER(S):** DR. CHRISTIAN CLEMENT  
**MODERATOR:** DR. LASHAWN MCNEIL

SOUTHERN UNIVERSITY @NEW ORLEANS  
VIRGINIA STATE UNIVERSITY

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**SATURDAY, FEBRUARY 7, 2026**

**DOCTORAL STUDENT ABSTRACT DESCRIPTIONS**

**SESSION D1**

**TIME: 8:30 A.M. - 8:25 A.M.**

**ROOM: MARIGNY**

**BARRIERS FACED BY TRADITIONALLY UNDERREPRESENTED STUDENTS**

Barriers for underrepresented students include financial strain, lack of family, or proper support, as well as academic preparedness. Despite the challenges they encounter, students bring a wealth of experiences, perspectives, and talent to the higher learning arena. Addressing systematic barriers of these students is critical and involves implementing multifaceted strategies. Financial aid, mentorships, and policy reform would promote or establish an equitable distribution of needed resources and would empower underrepresented youths effectively by finding and implementing these changes. By dismantling these barriers, we can promote and prepare these students to become agents of change, community leaders, and successful in business.

**PRESENTER(S): MURIEL RENEE BRYD**

TEXAS SOUTHERN UNIVERSITY

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**SESSION D2**

**TIME: 9:00 A.M. - 9:25 A.M.**

**ROOM: MARIGNY**

**HOW HIGHER EDUCATION SHAPES CONVERSATIONS IN MAKERSPACES:  
AI AS A PARTNER IN EDUCATIONAL TRANSFORMATION**

This session explores how a mobile LEGO makerspace hosted at an adult activity night in a children’s museum sparked authentic conversation about learning, representation, and barriers in higher education. Using open-ended prompts, partnered with AI transcription, participants shared insights on perceived barriers, preferred learning styles, and experiences of belonging. The findings highlight challenges related to finances, neurodivergence, preferences for hands on learning, and the importance of empathizing with students in educational spaces. The presentation offers a model using digital tools and playful, collaborative environments to collect meaningful data and reimagine engagement strategies for underrepresented learners in higher education.

**PRESENTER(S): KENDRAMIA PRESTAGE**

TEXAS SOUTHERN UNIVERSITY

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**SESSION D3**

**TIME: 9:30 A.M. - 9:55 A.M.**

**ROOM: MARIGNY**

**HOW HIGHER EDUCATION SHAPES CONVERSATIONS IN MAKERSPACES**

This presentation outlines a mixed-methods study evaluating an AI-supported Honors thesis pipeline designed to boost research motivation, reduce cognitive barriers, and expand scholarly identity among first-generation and underrepresented students. Using thesis artifacts (N=32), student surveys (n=29), and faculty interviews (n=10), the study examines how structured AI integration shapes research design, literature synthesis, and higher-order reasoning. Anticipated outcomes include greater student confidence, conceptual clarity, and inquiry engagement, offering a framework for ethical, scalable AI-supported undergraduate research and thesis completion.

**PRESENTER(S): RENUKA NAIR**

TEXAS SOUTHERN UNIVERSITY

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**SESSION D4****TIME: 10:00 A.M. - 10:25 A.M.****ROOM: MARIGNY****ARTIFICIAL INTELLIGENCE AND SELF-EFFICACY: ADVANCING SCHOOL COUNSELOR PREPAREDNESS FOR BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT**

This presentation explores how artificial intelligence (AI) can enhance school counselors' self-efficacy and preparedness in Behavioral Threat Assessment and Management (BTAM). Grounded in Bandura's Social Cognitive Theory, the study examines how training, experience, and professional support influence counselors' confidence in using AI-assisted tools for school safety and crisis prevention. Emphasizing ethical practice and data-informed decision-making, the session highlights the balance between technological innovation and human-centered counseling. Participants will gain strategies for integrating AI responsibly to strengthen counselor readiness, improve early intervention, and promote safer, more responsive educational environments.

