

empower²

Preparing a Competitive HBCU Applicant Pool for Health Science Careers

June 26–28, 2017 | Nashville, TN

FEMPOWER² CONFERENCE OVERVIEW

Meharry Medical

College

*The Cal Turner Family
Center for Student
Education*

PROGRAM FOCUS:

Empower 2 will expand on the action items identified in the inaugural Empower Conference. These findings, identified through working groups and committees over the past year, have been incorporated into this year's conference as next steps. Factors that impact the breadth and success of HBCU graduates such as undergraduate curriculum, financial aid, and counseling and advisement will be explored. Addressing these factors can work to further develop and execute a cohesive and aggressive program for HBCUs to improve outcomes for both STEM/STEAM and humanities students to ensure health science workforce diversity.

Participating schools and working groups will attend sessions to examine recommendations from their institutions and the previous conference on best practices. General sessions with renowned education authorities will provide an update on the current political climate and other factors that provide unprecedented opportunities for HBCUs to find solutions to these challenges.

CONFERENCE OBJECTIVES:

- Increase the pipeline of competitive HBCU graduates entering health and science career programs;
- Review the undergraduate science (STEM/STEAM) curriculum;
- Evaluate undergraduate and post-baccalaureate advising and mentoring of students;
- Compose strategies for testing success;
- Identify strategic inter-institutional opportunities; and
- Provide best practice examples, resources and information for faculty and staff to effectively assist students in achieving success toward careers in the health sciences.

There will be general sessions and workshops for attendees and a half-day special session for HBCU presidents during which time data on the decline of HBCU graduates applying and enrolling in health and science programs will be presented and discussed. Other topics will include a discussion surrounding paths of HBCU graduates in health and science careers and an examination of partnerships to solicit additional funding to support the capacity needs.

Monday, June 26, 2017

12:00PM – 6:30PM	Registration Open Hours	
1:00PM – 2:00PM <i>Pamela C Williams</i> <i>Simulation Center</i>	<p>Simulation Lab Tour and Demonstration (<i>Pre-registration required. Registration Limited</i>)</p> <p>OVERVIEW: The Pamela C. Williams, M.D., Simulation and Clinical Skills Center located on the Meharry Medical College campus is used for simulation of medical procedures such as operations, medical examinations, and deliveries of babies. The state-of-the-art facility offers a new training experience to gain hands on experiences that replicate medical procedures in a controlled and stress-free environment.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Provide hands on experience to learn skills such as team-building, critical-thinking, decision-making, and how to perform under pressure. • Utilize simulation situations performed on life-like manikins. 	
2:30 PM – 3:30 PM	<p>College Readiness Workshop Early Exposure and Maximizing Impact: Changing the Racial Imbalance with Role Models</p> <p>DESCRIPTOR: This interactive discussion will focus on college readiness and mentorship for HBCU students. Understanding that mentorship is strongly founded in the success of students, this presentation will provide an overarching look at both traditional and non-traditional models of mentoring and differentiate mentoring from advising, sponsorship and other types of career support.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Discuss the role of mentorship on pre-health students. • Discuss best practices for establishing mentorship programs. • Highlight successful non-traditional mentorship programs (T4D, MiMentor, Diverse Medicine, etc.). • Share personal stories of the value of mentorship on pre-health students. 	
	Opening and Introductions	Alden Landry, MD, MPH Assistant Professor, Emergency Medicine Beth Israel Deaconess Medical Center Faculty Assistant Director, Office of Diversity and Community Partnership Harvard Medical School
		Love Anani, MD Director, Roberston County EMS Nashville, Tennessee
		Italo Brown, MD Emergency Medicine Resident Albert Einstein College of Medicine Jacobi/Montefiore Medical Centers Bronx, New York
	Questions & Answers and Closing Remarks	Alden Landry, MD, MPH

4:00PM – 5:30PM

Concurrent Breakouts - Track I

Creating and Improving Your Office of Health Professions

DESCRIPTOR:

Higher education experts agree that effective academic advising is critical to increasing student encouragement and persistence toward college graduation. An effective office of health careers provides guidance and opportunities for students in their preparation for careers in health science. Activities may include research opportunities, shadowing experiences for careers exploration, internships, exercises in self-reflection, fiscal responsibility workshops, and seminars on resiliency. This session will present best practices for enhancing student outcomes as well as provide solutions for institutions without established offices.

