

# 2023 Professional Development Institute

All programs will be in Gothic Lounge, Hepburn 202 (unless specified in the program)

## August 29

### 9:30 **Meet-and-Greet New Students on Move-In Day**

Registration in Gothic Lounge at 9:30 am

Meet and Greet at Vodra Hall and West Campus Village starting at 10 am

Lunch in Gothic Lounge at 1:30 pm

### 2:00 **Senate Ad Hoc Strategic Planning Committee Information Session**

*Christopher Shamburg, Ed.D., Professor and Coordinator of Doctoral Program in Educational Technology Leadership, Chair, Senate Ad Hoc Strategic Planning Committee*

## August 30

### 8:30 Breakfast

### 9:00 Institute Opening – Dr. Yufeng Wei, Director of the Center for Teaching and Learning

### 9:05 Welcome Remark – Dr. Donna Breault, Provost and Vice President of Academic Affairs

### 9:15 **Keynote presentation**

Introduced by Dr. Breault

*Student Retention and Success: Where We've Been and Where We're Going*

Dr. Jonelle Knox, Assistant Provost of Student Success and Retention

### 9:45 **Student Panels**

*Student Leadership Panel (30 min)*

Panelists: Eva Girgis, Foday Koroma, David Valica, Jeremiah Yorker

*STEM Student Panel (30 min)*

Panelists: Muizzat Alli, Eriny Girgis, David Labaguis, Kudret Ozkaya, Kelechi Ralph-Mbah

### 10:45 **Stronger than Ever: Unlocking Resilience Through Physical Exercise**

Panel Discussion, Moderated by Dr. Wei Zhang, Assistant Professor, Psychology

Presenters/Panelists

Dr. Manuela Caciula: Assistant Professor, Fitness, Exercise and Sports

Dr. Luis Torres: Assistant Professor, Exercise Science and Physical Education, Montclair State

Samantha Szymanski, Student-athlete

Mariah Villanueva, Student-athlete

Dr. Wei Zhang: Assistant Professor, Psychology

**11:45 Reimagining a Culture of Support: Addressing Disability, Mental Health, and Social Dynamics in the College Context**

Panel Discussion, Moderated by Dr. Jennifer Pax, Department of Sociology, Anthropology, & Social Work, Director of Bachelor of Social Work

Presenters/Panelists

Danielle Bachant, LSW, MT-BC, Director of Counseling Center at NJCU

Jennifer Aitken, M.A., Director of Specialized Services & Supplemental Instruction at NJCU

Venida C. Rodman Jenkins, M.Div., Director of Speicher-Rubin Women's Center for Equity & Diversity

**12:30 Lunch & Social Hours with University Resources and Services**

On-campus resources for students/faculty:

- The Hub – Toni Pennington and Jeffrey Aizprua
- Military & Veterans Services – Elaine Gargiulo and Randi Fontanez
- Counseling Center – Danielle Bachant
- Specialized Services and Supplemental Instruction – Jennifer Aitken and Jennifer Rak
- Online Learning – Jennifer Fox
- Career Success Lab – Melissa Faulkner
- Facilities and Construction Management – Patrick Bartole
- Public Safety – Ronald Hurley

**1:30 Active Learning and Pedagogies**

Chair: Dr. Scott O'Connor, Associate Professor, Philosophy, Director, General Education

*In the Key of "C's": Communication and Creativity as Essential Tools*

Prof. Martha Mooke, Music, Dance and Theatre

*SENCER Group Research Project*

Dr. Hanae Haouari, Chemistry and Biochemistry

*Student Engagement and Success*

Janet George, Student

**2:30 High-Impact Practices and Institutional Transformation**

Chair: Dr. Michelle Rosen, Associate Professor and Chair, Teaching, Learning, and Literacy

*Breaking Barriers and Building Success: Forging High-Impact Practices (HIP) in Non-Traditional College Students*

Hafsa Dawood and Dr. Peri Yuksel, Psychology

*It Takes a Village – Intrusive Student Support*

Lorena Laverde, University Advisement Center

*Create & Cultivate Virtually: Design a Student-Centered Learning Experience Online*

Dr. Michelle Rosen, Teaching, Learning, and Literacy

**3:30 Grants Support and Activities**

Chair: Kristina Harb, Ed.D., Title V Program Assistant, On PACE for STEM Success

*See Yourself Succeeding: Reframing Students' Mindsets through Internships and Postgraduate Planning*

Sarah McGough and Andrea Squillante-Golden, Center for Career and Professional Development

*Institutional Improvement through the U.S. Education Department's HSI Programs*

Dr. John Grew, Professor of Biology, Interim Director of Research, Grants & Sponsored Programs

*The IRB Process and How to Successfully Complete an IRB Application*

Dr. Meriem Bendaoud, Associate Professor of Biology, Chair of NJCU Institutional Review Board, and Kelly Resch, Communications Manager, IRB Administrator, Office of Research Grants & Sponsored Programs

**4:30 Close Day 1**

## August 31

8:30 **Breakfast**

9:00 **Community-Engaged Learning as a High-Impact Practice**

Chair: Dr. Esther Nir, Criminal Justice / Director of the Honors Program

Dr. Jennifer Musial, Women's and Gender Studies

Dr. Bill Westerman, Sociology, Anthropology, and Social Work

Dr. Yufeng Wei, Chemistry and Biochemistry / Director of the Center for Teaching and Learning

10:00 **New Jersey City University Opportunity Programs: A Village for Student Success**

Sabrina Magliulo, Director of OSP/EOF

Dominique Smith, Director of ASCEND

Alan Cruz, Counselor of GEAR UP/College Bound Pre-College Programs

Christina Rolon-Velez, Director of TRiO Learning Community (TLC) Program

Nikketta Pressley-Walsh, Director of Youth Corps

11:00 **Transforming Learning Experience through Technology**

Chair: Dr. Samantha Kozar, STEM Certificate Grant Program Director, Educational Technology

*Using AI to Ease Teacher Workload and Enrich Student Instruction*

Melissa Welz and Krista Welz, Educational Technology

*Centering Students in Technology Enhanced Learning Environments*

Manny Algarin, Educational Technology Leadership

11:40 **Creating Pathways to Excellence: Student Projects and Partnerships for Learning Success**

