



Center for Teaching Excellence Hampton University Teaching Matters

April/May 2011

Volume 6, Number 1

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An Interview with the Provost's Teaching Innovation Award Recipient

By Zina T. McGee, Ph.D.

Each year, Hampton University honors and recognizes outstanding faculty who serve as models of excellence for their profession and exemplary mentors for their students. For this issue of the CTE Newsletter, I had the pleasure of interviewing the 2010-2011 recipient of the Provost's Teaching Innovation Award, Dr. Ziette Hayes, Assistant Professor, Department of Business Administration.

Briefly describe your teaching philosophy. What strategies do you use to create an enhanced student-focused learning environment?

As part of my teaching philosophy, I believe that if students can relate to the material, they will learn it. To better understand how students relate to a subject matter requires time to get to know their interests. I often discuss with students their career goals and join them in the quest to attain them. This method allows me to create relevancy in the classroom based on the consistency of what I learn from them in terms of their interests.

How do you recognize creativity and innovation both within and outside of the classroom setting?

Within the classroom setting, I engage students in special projects that require an element of creativity. Whether it's a creative way to use technology or a special way to present analytical concepts, I encourage students to think of new ways to accomplish their tasks. Outside of the classroom setting, I often serve as an advisor on case competitions that engage our students in creating unique solutions to complex business problems. In my opinion, creativity and innovation are best recognized based upon how far out of their comfort zone students have to go to attain a task.

In what ways do you stimulate self-growth and professional development among your students?

I encourage students to be intellectually curious about the use of technology to solve problems. I define intellectual curiosity as the desire to learn more than what is given to you. With technology at our fingertips, there is always a faster, more productive and competitive way of getting tasks done. I want them to use technology to their advantage. The catch: it takes time to be intellectually curious!

What strategies do you use to facilitate reflection, professional learning and enhanced student accomplishment?

Students in our program have the advantage of being informed and connected to faculty. As a result, they are required to participate in several activities that are beyond the classroom. During my follow-up with students, I am genuinely interested in the outcome of their accomplishments and their major takeaways from external activities. This allows them to not only self-reflect on their experience, but also provides me with valuable information to pass along to another student. It is not uncommon for me to ask students for permission to share their experience and/or contact information with other students for the benefit of enhanced student accomplishment.

Announcements

Campus Technology FORUM 2011 CALL FOR PRESENTATIONS

September 27-29, 2011

Hilton Long Beach & Executive Meeting Center, Long Beach, CA

NOTE: May 13, 2011 IS THE DEADLINE TO APPLY ONLINE!

Please consider these topics when submitting your proposal(s):

- Digital Media
- eTextbooks and other electronic curriculum and library resources
- IT Leadership Strategies
- Mobile learning
- Online/distance/virtual/hybrid learning
- Student Data Management systems
- Web based communication and productivity applications

Campus Technology INVITES APPLICATIONS to present from all education professionals representing universities, colleges and community colleges, in various content areas and specialties, as well as business and industry experts.

Please access <http://www.1105info.com/t.do?id=7897276:1725834> for more information.

For more information or questions, please contact CTSupport@1105media.com

The **North American Program Planning and Policy Academy (NAPPPA)** will be sponsoring an Academic Research Funding Strategy Session at North Carolina State University in Raleigh, NC on July 26 - 27, 2011. Interested science, technology, and medical professionals, researchers, faculty, and graduate students should register as soon as possible, as demand means that seats will fill up quickly. Please forward, post, and distribute this e-mail to your colleagues and listservs.

For more information call (800) 649-6522 or visit The NAPPPA website at <http://www.napppaPROGRAMS.org>.

Please find the program description below:

As a response to increased demand and competition for academic research funding support and training, as well as the high cost of many programs, we offer this two day strategy session through the proposal writing and development process. This strategy features two modules: 1) Practicum I: Focusing on the format and structure of the successful research funding proposal, this module provides attendees with an overview of each part of the research funding proposal, avenues for researching available grant programs, and concludes with fundamental proposal writing techniques. 2) Practicum II: Drawing from practical exercises and techniques developed in Practicum I and the Pre-Session coursework, participants are guided through the completion of a Research Funding Dossier, which acts as the culminating work product of the session.

This session is ideal for the researcher with a targeted program, but is equally effective for those who can identify their research interests. Completion of the Pre-Session Interview and Assignments is essential to program success and value.

Academic Research Funding Strategy Session will cover the following topics:

- * Fundamentals of the Research Funding Proposal Process
- * Basic Elements of the Standard Research Proposal
- * Essentials of Researching Funding Opportunities
- * Types of Research Funding Opportunities
- * Online Tools and Traditional Publications for Research
- * Successful Proposal Writing Techniques
- * The Do's and Don'ts of Proposal Writing
- * The Strategic Grant Acquisition Effort

Retrieval Conference & Evaluation Workshop, June 13-14, 2011, Washington, DC

The purpose of the conference is to share information and develop knowledge about engaged learning, civic engagement, and psychosocial well-being of students, and about what happens when colleges implement initiatives for strengthening their relationships. Participants will bring empirical evidence, based upon research or evaluation, which addresses the guiding questions of the conference. Registration cut-off date is June 6, 2011. Please visit www.aacu.org for more information.

Spring 2012 General Education and Assessment Conference, Proposals to Present Due June 1

AAC&U's Network for Academic Renewal Conference, [General Education and Assessment: New Contexts, New Cultures](#), will be held February 23-25, 2012, in New Orleans, Louisiana. AAC&U invites proposals that focus on general education reform, curriculum design, implementation, and meaningful assessment. Learn more about this conference and the call for proposals online at www.aacu.org. Proposals are due June 1, 2011.

AAC&U's 2012 Annual Meeting

The 2012 Annual Meeting will be held January 25-28, 2012, at the Grand Hyatt Hotel in Washington, DC. The meeting will feature a pre-conference Symposium Wednesday, January 25, on "Civic Learning and Democracy's Promise" and an all-day E-Portfolio Forum on Saturday, January 28. The Call for Proposals will be available June 1 with a deadline of mid-July. Please check AAC&U's [website](#) at www.aacu.org for more information.

2011 General Education and Assessment and STEM Conference Resources Now Online

Speaker resources from AAC&U's spring Network for Academic Renewal Conferences are now available online. See PowerPoint presentations, handouts, and links to other resources from General Education and Assessment 3.0, held March 3-5 in Chicago, Illinois, and Engaged STEM Learning, held March 24-26 in Miami, Florida. For more information, visit www.aacu.org.