OBJECTIVES:

- Describe the necessary steps for creating an Office of Health Careers.
- Discuss best practices for student advisement in health careers.
- Compare and contrast alternative models for student advisement in health careers.
- Describe ways to obtain executive buy-in and addressing resources.

	<p>Session Overview and Presentation Creating an Office of Health Careers</p>	<p>Francisco Castelan, MS Pre-health Advisor Pre-Graduate and Pre-Professional Advising Center for Career Discovery & Development Georgia Institute of Technology</p>
	<p>Establishing Best Practice for Student Advisement</p>	<p>Verlie A. Tisdale, PhD Dean, School of Natural Sciences & Mathematics and Professor of Biology Clafin University</p>
	<p>Effective Alternative Models for Student Advisement and Mentoring</p>	<p>Alden Landry, MD, MPH Assistant Professor, Emergency Medicine Beth Israel Deaconess Medical Center Faculty Assistant Director, Office of Diversity and Community Partnership Harvard Medical School</p>
	<p>Getting the Executive Buy-In for an Office of Health Professions</p>	<p>Harriette Howard-Lee Block, PhD Associate Professor Prairie View A&M University</p>
	<p>Questions & Answers and Closing Remarks</p>	<p>Francisco Castelan, MS</p>

4:00PM – 5:30PM

Concurrent Breakouts - Track II

Innovative Curricula and Learning Environments that Lead to Success and Mastery of Competencies for Future Health Professionals

DESCRIPTOR:

This workshop is designed to generate a lively discussion and stimulate creative ideas regarding curricula development and learning environments that lead to the successful mastery of the competencies needed by future health professionals. Our panelists will share their unique insight and experiences regarding the best practices in curricula design that have been successful in transitioning student to health professional schools and the learning environments that enhance student performance. In addition, mechanisms to strengthen the undergraduate curricula and increase acceptance of undergraduate minority students to health professional programs, and sample articulation/affiliation agreements with health professional schools will be shared and discussed.

OBJECTIVES:

- Compare and contrast baccalaureate and post-baccalaureate curricula with consistent success in transitioning students to health professions schools.
- Design an interactive classroom that promotes collaborative, student centered learning.
- Identify core competencies for health professions students, assessment tools to mark mastery, and pedagogical techniques to facilitate student understanding/application of core content and mastery of competencies.

	Opening Remarks (Co-Moderators)	<p>Rosalind Gregory-Bass, MD Director, Health Careers Program Assistant Professor, Environmental and Health Sciences Program Spelman College</p> <p>Jeanette Jones, PhD Director Center for Biomedical, Behavioral and Environmental Health Research Professor Alabama A&M University</p>
	Panelist Introduction and Objective Overview	<p>Andre Churchwell, MD Senior Associate Dean for Diversity Affairs Vanderbilt University</p>
	Panelist Introduction and Objective Overview	<p>Cedric Bright, MD Assistant Dean, Admissions and Special Programs University of North Carolina - Chapel Hill</p>
	Panelist Introduction and Objective Overview	<p>Rosalind Gregory-Bass, MD</p>
	Panelist Introduction and Objective Overview	<p>Jared Russell, PhD Associate Professor, Kinesiology & Director of Student Development, Professional Education Services Auburn University</p>
	Moderated Panel Discussion and Questions & Answers	<p>Jeanette Jones, PhD</p>
	Closing Remarks	<p>Rosalind Gregory-Bass, MD</p>