Moderator: Dr. EunSu Lee, Associate Professor of Management; Co-Founder and Director of the Center for Supply Chain and Maritime Logistics

Presenters/Panelists

Ruth Ortiz, Program Specialist for Accreditation & Assessment, School of Business – Coordinating, overseeing, and assessing high-impact learning activities

Dr. J.D. Jayaraman, Chairperson and Associate Professor of Finance – Extracurricular with Financial Management Association Student Club (FMA)

Dr. Nava Cohen, Assistant Professor of Accounting – Business Student Research Showcase

Dr. Eun Soo Kim, Visiting Scholar and Adjunct Faculty – Project-based Learning

Joshua Iannuzzi, Director of Career Services, School of Business

1:00 **Campus-Wide BBQ**, Hepburn Lawn

3:00 **Institute Close**

## Keynote Presentation

### **Student Retention and Success: Where We've Been and Where We're Going**

New Jersey City University has a rich history of educating and preparing students who have excelled globally. Dr. Knox will provide a strengths, weaknesses, opportunities, and threats (SWOT) analysis of his listening tour of student retention and success since arriving at NJCU. Furthermore, he will present existing national best practices while providing his thoughts on what currently works, revitalization, and re-imagination as it relates to student retention and success at NJCU.

*Dr. Jonelle Knox, Assistant Provost for Academic Affairs, Student Success, and Retention*

Jonelle Knox, Ed.D., an academic and student affairs leader with more than 20 years of higher education, corporate, and governmental experience, joined NJCU in June 2023 as our new Assistant Provost for Academic Affairs, Student Success, and Retention. Prior to joining NJCU, Dr. Knox served in various academic and student affairs leadership and faculty roles at the College of Staten Island (CSI), Westchester Community College, Medgar Evers College, Moraine Valley Community College, Kennedy-King College, and Bronx Community College.

Before working full-time in higher education, Dr. Knox was employed for more than 15 years at various governmental agencies and financial institutions including the Internal Revenue Service, RBC Bank, The State of Maryland, and NovaStar Home Mortgage. His final role in the corporate sector was as Assistant Vice President of Risk Management at LawCash.

He has published scholarly works on higher education and diversity, equity, equality, and inclusion matters including successful underrepresented student populations at post-secondary institutions, incorporating student support services into community college classrooms, social and racial justice, and barriers faced by Black male professionals in higher education.

Dr. Knox was a member of the 2018 Thomas Lakin Institute cohort which prepares professionals for senior leadership positions in community colleges. He is a [peer evaluator](#) for the Middle States Commission on Higher Education (MSCHE) and his research interests include educational programs for incarcerated and re-entering citizens, as well as minority male success in higher education. Additionally, Jonelle currently serves as a board member of The National Council for Student Development (NCSD).

In 2022, Dr. Knox was a [TEDxElmPark](#) speaker in Staten Island. In June 2023, shortly after beginning his tenure at NJCU, his op-ed entitled "[The Missed Opportunity: Student Affairs and Human Resources Collaboration to \[Re\]engage College Communities](#)" was published in *Diverse Issues in Higher Education*.

Dr. Knox earned an Associate of General Studies from Harold Washington College, a Bachelor of Science in Business Administration and a Master of Science in Criminal Justice from Chicago State University, a Master of Arts in English – specializing in Writing and Rhetoric from Lehman College (CUNY), and a Doctorate in Education from Morgan State University.

## Student Panels

### Student Leadership Panel

**Eva Girgis** is a pre-med Honors program student with a major in Biology. She currently serves as the Student Activities Board Marketing Manager and she is the supplemental instruction leader for the prep for chemistry course. In the future, she plans to go to medical school and specialize in radiology.

**Foday Koroma** was born on November 4<sup>th</sup>, 2002. Being a Sierra Leonean American living in a single-parent household Foday's life has been filled with many challenges especially being the first male child of his parents. In December 2011, Foday traveled with his mom Mariama Saccoh and his little brother Sheku Koroma to Sierra Leone, as it was getting hard to take care of us in the States. Where they lived in his grandfather's house, and spent two years and a couple of months there. Through his experience in Sierra Leone, he gained a new perspective on life which he implements till the present day. Seeing how the kids in Africa were able to find happiness by being creative in the presence of their cherished ones and making use of what they had available and being content with that, Foday chooses to live an appreciative and authentic life and serve as a symbol of inspiration. Presently Foday is a sophomore at NJCU University majoring in music business and minoring in media. Foday is currently an alumnus of the Kismet of Kings Organization. Kismet of Kings' mission is to provide a consistent, safe learning environment for these young men to bring about positive change to themselves, their community, and the world, in which Foday serves as a youth inspirational leader and big brother figure not only to upcoming members but to youth around the world. Showcasing art and creativity is highly present in Foday's actions. As he's presently a creative director, playwright, videographer, model, fashion designer, musician, and also NJCU's very own project manager.

**David Valica** is a third-year honors student, double majoring in finance and computer science. During his time at NJCU, he has held leadership positions in the past as sophomore class vice president and student senator, and in the Fall semester, he will start his next role as one of the student representatives on the Board of Trustees. His career goal is to become a finance analyst, with a focus on either investment banking or risk management. One of his core strengths is time management, which has allowed him to excel in his studies, and be an active student leader on campus, in addition to working part-time. He has been dedicated to my educational journey, allowing him to be on the dean's list every semester of his college career thus far, as well as receiving the Rising Knight award from SGA for my work as a student leader during my second year.

**Jeremiah Yorker** grew up in Jersey City, New Jersey. As the son of a successful teacher and a decorated correction officer, hard work and dedication were instilled into his three siblings and himself. Jeremiah is an incoming junior at New Jersey City University, majoring in National Security. He is an active member on campus, serving as the Chair of the student senate and the chief justice of the judicial branch at NJCU. He is enjoying his time at NJCU not only as a student but as a student leader. He has worked hard in his studies to achieve his goals in life and to create memories that he will carry forever and he plans to continue to do so.

