

Norfolk State University Title III Office Newsletter

Highlights:

- Overview of Title III Funding for 2010-11
- The Office of eLearning Launches Faculty Online Certification Program
- International Programs on the Move
- 2011 Technical Assistance Workshop
- What If Title III Did Not Exist?

The Institution of Choice

NSU Endowment Fund

www.nsu.edu/development

Expanding student support through the growth of public and private contributions to the University's endowment.

www.nsu.edu/development

Things are Looking Up!↑



This grant year was marked with many wonderful accomplishments. At Norfolk State University the graduate activity established a new virtual library that will assist graduate students with all of their discipline-specific research needs. Not to be outdone, the Library activity is in the process of digitizing all of its

collections in preparation for entry into the new state-of-the-art library scheduled for opening later this year, and the Honors College brought in world renowned neurosurgeon, Dr. Ben Carson, who inspired the movie "Gifted Hands," as a guest speaker to inspire, educate, encourage and motivate

our students, faculty and community abroad. These achievements and milestones are just a few of the many new and exciting things going on at Norfolk State University by way of Title III. With this new found energy and momentum, things are definitely looking up for NSU!

David Mitchell, Title III

NSU 2010-2011 Title III Funding

For the 2010-2011 budget period, Norfolk State University received \$4,125,199 in funds for the Strengthening Historically Black Colleges and Universities (HBCU) Program; \$1,475,545 for the Strengthening Historically Black Graduate Institutions (HBGI) Program, and \$1,172,249 for the Mandatory Funding (SAFRA) program. These funds allow the University to initiate and carry out a wide range of innovative and crucial programs through one graduate and fifteen under-

graduate activities. Title III activities are based throughout the campus and are designed to strengthen the University in the academic, administrative, management, and student affairs areas.

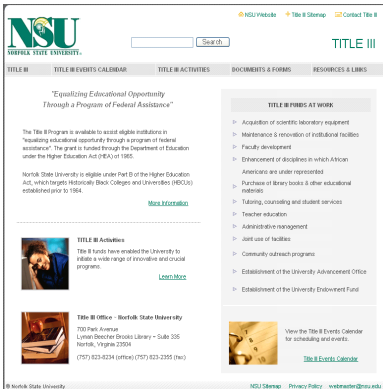
Activities funded for the 2010-2011 budget period are titled as follows:

HBCU- Undergraduate

- Strengthening NSU Endowment Fund– Mr. Phillip Adams

- Enhancing Instruction and Delivery of Online and Blended Courses– Dr. Arletha McSwain
- Enhancing The University's Infrastructure to Support Academic, Administrative, and Research Missions– Dr. Margaret Massey
- Strengthening Research Capacity in Liberal Arts– Dr. Desideria Hacker