Monday, June 26, 2017

4:00PM – 5:30PM	<p>Concurrent Breakouts - Track III Approaches for Successfully Mastering Entrance Exams</p> <p>DESCRIPTOR: Assessment drives learning and promotes opportunities to evaluate a student's mastery of content knowledge and application. New assessment approaches can be implemented through constantly evolving technological methods and cognitive science research principles. Coupled with paradigms for student metacognition and advisement, multiple strategies can be employed to enhance student outcomes. Participants are asked to bring samples of questions used to assess student content mastery for development and discussion. Reference Article <i>Biology Blooms in Assessment</i> http://www.lifescied.org/content/7/4/368.full.pdf+html</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Develop solutions to address the challenges and barriers in test preparation. • Examine cognitive science research on learning and testing. • Practice item development to enhance training in critical thinking and exam preparation. 	
	Session Overview	Jayne S. Reuben, PhD Clinical Associate Professor- Biomedical Sciences USCSOM Greenville Health Science
	Overview of Standardized Testing: GRE and the new MCAT	Jeff Koetje, MD Director, Kaplan Partner Solutions Kaplan Test Prep
	Assessment Drives Learning	Jayne S. Reuben, PhD
	Question Development	
	Closing Remarks	Jayne S. Reuben, PhD
5:30 PM – 6:30 PM <i>Pre-Function 2nd Floor</i>	Reception	
6:30 PM – 8:30 PM	<p>Welcome and General Session I The Importance of Increasing a Sustained and Competitive Applicant Pool</p> <p>DESCRIPTOR: Historically Black Colleges and Universities have demonstrated a decline in enrollment. This session will discuss the importance of increasing a sustained and competitive applicant pool from its graduates for health science careers.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Discuss the importance of Historically Black College and Universities. • Discuss the significance of strategic alliances to create a competitive applicant pool. 	
	Opening and Introductions Welcome and Program Overview	James E. K. Hildreth, PhD, MD President and Chief Executive Officer Meharry Medical College
		Freeman A. Hrabowski, III, PhD President University of Maryland, Baltimore County
	Why This Matters	Valerie Montgomery Rice, MD President and Dean Morehouse School of Medicine
	Dinner	
	Questions & Answers and Closing Remarks	James E. K. Hildreth, PhD, MD

Tuesday, June 27, 2017

7:30 AM – 8:30 AM 2 nd Floor Foyer	Continental Breakfast	
7:30AM-5:00PM	Registration Open Hours	
8:00AM – 9:30AM	<p>Special Session (CLOSED) Multidisciplinary Approaches to College Enrollment and Health Careers (INVITATION ONLY): A PANEL DISCUSSION</p> <p>DESCRIPTOR: Pipeline programs are integral to sparking interest in, and preparing students for, careers in the health sciences. This session will provide foundational information for success in health science careers. High school students participating in the Meharry Medical College OB/GYN Summer Internship program will have the opportunity to hear from pioneers in medicine and research, as well as higher education professionals who can provide guidance for successful application, matriculation, and graduation on the postsecondary level.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Discuss the importance of increasing the number of minorities seeking careers in the health sciences. • Provide high school students with information needed to successfully navigate the enrollment process for postsecondary education. • Help students to identify strategies for overcoming obstacles to achieve personal and professional goals. 	
	Opening and Introductions	Shanita L. Brown, EdD Program Manager Meharry Medical College Integrated Didactics
	Welcome	James E. K. Hildreth, PhD, MD
	Opening Remarks	Valerie Montgomery Rice, MD
	Pipeline Programs	Alden Landry, MD, MPH Assistant Professor, Emergency Medicine Beth Israel Deaconess Medical Center Faculty Assistant Director, Office of Diversity and Community Partnership Harvard Medical School
	Minorities in Research	Maria de Fatima Lima, PhD Dean and Professor, Professional and Medical Education Meharry Medical College School of Graduate Studies and Research