## STEM Student Panel

**Muizzat Alli** is a recent graduate of New Jersey City University. Muizzat received a Bachelor of Science degree in Biology and a minor in Chemistry. He is currently a medical scribe and a supplemental instruction peer mentor. During his time at NJCU, he has held various leadership roles, serving as a resident assistant, senior class officer, club leader, and peer coach. As a member of the Premed club, Biology club, ASBMB, and Dreamers Club, he was exposed to different careers within the healthcare field and a myriad of ways I can contribute to the NJCU community. He served as a microbiology research intern and a peer mentor. He provided academic support through his role as a supplemental Instruction leader. He also provided guidance to new and returning SI Leaders through his role as a supplemental Instruction peer mentor. His ultimate aspiration is to become a surgeon. He is currently taking a gap year with the intention of applying to medical school.

**Eriny Girgis** is a rising junior at NJCU, majoring in Biology (B.S.). During her time at NJCU, she has been actively involved in the Pre-dental Club and is currently the President of the club. She has also been involved in Supplemental Instruction, where she led SI sessions for two semesters of Principles of Biology II as an SI Leader, and she will be taking on the role of SI Peer Mentor this fall. This past summer, she conducted research in the NJCU Summer Research Internship Program in STEM.

**David Labaguis:** As a Philippine-born individual, David Labaguis is a promising biology student who is set to conquer a new milestone as he nears the climax of his academic journey at New Jersey City University. His curiosity about microbial life fueled his academic pursuit and thus, sets him to embark on his next phase in life. With a glaring passion for microbiology, David is dedicated to pursuing graduate school to dive deeper into the complex world of microbes. Outside the realm of academics, David has a unique blend of hobbies, as he is both a gaming and soccer enthusiast. This perfect blend of hobbies, coupled with all the experience he accumulated during his undergraduate studies have primed David to have wit and zeal to make his mark in the scientific world.

**Kudret Selin Ozkaya** recently graduated from NJCU in May 2023 with a Bachelor of Science in Biology. She is currently a Neuroscience PhD student at Penn State College of Medicine. At NJCU, she was a Supplemental Instruction leader, Supplemental Instruction peer mentor, and Research Assistant. She also served as a senior class officer, peer coach, student senator, student advocacy committee member, student representative for CTL, and E-board member for various clubs. Her goal after obtaining her Ph.D. is to stay in academia to do research and teach at the same time. She eventually would like to be in an administrative role within the institution.

**Kelechi Ralph-Mbah** is currently a senior, majoring in Biology at NJCU. At the end of his undergraduate degree, he would be to enroll into medical school and continue his journey to becoming a doctor. He has also had the pleasure of serving as a student leader on this campus as he has been a part of the Student Government Association and is currently a Peer Mentor for the Supplemental Instruction Program.

## Stronger than Ever: Unlocking Resilience Through Exercise and Physical Activity

*Dr. Manuela Caciula: Assistant Professor at NJCU, will focus on the effects and benefits of physical activity on cognitive function.*

*Dr. Luis Torres: Assistant Professor at Montclair State University, will discuss exercise and mental health.*

*Samantha Szymanski, Mariah Villanueva: NJCU student-athletes, will share student-athlete perspectives.*

*Dr. Wei Zhang: Assistant Professor at NJCU, will provide neurobiological insights.*

**Objective:** This proposal seeks the inclusion of a session in the upcoming Professional Development Institute, which aims to highlight the significant role of exercise and physical activity in enhancing mental health and resilience.

**Abstract:** Physical activity and exercise have been recognized as crucial elements for a healthy lifestyle. However, its role in fostering mental resilience is relatively underexplored. This session intends to provide insights into how engaging in physical activities can be instrumental in not only maintaining physical health but also fortifying mental health and resilience. Through expert-led presentations, the session will elucidate the neurobiological mechanisms behind exercise's effects on the brain, analyze disparities in access to exercise programs, and offer first-hand experiences from students. The incorporation of both scientific research and personal perspectives will furnish a well-rounded understanding.

### **Expected Outcomes:**

- Empower attendees with knowledge on the benefits of physical activity and exercise on mental health outcomes.
- Encourage the promotion and integration of physical activity and exercise in academia.
- Promote equity in health opportunities.

## Reimagining a Culture of Support: Addressing Disability, Mental Health, and Social Dynamics in the College Context

*Jennifer R. Aitken, M.A., Director, Specialized Services & Supplemental Instruction, NJCU*

*Danielle Bachant, LSW, MT-BC, Director of Counseling Center, NJCU*

*Jennifer A. Pax, Ph.D., JD, MSW, LCSW, Director of Bachelor of Social Work Program, NJCU*

*Venida C. Rodman Jenkins, M.Div., Director, Speicher-Rubin Women's Center for Equity & Diversity, NJCU*

### **Description:**

In reimagining a culture of support, in the college context, it is imperative to recognize a range of individual and group behaviors, community norms, and interventions that have been effective in promoting student well-being and success. While many variables may contribute to well-being and

student success, increasing knowledge related to disability, mental health, and social challenges is essential. Acknowledging the magnitude of mental health, disability, and social challenges that college students may face in their lives requires cultural sensitivity. Responding effectively and respectfully to students affirms their worth and can be empowering. In this panel presentation, a series of questions will be presented to the panelists to share knowledge, skills, and values that promote a culture of support on college campuses. The audience will also have an opportunity to ask questions to the panelists.

**Objectives:**

1. Participants will articulate concepts relevant to building a culture of support.
2. Participants will gain knowledge about mental health, disability, and social challenges faced by college students.
3. Participants will refine knowledge and skills to be more effective and collective contributors to a culture of support.

## Active Learning and Pedagogies

### In the Key of “C’s”: Communication and Creativity as Essential Tools

*Prof. Martha Mooke, Music, Dance and Theatre*

Description: According to The *Oxford English Dictionary* communication is ‘The transmission or exchange of information, knowledge, or ideas, by means of speech, writing, mechanical or electronic media’ (OED, 2019). The connection between educator and student is a conduit through which communication is continually flowing.

In his book, *Creative Schools: The Grassroots Revolution That's Transforming Education*, Sir Ken Robinson writes that “Communication is not only about words and numbers. Some thoughts can’t be properly expressed in these ways at all. We also think in sounds and images, in movement and gesture, which gives rise to our capacities for music, visual arts, dance, and theater in all their variations.”