**PRESENTER(S): MICHELLE CALHOUN**

TEXAS SOUTHERN UNIVERSITY

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**SESSION D5****TIME: 10:30 A.M. - 10:55 A.M.****ROOM: MARIGNY****RECURRENT MOLAR PREGNANCY-A CASE REPORT**

Molar Pregnancy occurs approximately 1 in 1000 in the US. A complete molar pregnancy is suspected when the ultrasound shows uterine mass with a complex cystic structure and is associated with an extremely elevated beta-Human Chorionic Gonadotropin, nausea, and bleeding. The genetic makeup of a complete molar is almost always completely paternal genetic material that fertilizes an ovum without genetic material. Our Patient was diagnosed with Familial Recurrent Molar Syndrome-- the exception of completely paternal genetic material. There is limited data regarding next steps in care for these types of patients: including GTN, future fertility etc.

**PRESENTER(S): JAYCE JAYNES  
SARINA GARCIA**CALIFORNIA LUTHERAN UNIVERSITY  
HCA HEALTHCARE

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**SESSION D6****TIME: 11:00 A.M. - 11:25 A.M.****ROOM: MARIGNY****REBRANDING A RURAL CAMPUS: A DESCRIPTIVE CASE STUDY IN STRATEGIC HIGHER EDUCATION MARKETING AND BRAND RENEWAL**

Rural higher education institutions face unique challenges in marketing their programs, maintaining competitiveness, and attracting diverse student populations amid evolving educational landscapes. Through a qualitative descriptive case study design, the study explored the strategic process of rebranding a rural higher education institution in Jamaica through a combination of robust data-driven marketing, brand storytelling, and targeted public relations initiatives. Findings revealed that renewed brand identity enhanced institutional visibility, improved enrollment trends, and stakeholder engagement.

**PRESENTER(S): MONIQUE OATES**

PRAIRIE VIEW A&amp;M UNIVERSITY

**SATURDAY, FEBRUARY 7, 2026**

**BACHELOR'S STUDENT ABSTRACT DESCRIPTIONS**

**SESSION B1**

**TIME: 8:30 A.M. - 8:45 A.M.**

**ROOM: FLEUR DE LIS**

**BIOCHAR, SOIL QUALITY, AND CARBON SEQUESTRATION: IMPACT ON PLANT GROWTH**

Biochar is a carbon-rich soil supplement that has the potential to boost crop growth and increase long-term carbon sequestration. Under controlled greenhouse conditions, this study investigated how red bean (*Phaseolus vulgaris*) and corn (*Zea mays*) responded to soil treatments containing varied quantities of topsoil, potting mix, and biochar. Plant growth was measured using germination, growth development, and biomass. The results suggest that biochar improves plant performance when combined with ordinary soil substrates, however biochar alone has minimal growth effects. These findings emphasize biochar's potential in sustainable soil-management procedures that increase production while lowering atmospheric carbon levels.

**PRESENTER(S): JORDAN HARRIS**

SOUTHERN UNIVERSITY @NEW ORLEANS

**SESSION B2**

**TIME: 8:50 A.M. - 9:05 A.M.**

**ROOM: FLEUR DE LIS**

**TRANSFORMING PUBLIC HEALTH EDUCATION THROUGH ARTIFICIAL INTELLIGENCE (AI)**

This study explores how Artificial Intelligence (AI) can enhance public health education at Prairie View A&M University by providing personalized, inclusive, and interactive learning, especially for minority students. Twenty students will be chosen to participate in a pilot study using two AI tools, StudyStar and Learnrithm AI. Students will utilize health case studies exercises to improve comprehension, engagement, and confidence. Qualitative and quantitative measures will include pre- and post-tests, surveys, and discussions to assess outcomes. Expected results include higher test scores, increased research confidence, and greater participation, demonstrating AI's potential to support equitable and practical learning.

**PRESENTER(S): SHEARYL SMITH**

PRAIRIE VIEW A&M UNIVERSITY

**SESSION B3**

**TIME: 9:10 A.M. - 9:25 A.M.**

**ROOM: FLEUR DE LIS**

**EVALUATION OF SOLAR POWER FOR RURAL ENERGY SUSTAINABILITY**

Solar energy is essential for improving sustainability and energy access in rural communities. This study evaluates how solar system materials like PV panels, batteries, and inverters, relate to long-term performance, affordability, and reliability in off-grid settings. Data on component efficiency, durability, cost, and energy output were compared using real-world system specifications and published ratings. Results show that high-durability materials such as monocrystalline panels and LiFePO<sub>4</sub> batteries strongly correlate with greater reliability, while cheaper alternatives often reduce lifespan. Overall, strategic material selection significantly improves daily energy availability and supports sustainable, cost-effective rural electrification.