	The Importance of Mentoring	Lynne Holden, MD President, Mentoring in Medicine, Inc. Associate Professor, Albert Einstein College of Medicine Emergency Medicine Physician, Montefiore Medical Center
	Testimony/The Student Experience	Joseph Smith, Jr. (INVITED) PhD Candidate School of Graduate Studies & Research Department of Microbiology & Immunology Meharry Medical College
	Questions & Answers and Closing Remarks	Shanita L. Brown, EdD
8:30AM – 10:00AM	<p>General Session II Reports from Empower1 Working Groups</p> <p>DESCRIPTOR: The Inaugural HBCU Empower conference determined that an on-going initiative should be established to sustain the progress made in the 2016 meeting. Recommendations from the presidents and other conference attendees established three (3) working groups to explore and develop strategic approaches to increase a sustained and competitive applicant pool from its graduates for health professions.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Present Working Group 1 Update: Creating a Pre-Health Advisory Consortium designed to (1) share and disseminate information and best practices for advising HBCU students interested in health sciences careers, and (2) develop appropriate talking points for advising HBCU students pursuing traditional and non-traditional careers in the health sciences. • Present Working Group 2 Update: Working Group 2: Create an Annual STEM/STEAM Academy specifically designed to address strategies for strengthening HBCU health sciences curricula to better prepare students to take standardized exams and enhance critical thinking skills. • Present Working Group 3 Update: Developing an Online MCAT/DCAT/GRE Olympics in which sample questions from standardized exams are electronically sent weekly to HBCU health sciences students in order to enhance their content expertise and familiarity with the examinations. 	
	Opening and Introductions	Walter P. Bland, MD Associate Dean, Student Affairs and Admissions Howard University College of Medicine
	Working Group 1: Pre-Health Advisory Program	Cleveland O. Lane Jr. PhD Assistant Professor, Biology and Pre-Dental Advisor Prairie View A&M University
	Working Group 2: Annual STEM/STEAM Academy	Rosalind Gregory-Bass, MD Spelman College Director, Health Careers Program Assistant Professor, Environmental and Health Sciences Program

	Working Group 3: Online MCAT/DAT/GRE H.E.A.T. (<u>H</u> elping <u>E</u> mpower <u>A</u> nd <u>T</u> rain)	Rita Finley, PhD Morehouse School of Medicine Educational Outreach and Health Careers Director, Master of Science in Medical Sciences Degree Assistant Professor, Department of Pathology and Anatomy
	Questions & Answers and Closing Remarks	Walter P. Bland, MD
10:15AM – 11:45AM	<p>Concurrent Breakouts - Track IV Addressing Barriers of Advising Millennials for Health Professions</p> <p>DESCRIPTOR: Successful academic advising is both a skill and an art. However, both require an understanding of how to best engage today’s college students who grew up in a digital age of the internet, social media, and mobile devices. This session examines ways to best connect with millennials in order to strengthen pre-health advising and academic performance.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Describe the characteristics of millennials and how best to engage them. • Discuss the importance of the faculty/student interaction in pre-health advising. • Explain “intrusive” advising and how best to apply it. • Discuss strategies to both allow and facilitate growth in the development of millennials. 	
	Opening Remarks – Session Moderator	Lenora R. Campbell, RN, PhD (INVITED) Interim Dean NC A&T State University
	Reaching Millennials	Dennis E. Daniels, MPH, DrPH (INVITED) Director, Undergraduate Medical Academy Prairie View A&M University
	Intrusive Advising	Brenda Armstrong, MD Associate Dean of Admissions Duke University School of Medicine
	First, Let me take a selfie!	Coreea A. Allen, MEd Assistant Health Careers Advisor Furman University
	Questions & Answers and Closing Remarks	Lenora R. Campbell, RN, PhD (INVITED)