Each student, just as each audience member should be recognized as an individual that listens, learns, and experiences in their own unique way. Renowned educators John Dewey and Maria Montessori agreed that learning comes not only from receiving information (classroom lecture or reading assignment), but from hands on experience - the exchange of information as an interactive process. According to Dewey, the learning experience must be tangible in order to be understood.

This session explores the parallels between the roles of educator/student and performer/ audience and methods of achieving a successful outcome by consciously transforming the essence and delivery of the lesson/performance.

Discussion will include concepts such as cultural relevance, improvisation, reframing challenges as opportunities, and introducing tools to empower creative thinking as well as to provide support to educators' confidence and skills in navigating beyond their comfort zone.

Additional note: As a professional musician, with over 30 years of experience, I've performed at venues from Carnegie Hall to Madison Square Garden, Broadway pits to intimate House concerts. I've learned how to communicate with hundreds and thousands of audience members from concert stages as effectively as an intimate chamber concert in front of a handful of guests no more than 3 feet away. The repertoire may vary each night, yet to ensure each performance is manifested with the intended result, I am continuously adjusting and recalibrating delivery of the content, be it music or other information.

## SENCER Group Research Project

*Prof. Hanae Haouari, Department of Chemistry and Biochemistry*

**Group Research Project.** This project is part of a large science education reform, Science Education for New Civic Engagements and Responsibilities (SENCER) that has been funded by the National Science Education The project is based on the SENCER approach. **SENCER** stands for "Science Education for New Civic Engagements and Responsibilities". It aims to get more students motivated and engaged in learning; to help students connect learning to their other studies; and to strengthen students' understanding of science, technology, engineering, and mathematics and their capacity for responsible work and citizenship.

In this project students will research chemical/science topics found anywhere within the campus/local community. These project range from students quantifying sodium in foods on campus to students researching the feasibility of an on-campus redemption center where students could add bottle deposits to their account. The students will work in a group of three or four. In the initial part of the project the students will submit a group narrative outlining their projects, with the focus on the purpose, civic connection, and chemistry/science connection

### **Possible SENCER Project:**

1. Quantifying Sodium in Foods on Campus
2. Gatorade versus Water Hydration
3. NJCU Tobacco Trends on Campus
4. Chemistry in Oil Paints/Solvents and their Waste Disposal in the Arts Department
5. Recycling: Student Opinion vs Fact
6. Chemistry of Crimes on Campus
7. Single Stream Recycling
8. Community Gardens
9. The Hydrogen Monoxide Hoax
10. Composting in Campus
11. Indoor Swimming Pool Water Study
12. From Soil to Wine
13. Garbage on Campus
14. Redemption Center on Campus
15. Organic vs .Nonorganic Foods
16. Plastic vs. Reusable
17. Going Green with Solar Panels
18. Polystyrene: A Threat to the Environment

19. Coffee Consumption
20. Mold in Dorms?
21. Fountain Drinking Water
22. Air Conditioning Conservation
23. NJCU Shuttle Buses

**The project has three phases.**

- **Phase one** is about background investigation, planning and preparation. After receiving instructor approval for their project, each group will begin to work on their first portion of the project. The students will be asked to submit a two-page report summarizing their progress. They will have to include a summary of their background research, a summary of their research plan and a summary of the chemistry topics involved in their project.
- **Phase two** is about the research. Each group will be asked to submit a copy of their data and any calculations done as well as any graphs or charts produced to summarize their data. In addition, students will be required to include a data analysis summary and a brief conclusion statement.
- **Phase three** is about submitting the final written report and presenting a poster. The report should be 3-5 pages and consist of the following:
  - a. **Title page:** Project title, group members, and an outline of the report
  - b. **Introduction:** Short paragraphs that outline the issue and the goal of the project
  - c. **Main Body:** Organized summary of all the relevant data and a discussion of the results that lead the reader to the conclusion
  - d. **Conclusion:** Summary of the conclusions of the project including a discussion of related topics and possible future work
  - e. **Bibliography:** Complete documentation of all sources used in the report
  - f. **Data and Calculations Appendices:** Copies of all raw data collected and calculations required for the report
  - g. **Response Appendix:** Description of a short action plan that the group would probably recommend as a result of their work on the project; perhaps a memo to the university administrator recommending a corrective action.

**SENCER IDEALS (2001)**

- SENCER robustly connects science and civic engagement by teaching “**through**” complex, contested, capacious, current, and unresolved public issues “**to**” basic science.
- SENCER invites students to put scientific knowledge and the scientific method **to immediate use** on matters **of immediate interest to students**.
- SENCER helps **reveal the limits of science** by identifying the elements of public issues where science does not offer a clear resolution.
- SENCER **shows the power of science** by identifying the dimensions of a public issue that can be better understood with certain mathematical and scientific ways of knowing.
- SENCER conceives the intellectual project as **practical and engaged from the start**, as opposed to science education models that view the mind as a kind of “storage shed” where abstract knowledge may be secreted for vague potential uses.
- SENCER seeks to **extract from the immediate issues the larger, common lessons** about scientific processes and methods.

- SENCER locates the **responsibilities** (the burdens and the pleasures) **of discovery as the work of the student**.
- SENCER, by focusing on contested issues, encourages student **engagement with “multidisciplinary trouble”** and with civic questions that require attention now. By doing so, SENCER hopes to help students **overcome both unfounded fears and unquestioning awe of science**.

## Student Engagement and Success

*Janet E. George, Student of Technology*

The session will be about the importance of differentiating instruction to help all students with different learning styles be engaged in the process of learning and experience success as a result. so, they can reach their maximum potential and optimum goal. Direct instruction should not be the only method of teaching. Students to be engaged they will benefit from one-on-one, peer tutoring, or a small group. Many technological tools are available to teach students to learn and grow in the area of mathematics. The right technology can help students with specific math topics that seem to be tricky for them. In my PowerPoint, I will illustrate some technological programs that can be utilized to help all students in the area of mathematics to be more engaged and master their skills.

