

Education

Psychology



Embodiment of a Culture of Continuous Improvement

Leadership

Year End Report

2019-2020

College of Education

Profile of the College

The College of Education at TSU enjoys a rich history of teaching, research, and service. Our programs are characterized by outstanding faculty who provide stellar educational experiences that propel students into successful careers. Our programs also reflect our conceptual underpinning as we prepare "competent, caring, innovative, and culturally responsive professionals."

The College of Education is comprised of three departments: Teaching and Learning, Educational Leadership, and Psychology. Each Department offers a variety of programs and concentrations that prepare students for professions in the fields of Education, psychology, and other related areas. The Council accredits the Educational Leadership, Teacher Education, and School Psychology programs for the Accreditation of Educator Preparation (CAEP). The Counseling Psychology program is accredited by the American Psychological Association (APA). The Tennessee Department fully approves all licensure programs in the College of Education.

Proposed Vision Statement

The College of Education aspires to be recognized globally for *excellence* in preparing competent, caring, innovative, and culturally responsive professionals.

Proposed Mission Statement

The College of Education prepares students to be professionals in schools and communities by fostering the development of critical thinking, technological skills, diversity competency, scholarly research, and a life-long commitment to service.

Philosophical Beliefs

The College of Education has adopted the philosophical beliefs developed by TSU's Educator Preparation Provider (EPP). The College prepares students to be competent, caring, innovative, and culturally responsive professionals who are committed to the success of all. This preparation is anchored in the following faculty philosophical beliefs:

1. Research-based learner-centered content promotes critical thinking and empowers students to take responsibility for their learning.
2. Technology maximizes opportunities for learning and enhances the competence of professional education candidates.
3. Diversity competency prepares professionals to work with varied populations and enhances candidates' multicultural perspectives.
4. Service-learning and civic engagement promote reflective thinking and enhance caring qualities.
5. Collaboration prepares professionals for working with students, other professionals, parents, and the wider community to facilitate students' learning.

Introduction

Fall 2019, Dr. Jerri A. Haynes was appointed the new Dean in the College of Education. Dr. Haynes' vast experience and excellence in working relationships with faculty and staff throughout her career enable her to lead effectively any organization. Her educational background includes a B.S. in Elementary Education and an M.E. in Education from Florida A & M University; Ed. S. in Teaching English to Speakers of Other Languages (ESOL) with specialization in Educational Leadership, and Ed. D. in Child and Youth Services with specialization in Curriculum Development and Systemic Change from Nova Southeastern University. Dr. Haynes has been working in public and private education for more than 30 years. She has served in various positions, progressing from the teacher, reading coach, curriculum administrator, educational consultant, assistant educational leader, school board member, principal, executive director, adjunct, adjunct assistant professor, assistant professor, associate professor, director, assistant Dean to professor and Dean. She has held professional teaching certifications in both Georgia and Florida in Educational Leadership (K-12), Early Childhood Education (K-5), Elementary Education, ESOL Endorsement (K-12), and Reading Endorsement (K-12).

Although Dr. Haynes is new to the College, the momentum has not decreased, and the excitement of new initiatives, challenges, and opportunities have been at the forefront for this academic year. The College has had a productive and successful year during this transitional period of leadership change. Within the College, program reaccreditation occurred, grants were obtained, articles and books were published, faculty and students received state and national honors, and significant efforts were made towards recruitment and retention. More importantly, enrollment increased by 5% during the Maymester. As the new Dean, I am invigorated by our achievements and successes and look forward to the new one we will accomplish together in the upcoming year. Highlights from the three departments will be presented in the following areas: Special Academic Initiatives; Accreditation and Assessment; Research and Intellectual Contributions; Community and Discipline-specific Engagement; Centers/Laboratories; Faculty Accomplishments; Student Accomplishments, Honors, and Awards; Goals; and Number of Students Acquiring Licensure or Certification.

