EMPOWER² 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00PM – 6:30PM</td>
<td>Registration Open Hours</td>
</tr>
</tbody>
</table>
| 1:00PM – 2:00PM | **Simulation Lab Tour and Demonstration** *(Pre-registration required. Registration Limited)*
|               | **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. |
|               | **OBJECTIVES:**
|               | - 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 | **College Readiness Workshop**
|               | **Early Exposure and Maximizing Impact: Changing the Racial Imbalance with Role Models**
|               | **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. |
|               | **OBJECTIVES:**
|               | - 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, Robertson 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  

Revised: 6/13/2017 12:30 PM
### 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.

<table>
<thead>
<tr>
<th>Session</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Overview and Presentation Creating an Office of Health Careers</td>
<td>Francisco Castelan, MS Pre-health Advisor</td>
</tr>
<tr>
<td></td>
<td>Pre-Graduate and Pre-Professional Advising Center for Career Discovery &amp; Development Georgia Institute of Technology</td>
</tr>
<tr>
<td>Establishing Best Practice for Student Advisement</td>
<td>Verlie A. Tisdale, PhD Dean, School of Natural Sciences &amp; Mathematics and Professor of Biology Claflin University</td>
</tr>
<tr>
<td>Effective Alternative Models for Student Advisement and Mentoring</td>
<td>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</td>
</tr>
<tr>
<td>Getting the Executive Buy-In for an Office of Health Professions</td>
<td>Harriette Howard-Lee Block, PhD Associate Professor Prairie View A&amp;M University</td>
</tr>
<tr>
<td>Questions &amp; Answers and Closing Remarks</td>
<td>Francisco Castelan, MS</td>
</tr>
</tbody>
</table>
### Monday, June 26, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent Breakouts - Track II</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00PM – 5:30PM</td>
<td>Innovative Curricula and Learning Environments that Lead to Success and Mastery of Competencies for Future Health Professionals</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| Opening Remarks (Co-Moderators) | Rosalind Gregory-Bass, MD  
Director, Health Careers Program  
Assistant Professor, Environmental and Health Sciences Program  
Spelman College  
Jeanette Jones, PhD  
Director Center for Biomedical, Behavioral and Environmental Health Research  
Professor  
Alabama A&M University |
| Panelist Introduction and Objective Overview | Andre Churchwell, MD  
Senior Associate Dean for Diversity Affairs  
Vanderbilt University  
Cedric Bright, MD  
Assistant Dean, Admissions and Special Programs  
University of North Carolina - Chapel Hill  
Rosalind Gregory-Bass, MD  
Jared Russell, PhD  
Associate Professor, Kinesiology & Director of Student Development, Professional Education Services  
Auburn University |
| Moderated Panel Discussion and Questions & Answers | Jeanette Jones, PhD |
| Closing Remarks           | Rosalind Gregory-Bass, MD |
### Monday, June 26, 2017

#### 4:00PM – 5:30PM

**Concurrent Breakouts - Track III**  
Approaches for Successfully Mastering Entrance Exams

**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

**OBJECTIVES:**  
- 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  
USC School of Medicine 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  
**Reception**  
*Pre-Function 2nd Floor*

#### 6:30 PM – 8:30 PM

**Welcome and General Session I**  
The Importance of Increasing a Sustained and Competitive Applicant Pool

**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.

**OBJECTIVES:**  
- 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 |
<p>| Dinner | |
| Questions &amp; Answers and Closing Remarks | James E. K. Hildreth, PhD, MD |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 AM – 8:30 AM</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>7:30 AM – 5:00 PM</td>
<td>Registration Open Hours</td>
</tr>
<tr>
<td>8:00 AM – 9:30 AM</td>
<td><strong>Special Session (CLOSED)</strong></td>
</tr>
<tr>
<td></td>
<td>Multidisciplinary Approaches to College Enrollment and Health Careers (INVITATION ONLY): A PANEL DISCUSSION</td>
</tr>
<tr>
<td>DESCRIPTOR:</td>
<td>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.</td>
</tr>
</tbody>
</table>
| OBJECTIVES:         | - 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 |
### Tuesday, June 27, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 8:30AM – 10:00AM | **General Session II**  
Reports from Empower1 Working Groups |

**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.

**Objectives:**
- **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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 8:30AM – 10:00AM | **General Session II**  
Reports from Empower1 Working Groups |

**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
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15AM – 11:45AM | Concurrent Breakouts - Track IV  
Addressing Barriers of Advising Millennials for Health Professions |

**DESCRIPTION:**
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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15AM – 11:45AM | Concurrent Breakouts - Track IV  
Addressing Barriers of Advising Millennials for Health Professions |

**DESCRIPTION:**
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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15AM – 11:45AM | Concurrent Breakouts - Track IV  
Addressing Barriers of Advising Millennials for Health Professions |

**DESCRIPTION:**
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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15AM – 11:45AM | Concurrent Breakouts - Track IV  
Addressing Barriers of Advising Millennials for Health Professions |

**DESCRIPTION:**
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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15AM – 11:45AM | Concurrent Breakouts - Track IV  
Addressing Barriers of Advising Millennials for Health Professions |