NSU Funded Activities
continued on pg. 2

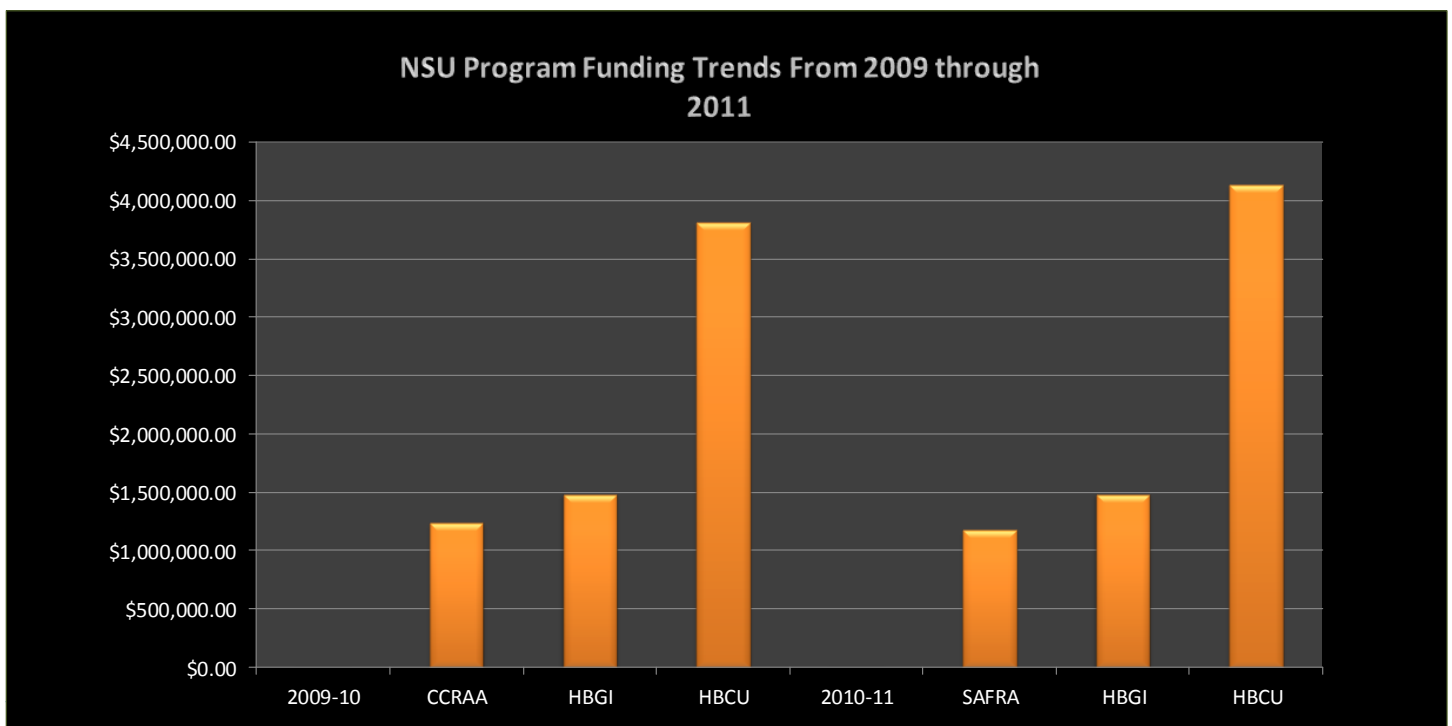


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NSU 2010-2011 Title III Funding (Continued)

- Strengthening Alignment for Academic Achievement (A3); Assessment-Based Curriculum Innovations to Improve Student Learning Outcomes– Dr. Alexei Matveev
 - Developing an Academy for Effective Teaching, Learning, and Research: Providing Leadership and Support to Faculty in Pursuit of Innovation and Excellence in Teaching and Research– Dr. Alexei Matveev/ Dr. Enrique Zapatero
 - First Year Experience: Enhancing Access and Quality of Higher Education to Improve Retention and Matriculation for an Ethnically and Culturally Diverse Student Population– Dr. Leroy Hamilton
 - Developing an Alternative Teacher Certification Program– Dr. Jean Braxton
 - Strengthening Families and Communities Via Collaborative Partnerships and Innovations in Education and Technology– Dr. Dorothy Browne
 - Strengthening The Institute of International Education and Global Initiatives– Dr. William Alexander
 - Developing Creative Classroom and Curriculum Models for Fostering Student Retention– Dr. Sandra DeLoatch
- HBGI- Graduate
- Growing and Strengthening the Graduate Programs in the College of Science, Engineering and Technology– Dr. Sandra DeLoatch
- SAFRA
- Enhancing the Delivery of Library Services to NSU Students– Mrs. Cynthia Baxter-Cooke
 - NSU Testing Center: Enhancing the Academic and Career Success of NSU Students and Hampton Roads Residents Through Comprehensive and Rigorous Testing Services– Dr. Alexei Matveev
 - Improving Student Retention by Expanding Honors College to include Discipline-Specific Honors Programs– Dr. Dorothy Jones
 - Strengthening Student Services to Veterans and International Students– Ms. Sharon Lowe