Goals for 2020-2021

The College of Education proposes the following goals for the 2019-2020 academic school year.

- To increase college enrollment by recruiting and admitting a qualified and diverse student that reflects the mission of the College.
- To improve student retention and graduation rates.
- To continuously improve the quality and rigor of educational and counseling programs.
- To develop a comprehensive technology plan for the College.
- To increase the number of online courses in the College.
- To improve the academic advisement process in the College.
- To increase scholastic productivity and other scholarly activities to advance knowledge and practice in the College.
- To provide community outreach and service

New Faculty Members

2019-2020 school year the College of Education welcomed six new faculty to its team:

Educational Leadership

Drs. Mack Hines, Terrance McNeil, and Kristen Wilson

Psychology

Drs. Tiffany Williams, Kyoung Kim, and Ester Lynch

We are excited by the impressive credentials and experience these new faculty bring to strengthen our College of Education Team further.

Special Academic Initiatives

Career Planning Academic Support (CAMS)

The College of Education at Tennessee State University (TSU) special academic initiatives is to prepare faculty and external stakeholders as tutors, mentors, and academic/success coaches, to prepare minority males students in Education to take and pass the PRAXIS for admission to the teacher education program and implement a "Success for the Tiger" marketing campaign. This will increase the educational career pipeline to support teacher education, professional counseling, and psychology majors, in the College of Education by providing underserved, underrepresented, economically disadvantaged students--with an emphasis on minority males--access to Career Planning, Academic Support, Mentoring and Student Support Services (CAMS) to improve retention, persistence, and success in the College of Education.

Grow-Your-Own Initiative (GYO)

The College of Education understands the importance and urgency of addressing teacher workforce disparities in the state, especially those in high-need areas where less effective teachers teach large percentages of students from low-income households and students of color. The grow-your-own initiative focuses on emergency hires, paraprofessionals, and long-term substitute teachers. Grow Your Own (GYO) initiative is highly collaborative, community-rooted, and provides intensive supports, including preparing, developing, and placing, diverse educators. The goal is to support the efforts of school districts, with increasing the availability of qualified educators in districts' need areas. They also reflect the racial and ethnic diversity of the student population.

Registered Apprenticeship Program

Tennessee State University (TSU) has been approved by the U. S. Department of Labor as the first university in Tennessee to have a Registered Apprenticeship Program for paraprofessionals/teacher aide. As a registered apprenticeship program, TSU can offer early childhood education, Elementary Education, and special education courses to paraprofessionals to complete an education degree.

Para Pathway to Teaching

Tennessee State University designed a program of study that offers paraprofessionals an alternative pathway to teaching. This program will be equal in rigor to traditional programs and ensure that every teacher candidate meets identical standards and measures to receive a professional teaching license. These standards and measures ensure that processes for teacher licensure adequately address the skills, knowledge, and dispositions needed for effective teaching.

Black Male Initiative (MAPS)

Educator Career Pathways Initiative (ECPI) serves underserved student populations, including but not limited to students of color, economically disadvantaged individuals, students with learning disabilities, and traditional underrepresented gender disciplined students to close achievement gaps in student success. The ECPI project will use Mentoring, Academic Support, Peer Connection, and Student Engagement (MAPS) framework; thus, providing academic support, career planning, and student engagement activities through the MAPS project. This innovative project will ensure students are guided through a teacher career pathway for future workforce needs. MAPS is a project that offers rigorous, experiential learning that prepares students to succeed in College and the teaching workplace. Students will receive real-world experiences outside of the classroom, such as college visits, job shadows, internships, and apprenticeships.

Study Abroad Experience

The Mexico study abroad experience, co-led by Drs. Kisha Bryan and Carole de Casal was funded in part by a TSU Office of International Affairs grant. The program's focus on international language, culture, and teaching-related experiences that develop awareness and affirm positive views of diversity deemed to be an exemplar high impact educational experience.