**DESCRIPTION:**
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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15AM – 11:45AM | Concurrent Breakouts - Track IV  
Addressing Barriers of Advising Millennials for Health Professions |

**DESCRIPTION:**
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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15AM – 11:45AM | Concurrent Breakouts - Track IV  
Addressing Barriers of Advising Millennials for Health Professions |

**DESCRIPTION:**
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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15AM – 11:45AM | Concurrent Breakouts - Track IV  
Addressing Barriers of Advising Millennials for Health Professions |

**DESCRIPTION:**
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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15AM – 11:45AM | Concurrent Breakouts - Track IV  
Addressing Barriers of Advising Millennials for Health Professions |

**DESCRIPTION:**
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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15AM – 11:45AM | Concurrent Breakouts - Track IV  
Addressing Barriers of Advising Millennials for Health Professions |

**DESCRIPTION:**
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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15AM – 11:45AM | Concurrent Breakouts - Track IV  
Addressing Barriers of Advising Millennials for Health Professions |

**DESCRIPTION:**
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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 10:15AM – 11:45AM | Concurrent Breakouts - Track IV  
Addressing Barriers of Advising Millennials for Health Professions |

**DESCRIPTION:**
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.

**OBJECTIVES:**
- 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.
**Tuesday, June 27, 2017**

**10:15AM – 11:45AM**

**Concurrent Breakouts - Track V**
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) | Rosalind Gregory-Bass, MD  
Spelman College  
Director, Health Careers Program  
Assistant Professor, Environmental and Health  
Jeanette Jones, PhD  
Alabama A&M University  
Director Center for Biomedical, Behavioral and Environmental Health Research |
|---|---|
| Panelist Introduction and Objective Overview | Andre Churchwell, MD  
Senior Associate Dean for Diversity Affairs  
Vanderbilt University |
| Panelist Introduction and Objective Overview | Cedric Bright, MD  
Assistant Dean, Admissions and Special Programs  
University of North Carolina - Chapel Hill |
| Panelist Introduction and Objective Overview | Lynne Holden, MD  
Associate Professor, Clinical Emergency Medicine  
President, Mentoring in Medicine, Inc. |
| Panelist Introduction and Objective Overview | Jared Russell, PhD  
Associate Professor, Kinesiology & Director of  
Student Development, Professional Education Services  
Auburn University |
| Moderated Panel Discussion and Questions & Answers | Jeanette Jones, PhD |
| Closing Remarks | Rosalind Gregory-Bass, MD |
**Tuesday, June 27, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15 AM – 11:45 AM</td>
<td>Concurrent Breakouts - Track VI</td>
<td>Approaches for Successfully Mastering Entrance Exams</td>
</tr>
</tbody>
</table>

**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](http://www.lifescied.org/content/7/4/368.full.pdf+html)

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Session Overview and Presentation</th>
<th>Jayne S. Reuben, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clinical Associate Professor- Biomedical Sciences</td>
</tr>
<tr>
<td></td>
<td>USCSOM Greenville Health Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview of Standardized Testing: GRE and the new MCAT</th>
<th>Jeff Koetje, MD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Director, Kaplan Partner Solutions</td>
</tr>
<tr>
<td></td>
<td>Kaplan Test Prep</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Drives Learning</th>
<th>Jayne S. Reuben, PhD</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Question Development</th>
<th>Jayne S. Reuben, PhD</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Closing Remarks</th>
<th>Jayne S. Reuben, PhD</th>
</tr>
</thead>
</table>

**10:15 AM – 12:30 PM**

**Presidents’ Session**

**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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Introductions</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HBCU Presidents as the National Conversation Leader on the Strategy to Improve the HBCU Applicant Pool</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The Current Applicant and Enrollment Trends for Health Science Careers: What is the Evidence and What does it Mean?</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Discussion</th>
<th></th>
</tr>
</thead>
</table>
Tuesday, June 27, 2017

| 12:00PM – 1:30PM | **General Session III and Lunch**  
Current Status and Trends of Minority Enrollments in U.S. Health Professions Schools |

**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.

**OBJECTIVES:**
- 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.

| Opening and Introductions | Veronica T. Mallett, MD, MMM  
Senior Vice President of Health Affairs and Dean  
School of Medicine  
Meharry Medical College |
| Lunch Served |
| **PANEL DISCUSSION** |
| Association of American Medical Colleges | David A. Acosta, MD  
Chief Diversity and Inclusion Officer |
| National Dental Association | Joe D. O'Neal, DDS  
President-elect, |
| American Association of Colleges of Pharmacy | Lynette R. Bradley-Baker, RPh, PhD  
Vice President of Public Affairs and Engagement |
| Physician Assistant Education Association | 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 |
| National Association of Advisors for the Health Professions | Francisco Castelan, MS  
Co-Chair  
Diversity and Inclusion Committee |
| Questions & Answers and Closing Remarks | Veronica T Mallett, MD, MMM |
**Concurrent Breakouts - Track VII**
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.
- Discuss ways to centralize and/or coordinate advising to maximize outcomes.
- Describe ways to obtain executive buy-in and addressing resources.