<p>10:15AM – 11:45AM</p>	<p>Concurrent Breakouts - Track V Innovative Curricula and Learning Environments that Lead to Success and Mastery of Competencies for Future Health Professionals</p> <p>DESCRIPTOR: This workshop is designed to generate a lively discussion and stimulate creative ideas regarding curricula development and learning environments that lead to the successful mastery of the competencies needed by future health professionals. Our panelists will share their unique insight and experiences regarding the best practices in curricula design that have been successful in transitioning student to health professional schools and the learning environments that enhance student performance. In addition, mechanisms to strengthen the undergraduate curricula and increase acceptance of undergraduate minority students to health professional programs, and sample articulation/affiliation agreements with health professional schools will be shared and discussed.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Compare and contrast baccalaureate and post-baccalaureate curricula with consistent success in transitioning students to health professions schools. • Design an interactive classroom that promotes collaborative, student centered learning. • Identify core competencies for health professions students, assessment tools to mark mastery, and pedagogical techniques to facilitate student understanding/application of core content and mastery of competencies. 	
	<p>Opening Remarks (Co-Moderators)</p>	<p>Rosalind Gregory-Bass, MD Spelman College Director, Health Careers Program Assistant Professor, Environmental and Health</p> <p>Jeanette Jones, PhD Alabama A&M University Director Center for Biomedical, Behavioral and Environmental Health Research</p>
	<p>Panelist Introduction and Objective Overview</p>	<p>Andre Churchwell, MD Senior Associate Dean for Diversity Affairs Vanderbilt University</p>
	<p>Panelist Introduction and Objective Overview</p>	<p>Cedric Bright, MD Assistant Dean, Admissions and Special Programs University of North Carolina - Chapel Hill</p>
	<p>Panelist Introduction and Objective Overview</p>	<p>Lynne Holden, MD Associate Professor, Clinical Emergency Medicine President, Mentoring in Medicine, Inc.</p>
	<p>Panelist Introduction and Objective Overview</p>	<p>Jared Russell, PhD Associate Professor, Kinesiology & Director of Student Development, Professional Education Services Auburn University</p>
	<p>Moderated Panel Discussion and Questions & Answers</p>	<p>Jeanette Jones, PhD</p>
	<p>Closing Remarks</p>	<p>Rosalind Gregory-Bass, MD</p>

<p>10:15AM – 11:45AM</p>	<p>Concurrent Breakouts - Track VI Approaches for Successfully Mastering Entrance Exams</p> <p>DESCRIPTOR: Assessment drives learning and promotes opportunities to evaluate a student's mastery of content knowledge and application. New assessment approaches can be implemented through constantly evolving technological methods and cognitive science research principles. Coupled with paradigms for student metacognition and advisement, multiple strategies can be employed to enhance student outcomes. Participants are asked to bring samples of questions used to assess student content mastery for development and discussion. Reference Article Biology Blooms in Assessment http://www.lifescied.org/content/7/4/368.full.pdf+html</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Develop solutions to address the challenges and barriers in test preparation. • Examine cognitive science research on learning and testing. • Practice item development to enhance training in critical thinking and exam preparation. 	
	<p>Session Overview and Presentation</p>	<p>Jayne S. Reuben, PhD Clinical Associate Professor- Biomedical Sciences USCSOM Greenville Health Science</p>
	<p>Overview of Standardized Testing: GRE and the new MCAT</p>	<p>Jeff Koetje, MD Director, Kaplan Partner Solutions Kaplan Test Prep</p>
	<p>Assessment Drives Learning</p>	<p>Jayne S. Reuben, PhD</p>
	<p>Question Development</p>	
	<p>Closing Remarks</p>	<p>Jayne S. Reuben, PhD</p>
<p>10:15AM – 12:30PM</p>	<p>Presidents' Session</p> <p>DESCRIPTOR: Multiple factors contribute to the waning HBCU applicant pool for health professions. This session is designed to initiate a broad-reaching, inclusive and national conversation to identify strategies and resources to address and improve this critical decline.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Discuss health professions applicant pool and its relationship to overall enrollment and trends. • Present MCAT/DAT performance data. • Discuss PhD and Master programs trends at HBCUs. • Review and present pre-conference survey data about advising, curriculum and matriculation. 	
	<p>Introductions</p>	
	<p>HBCU Presidents as the National Conversation Leader on the Strategy to Improve the HBCU Applicant Pool</p>	
	<p>The Current Applicant and Enrollment Trends for Health Science Careers: What is the Evidence and What does it Mean?</p>	
	<p>Discussion</p>	