## High-Impact Practices and Institutional Transformation

*Breaking Barriers and Building Success: Forging High-Impact Practices (HIP) in Non-Traditional College Students*

*Hafsa Dawood and Peri Yuksel, Ph.D., Department of Psychology*

Mentoring and active research involvement in psychology or other STEM fields have been proven to positively influence the academic and professional growth of college students<sup>1</sup>. However, non-traditional college students face unique barriers that impede their engagement in high-impact practices (HIP). This talk delves into the challenges faced by non-traditional students and highlights the pivotal role of advisement, faculty-student relationships, and institutional responsibility in fostering student success. Non-traditional students, encompassing individuals who are older, have dependents, work part-time, or hail from underrepresented backgrounds, encounter obstacles that limit their participation in HIP3. These barriers might encompass time constraints and mismanagement, financial obligations, limited resources, and a lack of awareness and self-confidence<sup>2,3,4</sup>. Overcoming these hurdles necessitates targeted interventions and dynamic support systems tailored to the specific needs of non-traditional students<sup>4,5</sup>. Academic advisement and faculty-student relationships may play an important role in addressing these challenges and aiding underserved students in navigating the complexities of college and family life. These relationships can offer mentorship, support, and opportunities for research involvement, fostering a sense of belonging and preparing students for STEM-oriented careers. Drawing partly on the authors’ own experiences as non-traditional students as well as evidence-based best practices and suggestions for inclusive institutional policies, this talk advocates for equitable access and engagement in HIP for all college students, irrespective of their culture or circumstances.

*Keywords: high-impact factors, student-faculty mentorship, academic advisement, college success, non-traditional college students*

## References

1. Porter, L. (2017). High-impact practices in Materials Science Education: Student research internships leading to pedagogical innovation in STEM laboratory learning activities. *MRS Advances*, 2(31-32), 1667-1672. doi:10.1557/adv.2017.106
2. Kim, Y. K., & Sax, L. J. (2009). Student–faculty interaction in research universities: Differences by student gender, race, social class, and first-generation status. *Research in Higher Education*, 50, 437-459. <https://doi.org/10.1007/s11162-009-9127-x>
3. Giuliano, T. A., Kimbell, I. E., Olson, E. S., & Howell, J. L. (2022). High impact: Examining predictors of faculty-undergraduate coauthored publication and presentation in psychology. *PloS one*, 17(3), e0265074. <https://doi.org/10.1371/journal.pone.0265074>
4. Campbell, S. N., Denes, A., & Stocks, E. L. (2017). Supporting the success of nontraditional college students: A review of the literature. *Journal of College Student Retention: Research, Theory & Practice*, 19(1), 28-46. <https://doi.org/10.1007/s11162-009-9127-x>
5. Bowl, M. (2001). Experiencing the barriers: Non-traditional students entering higher education. *Research Papers in Education*, 16(2), 141-160. <https://doi.org/10.1080/02671520110037410>

## It Takes a Village – Intrusive Student Support

*Lorena Laverde, University Advisement Center*

Intrusive advising is an advising model which demonstrates positive impacts on student success, providing a mechanism to nurture students, assist them with academic plans, build relationships, and create connections with the institution (Jones & Hansen 2014). As a model, it concentrates on the behavior and experiences of the student, in which an advisor is actively concerned and involved, ultimately not relying on the student voluntarily seeking (Fowler & Boylan, 2010). Intrusive advising procedures can identify early signs of a decline in academic performance, as well as provide support during times of academic difficulty.

While intrusive advising has shown to positively impact retention and completion rates, it is clear that student success does not rely on academic advising alone. Additionally, the ability to identify early on student difficulties helps higher education professionals to proactively provide support. By utilizing an early alert system, faculty and staff can work together to identify early in the semester students with poor academic performance and collaborate to develop a student success plan. In this presentation, attendees will learn the benefits of an early alert system, as well as how to effectively utilize the system for productive results.

## References

- Fowler, P., & Boylan, H. (2010). Increasing student success and retention: A multidimensional approach. *Journal of Developmental Education*, 34(2), 2.

Jones, S. J., & Hansen, K. (2014). Technology Review: Virtual intrusive advising--supporting community college students through web-based synchronous technologies. *Community College Enterprise*, 20(1), 89–93.

## Create & Cultivate Virtually: Design a Student-Centered Learning Experience Online

*Dr. Michelle Rosen, Department of Teaching, Learning, and Literacy*

This session will highlight a successful student-centered model for online learning courses. Practical strategies will be shared in an effort to shift instructional practices from inactive to active learning experiences. Question A Describe what participants would be seen doing in this session that will show how they are engaged in the content at the center of your presentation. As college faculty members, we can often struggle with the lack of a student motivation in class. Now that more of the classes are shifting to an online environment, how do we, as educators, keep our students active and interested in what we are teaching them? Shifting from a teacher-centered to a more student-centered instructional model is the first step in achieving this goal. While this tends to be more manageable in person, how can we achieve this online? This session will offer practical strategies to help elevate students' critical thinking skills while increasing the learning opportunities for communication and collaborative activities in an online course. Discussion-based protocols will be shared with the participants and how they can be done through online learning. The protocols used will encourage critical thinking, communication, and collaborative skills on the part of the students. Furthermore, the accountability factor lies heavily within the students as a result of this approach. A "student-centered" learning environment will be simulated in this session; participants will be encouraged to take part in the student-centered activities in an effort to gain confidence when transferring this model in their own instructional practices. Instructional assignments and assessments will also be addressed in order to assist faculty members in choosing formative activities and evaluations that will guide their own instruction. In other words, once the shift to a student-centered model is utilized, the professor will shift his/her responsibility to more of an instructional coach/facilitator than the key provider of knowledge. In order to do this successfully, he/she must understand this role shift and place the emphasis on student self-reflection and providing critical feedback. Question B Describe how the presentation is aligned with the skills required by the New Jersey Student Learning Standards (NJSLS). Specifically, what "essential questions" will be addressed by the presentation to guide participants' learning? Please provide specific references to the NJSLS skills that will be integrated into the session. NJSLS This session will focus on how students can communicate, collaborate, create and think critically in an online learning environment. Participants will be privy to both the sides of learning how to create a student-centered online environment and elicit deep learning from their students within the course, addressing these essential questions. Per the New Jersey Student Learning Standards in Technology, participants will leave with knowledge regarding "the use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge" (8.1 Educational Technology). Participants will have concrete, practical tools to show them how to create an online course that fosters these critical 21st Century Skills. Question C Describe how the presentation incorporates the Professional Standards for Teachers adopted by the State Board of Education. NOTE: Provide specific references to the standards. Standards For Teachers This presentation will focus on two of the Professional Standards for Teachers as described in detail below: Standard Three: Learning Environments The teacher works with