| Session Overview and Presentation | Harriette Howard-Lee Block, PhD  
Associate Professor  
Prairie View A&M University |
|----------------------------------|----------------------------------------------------------------------------------|
| Creating an Office of Health Careers | Verlie A. Tisdale, PhD  
Dean, School of Natural Sciences & Mathematics  
and Professor of Biology  
Claflin University |
| Establishing Best Practice for Student Advisement | Eva McGhee, PhD, MS  
Assistant Professor  
Department of Internal Medicine  
Division of Cancer Research and Training  
Charles R. Drew University of Medicine and Science |
| Effective Alternative Models for Student Advisement and Mentoring | Harriette Howard-Lee Block, PhD |
## Tuesday, June 27, 2017

**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 Discussion & Report | Melody Russell, PhD  
| Judy J. Pointer, MEd  
| Gloria Hawkins, PhD |
| Closing Remarks | Doreen Cunningham, PhD |
**Tuesday, June 27, 2017**

| 1:45PM – 3:00PM | **Concurrent Breakouts – Track IX**  
Evidence-Based Approaches to Developing Critical Thinking Skills in Undergraduate Curriculum |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DESCRIPTOR:</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
| **OBJECTIVES:** | • 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. |
| Session Overview | 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 |
| Problem Based Learning and Case Studies | Pat Marsteller, PhD  
Emory University  
Professor of Practice |
| Flipped Classroom | Cynthia Brame, PhD  
Vanderbilt University  
Assistant Director, Center for Teaching |
| Questions & Answers and Closing Remarks | Jamillah A. McDaniel, MPH, PhD |
**Tuesday, June 27, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Remarks and Working Group Discussions –</td>
<td>Kermit G. Payne</td>
</tr>
<tr>
<td>Session Moderator</td>
<td>President 1Joshua Group</td>
</tr>
<tr>
<td></td>
<td>Patricia Matthews-Juarez, PhD</td>
</tr>
<tr>
<td></td>
<td>Vice President, Office of</td>
</tr>
<tr>
<td></td>
<td>Faculty Affairs and Development</td>
</tr>
<tr>
<td></td>
<td>Meharry Medical College</td>
</tr>
<tr>
<td>Instruction for Reporting Out</td>
<td>Patricia Matthews-Juarez, PhD</td>
</tr>
<tr>
<td>Closing Remarks</td>
<td>Kermit G. Payne</td>
</tr>
</tbody>
</table>
**General Session IV**  
Special Role of HBCUs: Policy & Funding

**DESCRIPTOR:**  
Major themes exist 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.

**OBJECTIVES:**
- 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 4:45PM – 6:00PM | 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 Opportunity 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 |
| 6:00PM – 7:00PM | Closing Remarks  
Hugh E. Mighty, MD, MBA, FACOG |
|             | Reception |
### Wednesday, June 28, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 AM – 8:30 AM</td>
<td>2nd Floor Foyer</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>7:30AM – 8:30AM</td>
<td></td>
<td><strong>National Research Mentoring Network (NRMN) Programming for Undergraduate Students</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OBJECTIVES:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Provide overview of NRMN resources available to undergraduate students and their mentors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introduce how NRMN Guided Virtual Mentorship helps students to connect with mentors around the US.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Demonstrate NRMNet undergraduate resources and MyMentor program.</td>
</tr>
<tr>
<td>7:00AM – 10:00 AM</td>
<td>2nd Floor Foyer</td>
<td>Registration Open Hours</td>
</tr>
<tr>
<td>8:30AM – 10:00AM</td>
<td></td>
<td><strong>General Session V</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Working Groups Reporting: Challenges and Best Practice</strong></td>
</tr>
</tbody>
</table>

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.

OBJECTIVES:
- 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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Key Information</td>
<td></td>
</tr>
<tr>
<td>Career Pathways, Financial Support and Work</td>
<td></td>
</tr>
<tr>
<td>College Readiness</td>
<td></td>
</tr>
<tr>
<td>Learning Environment and Socio-Cultural Differences</td>
<td></td>
</tr>
<tr>
<td>Standardized Testing and Performance</td>
<td></td>
</tr>
<tr>
<td>Questions &amp; Answers and Closing Remarks</td>
<td>Deborah Prothrow-Stith, MD</td>
</tr>
<tr>
<td></td>
<td>A. Dexter Samuels</td>
</tr>
</tbody>
</table>
### General Session VI & Closing
Presidents’ Overview and Recommendations for the Way

**_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.

**OBJECTIVES:**
- 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 Empower Conference in 2018.

| Presidents Overview and Recommendations | David M. Carlisle, MD, PhD  
President and Chief Executive Officer  
Charles R. Drew University of Medicine and Science |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Way Forward and 2018 Deliverables</td>
<td>Veronica T. Mallett, MD, MMM</td>
</tr>
<tr>
<td>Closing Remarks</td>
<td>James E. K. Hildreth, PhD, MD</td>
</tr>
</tbody>
</table>