<p>12:00PM – 1:30PM</p>	<p>General Session III and Lunch Current Status and Trends of Minority Enrollments in U.S. Health Professions Schools</p> <p>DESCRIPTOR: Status and trends in the education of underserved student groups demonstrate some gains in the achievement of diversity in the health professions and subsequently the workforce. Despite these gains, the rate of progress has varied among minorities and these differences persist in terms of increases in attainment and progress on key indicators of educational performance and workforce diversity.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Examine the role of professional organizations in achieving workforce diversity. • Review partnerships between professional organizations, academia and other agencies to achieve workforce diversity. • Discuss best practice recommendations to improve diverse workforce outcomes. 	
	<p>Opening and Introductions</p>	<p>Veronica T. Mallett, MD, MMM Senior Vice President of Health Affairs and Dean School of Medicine Meharry Medical College</p>
	<p>Lunch Served</p>	
<p>PANEL DISCUSSION</p>		
	<p>Association of American Medical Colleges</p>	<p>David A. Acosta, MD Chief Diversity and Inclusion Officer</p>
	<p>National Dental Association</p>	<p>Joe D. O'Neal, DDS President-elect,</p>
	<p>American Association of Colleges of Pharmacy</p>	<p>Lynette R. Bradley-Baker, RPh, PhD Vice President of Public Affairs and Engagement</p>
	<p>Physician Assistant Education Association</p>	<p>Shani Fleming, MSHS, MPH, Pa-C TB Inclusion & Diversity Chair Physician Assistant Education Association Assistant Professor of Medical Education Director of Community Outreach Physician Assistant Admissions Barry University</p>
	<p>National Association of Advisors for the Health Professions</p>	<p>Francisco Castelan, MS Co-Chair Diversity and Inclusion Committee</p>
	<p>Questions & Answers and Closing Remarks</p>	<p>Veronica T Mallett, MD, MMM</p>

<p>1:45PM – 3:00PM</p>	<p>Concurrent Breakouts - Track VII Creating and Improving Your Office of Health Professions</p> <p>DESCRIPTOR: Higher education experts agree that effective academic advising is critical to increasing student encouragement and persistence toward college graduation. An effective office of health careers provides guidance and opportunities for students in their preparation for careers in health science. Activities may include research opportunities, shadowing experiences for careers exploration, internships, exercises in self-reflection, fiscal responsibility workshops, and seminars on resiliency. This session will present best practices for enhancing student outcomes as well as provide solutions for institutions without established offices.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Describe the necessary steps for creating an Office of Health Careers. • Discuss best practices for student advisement in health careers. • Compare and contrast alternative models for student advisement in health careers. • Discuss ways to centralize and/or coordinate advising to maximize outcomes. • Describe ways to obtain executive buy-in and addressing resources. 	
	<p>Session Overview and Presentation Creating an Office of Health Careers</p>	<p>Harriette Howard-Lee Block, PhD Associate Professor Prairie View A&M University</p>
	<p>Establishing Best Practice for Student Advisement</p>	<p>Verlie A. Tisdale, PhD Dean, School of Natural Sciences & Mathematics and Professor of Biology Claflin University</p>
	<p>Effective Alternative Models for Student Advisement and Mentoring</p>	<p>Eva McGhee, PhD, MS Assistant Professor Department of Internal Medicine Division of Cancer Research and Training Charles R. Drew University of Medicine and Science</p>
	<p>Questions & Answers and Closing Remarks</p>	<p>Harriette Howard-Lee Block, PhD</p>

1:45PM – 3:00PM

Concurrent Breakouts – Track VIII

Curricular Needs to Prepare and Retain 21st Century Students Interested in the Health Professions

DESCRIPTOR:

Welcoming advisors, academicians and administrators, this 1 hour and 15 minute workshop will be informational and enlightening. The first half is designed to introduce participants to speakers who will explain best practices for identifying strengths and challenges of 21st century learners interested in STEM and the health professional related careers. These experts will cover outcome data and educational statistics from geographically and ethnically diverse populations. During the second half of the workshop you'll expand your advising and teaching tool box by working in smaller groups where you'll get to talk about actual scenarios with each other alongside an experienced administrator/academician.

OBJECTIVES:

- Identify key challenges for underrepresented minorities that limit their success at the undergraduate level.
- Discuss and determine which current secondary education and undergraduate bridge programs are most effective for their targeted population.
- List resources and sources of information that are helpful in enhancing literacy of students, educators and other stakeholders engaged in pre-health curricula.