**PRESENTER(S): KELI MARTIN**

SOUTHERN UNIVERSITY @NEW ORLEANS

**SESSION B4****TIME: 9:30 A.M. - 9:45 A.M.****ROOM: FLEUR DE LIS****TYPES OF BIAS BLACK CHILDREN ENCOUNTER IN THE COMMUNITY AT LARGE: A GECP ANALYSIS**

This presentation explains how so-called Black children experience bias across schools, neighborhoods, media, policing, and daily interactions. I use Genetically Engineered Cultural Programming (GECP), a framework I created, to show how these forces shape identity and behavior from childhood. The study argues that delinquency often grows out of conditions already in place before a child acts out. Drawing on my experiences growing up in the St. Bernard Housing Projects, along with research on discipline, segregation, and policing, I show how these patterns connect. The presentation also offers solutions to help disrupt and prevent this cycle.

**PRESENTER(S): ISAIH STEVENS**

DILLARD UNIVERSITY

**SESSION B5****TIME: 9:50 A.M. - 10:05 A.M.****ROOM: FLEUR DE LIS****SOIL CARBON SAMPLING BETWEEN RURAL AND URBAN AREAS**

This research examines differences in soil carbon levels between rural and urban environments in Louisiana. The study focuses on how land use, vegetation, and human activities influence soil carbon storage. A structured soil sampling method was designed to collect samples at various depths and measure bulk density and organic carbon content. By comparing carbon levels across selected sites, the project aims to identify factors that contribute to soil carbon loss or improvement. The findings will support better land-management practices, enhance environmental sustainability, and provide a scientific foundation for future soil carbon studies.

**PRESENTER(S): LAMIN SAWO**

SOUTHERN UNIVERSITY @NEW ORLEANS

**SESSION B6****TIME: 10:10 A.M. - 10:25 A.M.****ROOM: FLEUR DE LIS****THE EFFECT OF VIRTUAL LEARNING ON STUDENTS**

Alwerthan (2025) suggests studies include variety of academic institutions to have a nuanced understanding of differences in the institutional support and engagement in E-Learning. The purpose of this study was to examine the influence of virtual learning in higher education institutions, addressing students' perceptions of the effectiveness of E-learning. Interviews and a focus group with undergraduate students from an HBCU in New Orleans, Louisiana, were conducted. The data suggested a relationship between satisfaction and quality of instructor support and class engagement. Access to learning materials and technical issues were factors, while adaptable course formats influenced motivation and interaction.

**PRESENTER(S): VEJAH JOHNSON**

DILLARD UNIVERSITY

**SESSION B7****TIME: 10:30 A.M. - 10:45 A.M.****ROOM: FLEUR DE LIS****HARNESSING MICROBIAL COMMUNITIES FOR CARBON MANAGEMENT: A PILOT STUDY AT SOUTHERN UNIVERSITY AT NEW ORLEANS**

This pilot study examined soil and water microbes from the SUNO campus and nearby areas to evaluate their roles in carbon cycling. Samples were grown on Nutrient Agar, MacConkey, and EMB and analyzed with Gram, endospore, and acid-fast stains. Results showed a mix of Gram-positive and Gram-negative bacteria, including lactose fermenters and isolates with hemolytic activity. These findings indicate active microbial communities are likely involved in organic carbon breakdown. Future work will include carbon-use testing, biofilm studies, and molecular identification to better define their environmental functions.

**Dr. Lisa Mims-Devezin, Professor of Biology and Mentor, Southern University @New Orleans.****PRESENTER(S): AVERY SRIGGS**

SOUTHERN UNIVERSITY @NEW ORLEANS

**SESSION B8**

**TIME: 10:50 A.M. - 11:05 A.M.**

**ROOM: FLEUR DE LIS**

**EFFECTS OF A.I. ON COLLEGE STUDENTS**

This study is an investigation into how AI creates change in ways students engage in learning environments, and the effects on development. Utilizing interviews and focus groups at a Historically Black College and University in New Orleans, the results found that students use AI for brainstorming and writing assistance. Participants reported that AI allowed them to be productive and confident. There were benefits to using AI, such as efficiencies and enhanced creativity learning. It was evident that there are ethical challenges related to performance. Recommendations include institutions developed guidelines and conducted research to understand long-term academic and career implications. se testing, biofilm studies, and molecular identification to better define their environmental functions.