Office of Teacher Education and Student Services (TESS)

Mentor Teacher Training

The Field Placement and Clinical Experience Coordinator, Mrs. Linda Fair, has been collaborating with Metro Nashville Public Schools and representatives from other universities, including Vanderbilt, Lipscomb, Belmont, and Fisk, to develop more effective mentor teacher training. The purpose of the committee is to develop workshops to provide mentor teachers with strategies better to facilitate the development of student teachers/residents.

Student Teacher Orientation

The TESS office secured excellent speakers for the orientations this year. The teacher candidates gave the orientations excellent ratings based on the guest speakers, who provided insightful advice to assist the candidates as they ventured into the school system.

Fall – Guest Speaker: Metro Schools Principal –Dr. Carlos, " Moving Forward to a New Beginning"

Spring – Guest Speakers: Olivia Flakes (Tennessee Education Association), Mr. Phil Bedford (Director of Talent Acquisition, Jeffco Public Schools, Golden, Colorado.), Dr. Dwayne Cormier, (Virginia Commonwealth University), Dr. Pamela Chapman, (Director of Leadership, TN Dept. of Education), Theme: "Opportunity Knocks"

edTPA

Nineteen teacher candidates took the edTPA, required for teacher licensure in the state of Tennessee. Sixteen (85%) of the candidates passed the exam. Two of the candidates performed well above the national average of 45/75:

- Ashley Hammock = 56
- Kimberly Bradley = 52

Residency I

Total Number of Students placed in Residency I 26

Area	Number	School District
Agriculture	1	MNPS
Early Childhood	2	MNPS / Sumner County Schools
Elementary	17	MNPS / Sumner County Schools
Health Education	1	MNPS
History	1	MNPS
Math	1	MNPS
Music (Instrumental)	1	MNPS
Music (Vocal)	1	MNPS

MNPS = Metro Nashville Public Schools

Total Number of Students placed in Residency II *19

Area	Number	School District
Agriculture	1	MNPS
Early Childhood	1	MNPS / Sumner County Schools
Elementary	13	MNPS / Sumner County Schools
Health Education	1	MNPS
History	1	MNPS
Math	1	MNPS
Music (Instrumental)	0	MNPS
Music (Vocal)	1	MNPS

MNPS = Metro Nashville Public Schools

*Note: Numbers reduced from Fall Semester due to Praxis Test Results or GPA

Number of Students Acquiring Licensure or Certification

Endorsement Areas	Number of Completers
Agriculture Education	3
Biology	0
Elementary Education	13
English	1
Health Education	2
Physical Education	0
Interventionist/Special Education	0
Mathematics	1
Early Childhood	2
Music	1
History	0
School Counselor	5
Visual Art	0
School Psychology	1
Beginning Administrative License	4
Speech/Language Pathology	19
TOTAL	52

Assessment and Accreditation Office

Assessment and Accreditation office oversees all assessments in the College and coordinates all preparation for accreditation. The 2019-2020 academic year began with the great news of full accreditation of the Ph.D. Psychology program by the American Psychological Association (APA). At the onset of this academic year, the College also initiated preparation efforts for upcoming accreditation/reaffirmation visits, including the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), March of 2020; M.S Psychology Audit Board, March 2020 and Council for Accreditation of Educator Preparation (CAEP), Spring 2023. Preparations have focused on a review of program learning outcomes, identification of assessment instruments, the examination of continuous improvement efforts, and revisions to the quality assurance system. The College also implemented the first data retreat for this academic year. Faculty, staff, administrators, and school district superintendents/representatives met on November 1 to collaborate on the development of program learning outcomes for each program in the College. Additionally, the College held a focus group with doctoral students on October 22 to solicit feedback on their doctoral experience. The event was a great success, and the feedback is being used for continuous improvement efforts.

The College has undergone several reviews by accreditation bodies this year. They have all been successful.