	Session Overview (Moderator)	Doreen Cunningham, PhD Chair, Natural Sciences and Mathematics Biology Shaw University
	Speaker Introduction	Melody Russell, PhD Associate Professor Curriculum and Teaching – Science Education Auburn University
	Speaker Introduction	Judy J. Pointer, MEd Program Manager, Diversity Programs University of Virginia School of Medicine
	Speaker Introduction	Gloria Hawkins, PhD Assistant Provost Director, University of Wisconsin-Madison Chancellor's and Powers-Knapp Scholarship Programs University of Wisconsin-Madison Office of the Vice Provost
	Interactive Roundtable Case Study	Melody Russell, PhD
	Discussion & Report	Judy J. Pointer, MEd
		Gloria Hawkins, PhD
	Closing Remarks	Doreen Cunningham, PhD

<p>1:45PM – 3:00PM</p>	<p>Concurrent Breakouts – Track IX Evidence-Based Approaches to Developing Critical Thinking Skills in Undergraduate Curriculum</p> <p>DESCRIPTOR: Students entering health professions programs often cite that they are underprepared or just unaware of the expectations that post-baccalaureate educational degree programs require. The need for producing students who graduate from HBCUs with higher critical thinking skills essential for lifelong learning is imperative to increasing a better prepared and qualified applicant for health professions programs. In this session, presenters will define critical thinking and its implication for undergraduate education at HBCUs, discuss the importance of critical thinking and its effects on student learning, and discuss evidence-based best practices for pedagogical strategies that increase critical thinking skills in learners.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Define critical thinking for undergraduate science and general education. • Discuss the importance of critical thinking and its effects on student learning. • Discuss evidence of pedagogical strategies that increase critical thinking skills in learners. 	
	<p>Session Overview</p>	<p>Jamillah A. McDaniel, MPH, PhD Director, Assessment and Operations Program Manager, PhD in Biomedical Sciences Division of Graduate Education in Biomedical Sciences Morehouse School of Medicine</p>
	<p>Problem Based Learning and Case Studies</p>	<p>Pat Marsteller, PhD Emory University Professor of Practice</p>
	<p>Flipped Classroom</p>	<p>Cynthia Brame, PhD Vanderbilt University Assistant Director, Center for Teaching</p>
	<p>Questions & Answers and Closing Remarks</p>	<p>Jamillah A. McDaniel, MPH, PhD</p>

3:15PM – 4:30PM

Working Groups

“Greatest Challenges & Best Practices”

DESCRIPTOR:

Historically Black College and Universities offer a variety of academic, cultural and societal opportunities to its students. They also have unique challenges; but the applicant pool is consistent with the general applicant pool and may offer some unique opportunities for best practice in the general academic arena.

OBJECTIVES:

- Review selected areas deemed critical to improving the HBCU applicant pool.
- Identify strategies and tactics within each area that are proven to be successful or are recommended to improve the success rate of students.

PROCESS; TABLES OF 6 to 8 participants will

- Identify a moderator, a scribe and someone to assist with the flip chart.
- The participants will:
 - Identify one or two challenges related to preparing a competitive HBCU applicant pool.
 - Determine the priority order to address and resolve the challenge(s) identified earlier.
 - Define the next step to improve that challenge.
 - Prepare for the presentation in General Session V: Working Groups Reporting – Challenges & Best Practices.

Opening Remarks and Working Group Discussions
– Session Moderator

Kermit G. Payne
President
1Joshua Group

Patricia Matthews-Juarez, PhD
Vice President, Office of Faculty Affairs and
Development
Meharry Medical College