**PRESENTER(S): CAMERON GRIFFIN**

DILLARD UNIVERSITY

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**SESSION B9**

**TIME: 11:10 A.M. - 11:25 A.M.**

**ROOM: FLEUR DE LIS**

**ADSORPTION-BASED CHEMICAL LOOPING PROCESS FOR PRODUCTION OF H<sub>2</sub> AND SO<sub>2</sub> FROM H<sub>2</sub>S**

This study addresses the challenge of converting toxic hydrogen sulfide (H<sub>2</sub>S) into valuable products. Using an adsorption-based chemical looping framework, copper reacts with H<sub>2</sub>S to form copper sulfide and hydrogen and is then regenerated by oxidation to release SO<sub>2</sub>. Supported copper catalysts, including reduced copper chromites, were examined through breakthrough adsorption tests, X-ray diffraction, and porosimetry. Experiments using refinery- and biogas-simulated mixtures showed effective adsorption and regeneration. Results indicate a promising route for simultaneous sulfur removal and clean hydrogen production, offering environmental and industrial benefits.

**PRESENTER(S): AHMED FILLALI**

SOUTHERN UNIVERSITY @NEW ORLEANS

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**SESSION B10**

**TIME: 11:30 A.M. - 11:45 A.M.**

**ROOM: FLEUR DE LIS**

**Organic Waste Immobilization and Capture Using Enzyme/Microbial-Laden-Straw Mats in Food, Factory and Petroleum Spills**

Current small organic spills in the food (restaurants), processing and fuel distribution (Gas Stations). 2 sites were chosen for samples, SUNO Dining/Cafeteria, Park Campus; and SpeeDee Oil Change and Auto Service South Carrolton Ave, NOLA. Samples included cooking “grease” or spent vegetable oil”, waste oil in semi-underground pans, and soil specimens screened for microbes using standard Nutrient Agar and Blood (Sheep) Agar for potentially Staphylococcus, fecal coliforms and Carbonating microbes. Microbes impregnated into enzyme and microbial laden biodegradable straw mats (bio-incubation) can be readily applied and adapted to soak up these polluting organic materials.

*Dr. Christian Clement, Professor and Chair Natural Sciences, Southern University at New Orleans*

**PRESENTER(S): DEVIN DANIELS**

SOUTHERN UNIVERSITY @NEW ORLEANS

## **Dr. FRANK T. HAWKINS DISTINGUISHED SCHOLAR AWARD**



### **PURPOSE**

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 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.

### **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 current Chair of The Dr. Frank T. Hawkins Distinguished Scholar Award Charter shall issue a call for nominations to all members of RAMP during the Fall of the current year.
- RAMP members shall submit the completed Dr. Frank T. Hawkins Distinguished Scholar Award Application Form to the Charter Chair by December 31. The person nominating the candidate for the award shall present a letter of nomination and any supporting documentation with the application form.

### **RESTRICTIONS**

Previous recipients of the Dr. Frank T. Hawkins Distinguished Scholar Award are not eligible for renomination. An individual may receive this award only one time.

## **AWARD**

- The award will be presented at the RAMP Annual Conference Luncheon.
- The history of the Award and Past Recipients shall be documented in the Annual RAMP Conference Program Booklet.

## **SELECTION PROCEDURE**

- All nominations should be sent to the Chair of The Charter.
- The Charter Chair will compile the data regarding nominees and distribute this information to the other members of the Charter for review.
- The nominees will be notified in writing of their nominations.
- The nominees shall be recognized during the Annual RAMP Conference Luncheon.
- The award recipient shall be announced at the RAMP Conference Luncheon.