others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Now more than ever, the online environment is crucial to us, as educators. As the format from face-to-face to virtual is shifting at lightning speeds, we would be remiss to not stop and think hard about how to make this shift thoughtfully and successfully. We want our students to be active learners, be able to communicate prudently and collaborate wisely whether we see them in person or in online learning environments. This session will show participants how to “encourage positive social interaction, active engagement in learning, and self-motivation” per Standard Three of NJSLA. Standard Eight: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Educators need to know different ways to reach their students. Pedagogically, we must research what is effective, and what will cultivate a generation of active learners. How do we move away from the passive approach to teacher-centered instructional strategies and move toward the active student-centered models? And, how do we do this all in an online learning environment? This workshop will show you how to achieve this goal. Per the standard, it will show teachers how to “encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Question D How will you provide opportunities for continued study/dialogue after participants return to their school/worksite (such as Internet chat rooms, follow-up sessions, list services, bibliography, etc.) A template of the online course with all supporting materials will be shared with participants. The presenter is also available to meet with interested parties to help develop online student-centered courses.

## Grant Support and Activities

[See Yourself Succeeding: Reframing Students' Mindsets through Internships and Postgraduate Planning](#)

*Sarah McGough and Andrea Squillante-Golden, Center for Career and Professional Development*

New Jersey City University enrolls about 5500 undergraduates, more than 1200 of whom major in or intend to major in STEM programs. 43% of NJCU's undergraduate students are transfer students; 84% study full-time. This student population includes 44% Hispanic and 21% African American students. Family income averages \$44,000, 26% have household incomes under \$30,000, 73% of undergraduate students receive federal aid, and 86% come from NJCU's native Hudson and neighboring Bergen, Essex, Middlesex, and Union Counties. The NJCU student population is largely first-generation and from modest financial means. First-generation students pursuing STEM degrees can face challenges that limit their success and postgraduate options. These challenges include a lack of career direction while pursuing their undergraduate degree. To address this challenge, one strategy is to shift student mindsets from where they are in their programs to who they want to be when their programs conclude and re-orient their perceptions of themselves to those of practicing professionals and graduate students. This perceptual shift develops intentionality and a growth mindset, improving retention and graduation rates among at-risk students.

The “On PACE for STEM Success: Personal, Academic & Career Enhancement at an Urban Public HSI” (US Education Department Title V DHSI Grant # P031S200124) and the “Setting the Stage for STEM Success in

theCoViD-19 Era at an Urban Public Hispanic-Serving Institution” (US Education Department Title III Part F HSI-STEM Grant # P031C210145) teams have initiated targeted programs for STEM majors at NJCU. These programs include faculty-led mentoring, Supplemental Instruction programs, a faculty-mentored 10-week summer undergraduate research internship program, and a comprehensive program of postgraduate planning activities. These grants also employ an Internship & Postgraduate Outcomes Coordinator and a Career Coach to specifically serve STEM majors and guide them in their career exploration. This presentation will highlight the project team's work to reframe STEM student experiences by adopting a backward-planning approach that re-envision college from graduation to admissions. The project team will share its backward-planning process, which embeds personal, academic, and career enhancement activities and social gatherings throughout the summer research internship program and academic year to improve postgraduate outcomes. Using the projects’ original activity and evaluation plans based on federally defined performance measures, the project teams have used a backward-planning approach to meet project goals and objectives. The team strives to ensure students' academic and postgraduate outcomes through on- and off-campus internship placement.

The Title V internship and postgraduate outcomes coordinator and the Title III career coach, in conjunction with the NJCU Center for Career and Professional Development staff and leadership, work with on- and off-campus partners (students, faculty mentors, advisors, external organizations) across the STEM disciplines to facilitate a shift of on-campus internship opportunities to rising juniors and incoming transfer students while redirecting these students to external opportunities during their last Summers and academic years. This presentation will share the team's experience and outcomes in applying a backward-planning approach to the design and integration of on- and off-campus internships into the curriculum- and career-planning processes for students at New Jersey City University.

### [Institutional Improvement through the U.S. Education Department’s HSI Programs](#)

*Dr. John Grew, Professor of Biology, Interim Director of Research, Grants & Sponsored Programs*

New Jersey City University has a long history of securing U.S. Education Department support for institutional support projects through Title III and Title V programs. Most of the federal program priorities related to STEM fields of study and these projects yielded major improvements in NJCU’s STEM programs. Other awards and projects positively impacted composition, nursing, and other programs. Between 2002 and 2023, NJCU earned 15 Title III and Title V awards that exceed \$40 million.

The major goals for the Title III and Title V programs are increased enrollment, retention, and degree completion of “Hispanic and low-income students” at HSIs. These institutional-improvement programs established additional key performance indicators to measure project outcomes: Transfer from 2-year to 4-year institutions, 4-year degree completion by transfers from 2-year institutions, completion of gateway and gatekeeper courses, percentage of students on track to graduate, percentage of students in good academic standing, project utilization, and cost per student.

NJCU’s Title III and Title V projects supported activities that included: Lab renovations, major and minor instrumentation, recruitment and salaries for faculty and professional staff, program and course development, undergraduate research, research conference travel, professional development, transfer and articulation agreements, faculty-led mentoring and peer-mentoring programs, Supplemental

Instruction and tutoring, academic and career advising, the STEM Success Academy, teaching and learning technology, counseling support, digital badging, financial responsibility, and endowment.

Some important outcomes of these initiatives within the STEM disciplines include: Enrollment growth, retention increases, and higher graduation rates in STEM and other programs; two faculty and 9 professional staff hires; renovated labs and learning spaces; more than 450 undergraduate research internships; academic programs, courses, and articulation agreements; Supplemental Instruction and tutoring programs, STEM Career Services; instrumentation and technology; counseling support; and more than \$1.75 million endowment.

Many of the strategies employed in NJCU's Title III and Title V grants are readily transferrable to other disciplines with similar effects: Program and course development, undergraduate research, transfer and articulation agreements, faculty-led mentoring, Supplemental Instruction and tutoring, career advising, digital badging, and financial responsibility training.