Instruction for Reporting Out

Patricia Matthews-Juarez, PhD

Closing Remarks

Kermit G. Payne

Tuesday, June 27, 2017

4:45PM – 6:00PM	<p>General Session IV Special Role of HBCUs: Policy & Funding</p> <p>DESCRIPTOR: Major themes exists that highlights research and various data sources to understand trends around the decline in underrepresented minority students who enter health professions programs. Likewise, national policy and funding initiatives are set in place to advance the number of undergraduate degrees produced annually by Historically Black Colleges and Universities.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Provide the most recent American Association of Medical Colleges update on minority student enrollment and matriculation. • Discuss the impact of policy and funding on the success of Historically Black Colleges and Universities. 	
	Opening Remarks	Hugh E. Mighty, MD, MBA, FACOG Dean, School of Medicine Vice President, Clinical Affairs Howard University
	Association of American Medical Colleges	David A. Acosta, MD Chief Diversity and Inclusion Officer
	Association of Minority Health Professions Schools	Lodriguez Murray Administrator
	National Association for Equal <i>Opportunity</i> in Higher Education	Lezli Baskerville, Esquire President & Chief Executive Officer
	Thurgood Marshall College Fund	M. Scott Lilly Chief Programs Officer
	United Negro College Fund	Chad Womack, PhD Director, Science Education Initiatives
	Moderated Panel Discussion and Questions & Answers	Hugh E. Mighty, MD, MBA, FACOG
	Closing Remarks	Hugh E. Mighty, MD, MBA, FACOG
6:00PM – 7:00PM	Reception	

Wednesday, June 28, 2017

7:30 AM – 8:30 AM 2 nd Floor Foyer	Continental Breakfast	
7:30AM – 8:30AM	<p>National Research Mentoring Network (NRMN) Programming for Undergraduate Students</p> <p>DESCRIPTOR: This interactive session will introduce conference attendees to the National Research Mentoring Network (NRMN) resources for faculty and staff development and to support undergraduate students in achieving success toward careers in the health sciences and STEM careers</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Provide overview of NRMN resources available to undergraduate students and their mentors. • Introduce how NRMN Guided Virtual Mentorship helps students to connect with mentors around the US. • Demonstrate NRMNet undergraduate resources and MyMentor program. 	
	Overview & Demonstration	Elizabeth Ofili, MD, MPH Multi PI National Research Mentoring Network
7:00AM – 10:00 AM 2 nd Floor Foyer	Registration Open Hours	
8:30AM – 10:00AM	<p>General Session V Working Groups Reporting: Challenges and Best Practice</p> <p>DESCRIPTOR: Two days of information, data, discussion, and interactive sessions have occurred to offer national, program and institutional strategic, policy and funding approaches to address the precipitous decline of HBCU graduates applying to medical, dental, pharmacy, biomedical, and health science programs. This session is developed to bring together suggestions and recommendations from an inclusive representation of conference attendees.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Present identified strategies and tactics within each area that are proven to be successful or are recommended to improve the success rate of students. 	
	Co-Moderators	Deborah Prothrow-Stith, MD Dean, College of Medicine Charles R. Drew University of Medicine and Science A. Dexter Samuels Senior Vice President for Student & Faculty Affairs Meharry Medical College
	Access to Key Information	
	Career Pathways, Financial Support and Work	
	College Readiness	
	Learning Environment and Socio-Cultural Differences	
	Standardized Testing and Performance	
	Questions & Answers and Closing Remarks	Deborah Prothrow-Stith, MD A. Dexter Samuels

Wednesday, June 28, 2017

<p>10:00AM – 12:00PM</p>	<p>General Session VI & Closing Presidents' Overview and Recommendations for the Way</p> <p>DESCRIPTOR: Following the inertia initiated with the inaugural Conference, this session serves as the guideline for the way forward with this initiative and establishes priorities for the 2018 HBCU Empower Conference.</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Present recommendations from the presidents' session. • Offer perspective from the working group challenges and best practices and the presidents' session. • Develop key strategic areas and recommendations from the combined strategic sessions. • Identify next steps for the Empower³ Conference in 2018. 	
	<p>Presidents Overview and Recommendations</p>	<p>David M. Carlisle, MD, PhD President and Chief Executive Officer Charles R. Drew University of Medicine and Science</p>
	<p>The Way Forward and 2018 Deliverables</p>	<p>Veronica T. Mallett, MD, MMM</p>
	<p>Closing Remarks</p>	<p>James E. K. Hildreth, PhD, MD</p>