NSU Title III Program Funding Chart



The Office of eLearning Launches Faculty Online Certification Program



The implementation of appropriate instructional technology has been shown to positively impact the academic performance of today's students who are taking online classes (Saeed, Yun & Sinnappan, 2009). High quality instructional design is the single most critical factor in ensuring the successful experience of a student taking an online course (Desai, Hart, & Richards, 2008). An equally critical factor in distance education is that the online instructor knows how to motivate the online student so he or she will continue to study and enjoy learning in an online environment (Liao, 2006). It is a given that there is a direct correlation between the online instructor's level of technology competency and the success rate of students passing that online instructor's course. To this end, during the fall 2010 semester, The Office of eLearning implemented a faculty online certification program. This program was designed to increase the number of certified online faculty who possessed the knowledge, skills and dispositions in becoming expert online instructional designers. This faculty online certification program contains three training modules. Module 1 consists of an awareness survey. Currently, out of the 270 Norfolk State University faculty, 164 completed an orientation session and have

completed Module 1. Module 2 is a Foundational Toolkit and centers on a) computer literacy, b) Blackboard basics, c) course readiness and design, d) course content development and e) course delivery and management. Fifty-five faculty are currently enrolled in Module 2. One might wonder why the drop in enrollment from Module 1 to Module 2. The explanation is simple. Module 2 is more intense and must meet the recently created policy on distance education by Southern Associations for Colleges and Schools, which states, "Faculty who teach in distance and correspondence education programs and courses receive appropriate training" (Adopted: SACSCOC Board of Trustees June 2010, p.3). The final Module 3 requires faculty to complete a nationally recognized online certification program sponsored by Learning Resources Network. The Learning Resources Network (LERN) is an international education association serving thousands of faculty in higher

education and other teachers interested in online teaching. Eight faculty have completed Module 3, and two are in the final stages.

Desai, M., Hart, J., & Richards, T. (2008). *E-learning: Paradigm Shift in Education*. *Education*, 129, (2), 327-324.

Liao, L. (2006). A flow theory perspective on learner motivation and behavior in distance education. *Distance Education*, 27 (1), 45-62.

Southern Association of Colleges and Schools (SACS), 2010. Distance and correspondence education-policy statement. Retrieved from <http://www.sacscoc.org/aamain.asp>.

Saeed, N., You, U., & Sinnappan, S. (2009). Emerging web technologies in higher education: A case of incorporating blogs, podcasts and social bookmarks in web programming course based on students' learning styles and technology preferences. *Journal of Educational Technology & Society*, 12 (4), 98-109.

Dr. Arletha McSwain: *Director of eLearning*



The Learning Resources Network



“International Programs on The Move!”



International Programs continues to expand with NSU-sponsored programs in Mendoza, Argentina and Havana, Cuba. In its third year, the Mendoza program is a four-week intensive program in the Spanish language. The Cuba program, the first for an HBCU, is a 10-week, 15-credit study venture in Cuban culture. Made possible by a

Laforcade, will lead the group and facilitate its orientation. Also, during recent visits to Rio de Janeiro and Salvador de Bahia, the International Programs Director and the Academic Coordinator established important

International Programs and the NSU community have benefitted from the contributions of several consultants who have visited our campus. Professor Mustapha El Qadery, Fulbright scholar from Morocco; Professor Ben Vinson, III, historian and dean at The Johns Hopkins University; and Professor Claudia Kaiser-Lenoir, Cuban specialist from Tufts University, have all energized NSU with their scholarly



special license from the US Department of the Treasury and confirmed through an NSU-Cuba agreement, this program will include 15 students who will study the Spanish language plus Cuban history, religion, art, music, and dance. Our own Academic Coordinator and Cuban specialist, Professor Geoffroy de

contacts with Brazil that will lead to a study abroad program and other academic opportunities for the NSU community. The Brazil-US Cultural Association and the Catholic University of Rio de Janeiro are two of the institutions that will cooperate with NSU in the future.

presentations and their recommendations about internationalization at Norfolk State.

Dr. William Alexander: *Director of International Programs*

STUDY ABROAD

FACULTY EXCHANGE

www.nsu.edu/international



Dr. William Alexander:
Director of International Programs

2011 Title III Technical Assistance Workshop



“Clearly, universities must change their programs and practices if the percentage of stem graduates is to increase.”