ORGSP stands ready to assist with the conceptualization and design of student support and institutional transformation projects across all disciplines and the construction and submission of competitive proposals to secure funding for those projects.

### [The IRB Process and How to Successfully Complete an IRB Application](#)

*Dr. Meriem Bendaoud, Associate Professor of Biology, Chair of NJCU Institutional Review Board, and Kelly Resch, Communications Manager, IRB Administrator, Office of Research Grants & Sponsored Programs*

The NJCU Institutional Review Board (IRB) is responsible for reviewing, before its initiation, all research (whether funded or not) involving human participants. The purpose of IRB review is to assure that appropriate steps are taken to protect the rights, privacy, and welfare of humans participating as subjects in the research. Applying for IRB review is federally mandated for all research involving human subjects including in-person and online surveys, interviews, and any interaction with research participants. This session will provide an overview of the IRB and the application process as well as instructions and helpful hints on submitting a successful application.

### [Community-Engaged Learning as a High-Impact Practice](#)

*Dr. Esther Nir, Department of Criminal Justice, Director of the Honors Program*

*Dr. Jennifer Musial, Department of Women's and Gender Studies*

*Dr. Bill Westerman, Department of Sociology, Anthropology, and Social Work*

*Dr. Yufeng Wei, Department of Chemistry and Biochemistry, Director of the Center for Teaching and Learning*

Beginning under the moniker "service learning" over 50 years ago, community-engaged learning (CEL) is a High Impact Practice that takes students out of the classroom and into the community to thoughtfully engage with social problems alongside community leaders, governmental agencies, or non-profit organizations. By combining project-based learning with academic instruction, students begin to

evaluate areas of practice, potential for change, and reflect on their place in the world. Research shows that by taking multiple CEL courses, students deepen their understanding of course content, hone their civic identity, commit to becoming change-makers in their community, and strengthen their relationship to the university leading to improved student success markers (i.e., GPA retention, participation in student organizations, graduation). Further, CEL courses ensure that students have increased preparation for the workforce through enhanced ethics, knowledge, communication skills, and the ability to critically analyze and reflect on real-world encounters. In short, CEL is a win-win-win (i.e., student, NJCU, and community). CEL is more important than ever given NJCU's recovery and revitalization period. CEL courses address our guiding principle #2: to provide a service-minded and high-quality education.

This session will include the following:

- An explanation of what CEL is (including how it is different from an internship or field placement);
- Data to support CEL as a High Impact Practice with positive outcomes at NJCU (Dr. Wei's grant report; Drs. Nir and Musial's research);
- Best practices for incorporating CEL into the classroom;
- A description of various CEL courses at New Jersey City University: *Trial Advocacy and the American Legal System* (Nir), *Diversity and Difference* (Musial), *LGBTQ Social Change* (Musial), *Refugees and Forced Migration* (Westerman), and *Field Experience in Social Practice* (Westerman) that utilize CEL strategies to increase student engagement;
- Critical reflection on our CEL assignments including an analysis of what worked, what did not work, and what we will change when we teach these classes again;
- Discussion and recommendations for where to start if faculty want to experiment with CEL.

## New Jersey City University Opportunity Programs: A Village for Student Success

*Sabrina Magliulo, Director of OSP/EOF*

*Dominique Smith, Director of ASCEND*

*Alan Cruz, Counselor of GEAR UP/College Bound Pre-College Programs*

*Christina Rolon-Velez, Director of TRiO Learning Community (TLC) Program*

*Nikketta Pressley-Walsh, Director of Youth Corps*

NJCU is committed to being an equalizer in providing its community with access to education as a means to upward social mobility. NJCU opportunity program directors will give the campus community an overview of several student success programs which provide students and families with the ongoing support and guidance needed to successfully navigate college preparation, admission, graduation, and

career success. Attendees will gain an understanding of the services offered by Gear Up, Youth Corps, OSP/EOF, ASCEND, and TLC.

By equipping our colleagues with this knowledge, our goal is to increase the number of students taking advantage of these holistic developmental experiences, which will ultimately translate to an increase in enrollment, retention, and graduation rates. We aspire to expand awareness of the resources within our campus community, as we understand that it takes a village to inform, guide, and empower our student's journey to completion.

## Transforming Learning Experience Through Technology

### Using AI to Ease Teacher Workload and Enrich Student Instruction

*Melissa Welz and Krista Welz, Department of Educational Technology*

This session will embark you on a transformative journey to harness the power of technology in your classrooms. As the digital landscape continues to evolve, this session aims to equip teachers with practical tools and strategies to streamline their workload, save valuable time, and, most importantly, enhance student learning outcomes. Participants will discover innovative approaches to seamlessly integrate technology into their teaching practices, making lessons more engaging, personalized, and effective. Educators will feel empowered to embrace the digital age, elevate their instructional methods to meet the needs of 21st-century learners, and ultimately foster a dynamic and future-ready educational environment.

### Centering Students in Technology Enhanced Learning Environments

*Manny Algarin, Doctoral Student, Department of Educational Technology Leadership*

Manny Algarin has worked as a middle school ELA teacher, Academic Coordinator, Principal Resident, and Assistant Principal across schools in New York and New Jersey. He currently serves as a Senior Educational Consultant using culturally responsive and sustaining education principles to address disparities in literacy achievement in New York City public schools. To learn more about Manny Algarin:

Linkedin: [www.linkedin.com/in/manuel-algarin-5947a448](https://www.linkedin.com/in/manuel-algarin-5947a448)

Ed. D. portfolio: [mannyalgarin.com](http://mannyalgarin.com)

Student-centeredness refers to an instructional approach that empowers students with choice and agency to direct the pace and direction of learning based on interest, prior knowledge, and personal relevance. When placed on a continuum, student-centeredness represents dimensions of adaptive teaching and individualized learning. In student-centered learning environments, teachers are facilitators who engage students with meaningful learning activities through problem-based, project-based, and inquiry-oriented engagement pedagogies.

The goal of this session is to present student-centeredness as the intersection between culturally and historically responsive pedagogy and effective classroom technology integration. Strategies, tools, and examples will be shared as student-centering techniques. Gholdy Muhammad's (2020) histories,

identities, literacy & liberation (HILL) framework and the Technology Integration Matrix (TIM) (n.d.) are used to demonstrate the relationship between student-centeredness and technology integration.