## **PAST RECIPIENTS**

**2025: DR. CLARISSA BOOKER**, Prairie View A&M University, Prairie View, TX

**2024: DR. NANTHALIA MCJAMERSON**, Retired, Grambling State University, Grambling, LA

**2023: DR. PAMELA T. BARBER-FREEMAN**, Prairie View A&M University, Prairie View, TX

**2022: NO AWARD GIVEN**, Conference Not Held Due To COVID-19 Pandemic

**2021: NO AWARD GIVEN**, Conference Not Held Due To COVID-19 Pandemic

**2020: DR. JUNIOR MARTIN**, University of Technology, Kingston, 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

## 2026 DR. MARY S. HAWKINS STUDENT SCHOLARSHIP

**AMOUNT: \$1,000.00**

Deadline: December 2025  
Application Type: Undergraduate/Graduate  
Student 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](http://www.rampprofessors.org)

## RAMP CONFERENCE PLANNING COMMITTEE

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## EXTRAORDINARY THANKS & ACKNOWLEDGEMENT

**DR. ASHRAF ESMAIL  
AND  
THE CENTER FOR RACIAL JUSTICE  
DILLARD UNIVERSITY**

## SAVE THE DATES!

**RAMP 44<sup>TH</sup> ANNUAL CONFERENCE  
FEBRUARY 4 – 6, 2027  
ATLANTA, GEORGIA**

**DILLARD UNIVERSITY BACHELOR'S STUDENTS  
POSTER PRESENTATION**

**5:00 P.M. – 6:00 P.M.**

**ROOM: FLEUR DE LIS**

**EVAN BARRETO**- Dillard University: Modernization of Mobility Access to Recreational Space

**MIRANDA BELL**- Dillard University: Changes in Attachment Orientations Across Relationship Types During Emerging Adulthood

**KEYMONI COLEMAN** - Dillard University: Distinguishing Terrorist Extremist from Regular Violent Offenders: A Comparative Analysis of Risk and Protective Factors

**RAVEN DUCRE**-Dillard University: Addressing Health Insurance Disparities in Health Community

**LUCINE FLORES**-Dillard University: Prison Rehabilitation Effectiveness

**JANAE HANCY**-Dillard University: Improving Perinatal Equity in Louisiana: Community-Informed Strategies to Strengthen Medicaid Services and Resources Access for Black Birthing People

**AIKO HELPER**-Dillard University: Tracing Roots Through Land and Law: Uncovering Black Histories on North Claiborne Avenue

**DESTINY HOOKER**-Dillard University: Beyond the Bars: The Importance of Incarcerating Parenting

**AUTUMN JEFFERIES**-Dillard University: The Effect of Baltimore City Land Use on Black Carbon Concentration

**JADE JORDAN**- Dillard University: The Impact of Social Media on Modern Day Relationships

**ANIYAH MCTHOMAS**- Dillard University: The Price of Being Black in Suburbia: How Administration and Staff Perceive Racial Disparities

**LEAH MOORE-WEBBER**-Dillard University: Effects of Drug Use on Individuals

**SHAYLYN OWENS**-Dillard University: Claiborne Avenue History Project

**GABRIELLE POLK** - Dillard University: Creating Predictability: Best Practices in Establishing Structure for Children with Autism at Home and in School

**PARIS SIMON**-Dillard University: When Trust Fades: Exploring Political Disillusionment in Voter Turnout

**AYANNA STARKS**- Dillard University: Peer Influence on Anger Regulation in Adolescence

**CHLOE STEWART**-Dillard University: Mapping Demonstration Projects in Public Health: A Scoping Review to Enhance Innovation Adoption

**MONIQUE TURNER**- Dillard University: Medication Patterns in Overactive Bladder Management: A National Ambulatory Medical Care Survey Analysis of Patient Characteristics and Treatment Selection (2012-2019)



# DILLARD UNIVERSITY'S CENTER FOR RACIAL JUSTICE

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#### PARTNERSHIP OPPORTUNITIES INCLUDE:

- HOSTING CRJ INTERNS
- CO-DEVELOPING RESEARCH AND COMMUNITY PROGRAMMING
- PARTICIPATING IN FORUMS, SUMMITS, AND APPLIED LEARNING INITIATIVES



**THE  
DR. FRANK T. HAWKINS  
SCHOLARSHIP**

**HONORING A MAN OF  
INTEGRITY, INTELLECT, AND WISDOM**



**HIS LEGACY LIVES**

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