Dr. Sandra DeLoatch:
Presenter at the 2011 Title III Technical Assistance Workshop

The 2011 Title III Technical Assistance Workshop was a tremendous success! The speakers were outstanding and brought a wealth of knowledge to the occasion. The rich history of Savannah, GA, came to life through the oral expressions of Dr. Otis S. Johnson, Savannah’s very own mayor. Equally impressive were remarks made by Savannah State University interim president, Dr. Cheryl Davenport Dozier. Her fire and excitement about the beautiful university at which she serves could not have been more evident.

In keeping with good company, Dr. Sandra DeLoatch, Dean of Norfolk State University’s College of Science, Engineering and Technology (CSET), graced the platform as she engaged in a conversation about Science, Technology, Engineering, and Mathematics (STEM). Dr. DeLoatch painted a clear picture of how CSET is measuring its

return on investment through Title III dollars by creating and implementing innovative STEM initiatives that aid in increasing retention and graduation rates.

Dr. DeLoatch prefaced her presentation by raising the audience’s awareness of our nation’s need to produce a well-educated science and technology workforce in order to maintain its competitiveness with other countries. She backed this assertion by highlighting the following quote from Thomas Friedman in The World is Flat:

“We are not producing, in this country, in America, enough young people going into science, technology, and engineering—the fields that are going to be essential for entrepreneurship and innovation in the 21st century.”

With Title III support, CSET has implemented a number of

novel and traditional programs and practices to improve and/or possibly contribute to the eradication of the insufficient representation by minorities in the field of science, engineering, and technology. Dr. DeLoatch’s holistic approach involves student and faculty input in an effort to devise best practices for meeting the educational and retention needs of Norfolk State University students. Her data demonstrated that course enhancements, faculty development and student support programs contributed to improved pass and retention rates for CSET majors at NSU. She concluded her presentation with the following: “Clearly, universities must change their programs and practices if the percentage of stem graduates is to increase.”

**David Mitchell and
Cheryl Nottingham, Title III**

HBCU - Title III Administrators

Providing a strong and accountable stewardship covenant for Title III funded Black Colleges and Universities.



What If Title III Did Not Exist?

Did you know that Title III Funds support 105 Historically Black Colleges and Universities nationwide? The state of Virginia is home to five. If Title III did not exist, many of these HBCUs would find it difficult to maintain their fiscal stability. The implications are so crucial that some would even have to close their doors. It would be quite difficult to imagine life without HBCUs, and it would be equally difficult to imagine HBCUs without Title III. Title III and HBCUs were made for each other. One

without the other would be like peanut butter without the jelly... Kool-Aid without sugar... ham without burger. The thought of such is too much to bear! Ah! But thank God for Title III. Not only does Title III help HBCUs compete financially with other well established Institutions of Higher Education but also is responsible for assisting in educating some of the top African-American minds of today. Now hear what others have to say about what HBCU life would be like without Title III.

“If Title III had not existed, it is very doubtful that NSU could have successfully made the important transition from having an Honors Program to having a full-fledged Honors College.” ~Dr. Page Laws

“If Title III did not exist, I think it would be a loss or at least a slowdown in getting state-of-the-art equipment for classrooms as well as some administrative offices.” ~Mr. Obie Smith

“If Title III did not exist, we would not have the level of student success that has resulted from significant improvements for faculty and the CSET learning environment.” ~Dr. Sandra DeLoatch

David Mitchell, Title III

Norfolk State University Title III Activity Directors 2011



Dr. Margaret Massey



Dr. Sandra DeLoatch



Dr. Alexei Matveev



Dr. Dorothy Jones



Dr. Enrique Zapatero



Dr. Shelly Hunter



Mr. Phillip Adams



Dr. Arletha McSwain



Dr. William Alexander



Mrs. Cynthia Baxter-Cooke



Dr. Leroy Hamilton



Dr. Desi Hacker



Ms. Sharon Lowe



Dr. Dorothy Browne



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Thank you for your service!

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