### **Session Goal and Objectives**

In this engaging presentation, participants will:

- Deepen their understanding of student-centeredness as a pedagogical approach
- Explore strategies for centering students using the HILL Framework
- Apply the TIM framework in order to create meaningful learning environments with digital tools

### **References**

Culturally Responsive Practices. (2022, January 11). NJ.gov. Retrieved March 31, 2023, from <https://www.nj.gov/education/standards/dei/practices/>

Ertmer, P. A. (1999). Addressing First- and Second-Order Barriers to Change: Strategies for Technology Integration. *Educational Technology Research and Development*, 47(4), 47–61. <http://www.jstor.org/stable/30221096>

Fortner, K., Normore, A. H., & Brooks, J. S. (2018). Digital equity and its role in the digital divide. In *Crossing the bridge of the digital divide: A walk with global leaders* (pp. 3-17). Charlotte, NC: Information Age Publishing, Inc.

Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press.

ISTE. (n.d.). ISTE. Retrieved March 31, 2023, from <https://www.iste.org/standards/essential-conditions/student-centered-learning>

Kimmons, R., Graham, C., & West, R. (2020). The PICRAT model for technology integration in teacher preparation. *Contemporary Issues in Technology and Teacher Education*, 20(1).

Lhamon, C. (2014). *Dear Colleague Letter: Resource Comparability*. United States Department of Education Office for Civil Rights.

Matrix | TIM. (n.d.). Florida Center for Instructional Technology. Retrieved March 31, 2023, from <https://fcit.usf.edu/matrix/matrix/>

Muhammad, G. (2020). *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. Scholastic.

NELSESTUEN, K., & SMITH, J. (2020, October 1). EMPATHY INTERVIEWS. Learning Forward. Retrieved March 31, 2023, from <https://learningforward.org/wp-content/uploads/2020/10/tool-empathy-interviews.pdf>

Ross, J., Cennamo, K., & Ertmer, P. A. (2018). *Technology Integration for Meaningful Classroom Use: A Standards-Based Approach*. Cengage Learning.

Stembridge, A. (2019). *Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy*. Routledge, Taylor & Francis Group.

Sweeney, D., & Harris, L. S. (2016). *Student-Centered Coaching: The Moves*. SAGE Publications.

The Hexagon: An Exploration Tool. (n.d.). Active Implementation Hub. Retrieved March 31, 2023, from [https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool\\_September2020\\_1.pdf](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool_September2020_1.pdf)

The New Teacher Project. (2020). Learning acceleration: planning for acceleration in the 2020-2021 school year. [https://tntp.org/assets/set-resources/TNTP\\_Learning\\_Acceleration\\_Guide\\_Final.pdf](https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf)

United States Department of Education. (2017). Reimagining the role of technology in education: 2017 national technology plan update. <https://tech.ed.gov/files/2017/01/NETP17.pdf>

Kimmons, R., Graham, C., & West, R. (2020). The PICRAT model for technology integration in teacher preparation. *Contemporary Issues in Technology and Teacher Education*, 20(1).

ReadWorks. (2022). <https://www.readworks.org/>

## Creating Pathways to Excellence: Student Projects and Partnerships for Learning Success

*Moderator: Dr. EunSu Lee, Associate Professor of Management; Co-Founder and Director of the Center for Supply Chain and Maritime Logistics*

*Ruth Ortiz, Program Specialist for Accreditation & Assessment, School of Business – Coordinating, overseeing, and assessing high-impact learning activities*

*Dr. J.D. Jayaraman, Chairperson and Associate Professor of Finance – Extracurricular with Financial Management Association Student Club (FMA)*

*Dr. Nava Cohen, Assistant Professor of Accounting – Business Student Research Showcase*

*Dr. Eun Soo Kim, Visiting Scholar and Adjunct Faculty – Project-based Learning*

*Joshua Iannuzzi, Director of Career Services, School of Business*

The session will discover how impactful practices such as student projects and partnerships can contribute to academic success. By providing students with opportunities to engage in meaningful projects and collaborate with external entities, we aim to unlock their potential for personal growth and academic excellence. Attendees can expect to gain insights into the transformative experiences that arise from student-led research, internships and apprenticeships, company and college partnership programs, and active involvement in student extracurriculars. The session will also highlight the role of research centers as catalysts for innovation and knowledge creation. Join us as we explore the strategies, benefits, and best practices that pave the way for students to embark on a journey toward unparalleled success and fulfillment.

## Steering Committee

- Samantha Kozar, Ed. D., STEM Certificate Grant Program Director, Department of Educational Technology, College of Education
- EunSu Lee, Ph.D., CPIM, CSCP, GISP, Associate Professor, Department of Management, School of Business
- Esther Nir, Ph.D., J.D., Director of Honors Program, Associate Professor, Department of Criminal Justice, College of Professional Studies
- Scott O'Connor, Ph.D., Director of General Education, Associate Professor and Chair, Department of Philosophy and Religion, College of Arts and Sciences
- Jennifer Pax, Ph.D., J.D., M.S.W., L.C.S.W., Assistant Professor and Director of Bachelor of Social Work Program, Department of Sociology, Anthropology, & Social Work, College of Arts and Sciences
- Michelle Rosen, Ed.D., Associate Professor and Chair, Department of Teaching, Learning, and Literacy, College of Education
- Yufeng Wei, Ph.D., Director of Center for Teaching and Learning, Associate Professor and Chair, Department of Chemistry and Biochemistry, College of Arts and Sciences
- Wei Zhang, Ph.D., Assistant Professor, Department of Psychology, College of Arts and Sciences

### **Office of the Provost and Senior Vice President**

- Donna Adair Breault, Ph.D., Interim Provost and Executive Vice President of Academic Affairs
- Bernadette Schery, Executive Assistant to the Provost and Senior Vice President
- Marva Wade, Project Coordinator

### **William J. Maxwell College of Arts & Sciences Dean's Office**

- Scott Mittman, Ph.D., R.E.M., C.E.S.C.O., Acting Dean
- Jason D. Martinek, Ph.D., Interim Associate Dean of Humanities, Arts, and Social Sciences