- Ph.D. in Psychology – Counseling Psychology program underwent its reaccreditation by the American Psychological Association (APA) this year and received a maximum of 10 years reaccreditation.
- The Council for the Accreditation of Educator Preparation (CAEP) Annual Report was submitted in April to maintain accreditation.
- M.S. Psychology Audit – Successfully Passed

Federal Requirements

- The Title II Report was submitted in May

Assessment and Accreditation Office

The AAO has been engaged in continuous improvement efforts, including the activities below:

- Fall Data Retreat
- Revision of the Assessment and Accreditation Handbook
- SACS Annual Assessment Plans
- Revision of the Quality Assurance System
- Validity and Reliability Training

Community and Discipline-Specific Engagement

District Partnerships

The College of Education has established partnerships with several school districts to pursue mutual goals, including the adequate preparation of highly qualified educators, and identifying and addressing the academic and personnel needs of the districts. As of this year, Memoranda of Understanding (MOU) and Memoranda of Agreement (MOA) have been established with nine (9) districts:

1. Cheatham
2. Davidson
3. Dickson
4. Giles
5. Macon
6. Rutherford
7. Sumner
8. Williamson
9. Wilson

The College is actively pursuing additional partnerships. The goal is to acquire an additional ten (10) MOAs and MOUs for the 2020 – 2021 Academic Year.

Black History Month Celebration

This February, the College of Education celebrated Black History Month with a panel discussion honoring the legacy of those who came before us to chart the path for equal rights for African Americans. The panel featured Mr. Rip Patton, a Freedom Rider, and Mrs. Barbara Curry Murrell, a TSU "griot."

Mr. Patton recounted his threatening experiences as he participated in the bus rides for freedom across the South. He eloquently articulated the significance of the Movement and the need for young people to continue the unfinished work of the pioneers who preceded them. Mrs. Murrell reported on the history of TSU during the Civil Rights Era, and the impact TSU made on the community in the fight to bring about change

Educational Leadership Department

To improve the licensure degree programs for Instructional Leadership at the M. Ed. and Ed. S. levels, the Department established an advisory committee with Metro Nashville Public School (MNPS) The Department developed aggressive recruitment strategies, resulting in significant growth in student enrollment (101 students) The Department was successful in obtaining a grant for \$300, 000 to train 50 candidates for the Aspiring Assistant Principal Network, offered through the Tennessee Department of Education. During June, the Tennessee Department of Education increased the grant to another 300,000 and 51 participants. The project was implemented in June 2020.

In June, the Tennessee Department of Education awarded the College a \$600,000 grant, which began this summer with 51 students, and has increased to 101 students in the program. TSU will set a new path for the education profession and be the top university to become and remain an educator preparation provider. To meet that goal, The College of Education explored innovative leader preparation pathways that incorporated coherent and concentrated clinical experiences that include authentic leadership activities in a school setting. TSU is committed to ensuring equitable access to compete for grant-funded opportunities. The Tennessee Aspiring Assistant Principal is a new program designed to support school districts by providing every local education agency ("LEA") with access to quality instructional leadership program of study and licensure for participants, allowing them to serve as Assistant Principals while completing preparation requirements. The Educational Leadership Department offers a clinical practice internship to Educational Leadership participants in their programs through which participants serve as assistant principals while completing the program. TSU will recommend participants to the state to be approved for an Instructional Leader License – Aspiring (ILL-A), which provides participants with the opportunity to serve in a principal assistant role for one year while earning a master's degree in instructional leadership and licensure.

Teaching and Learning Department

Tennessee State University Receives a 375,000 Grant

The College of Education SPED program received 375,000 from the SPED endorsement competitive grant from the Tennessee Department of Education. This grant enables highly effective teachers within the state to receive their special education endorsement at no cost to the school district or participant. Tennessee Department of Education received 16 applications. The Department issued eight (8) grants, a total of \$125,000 each to serve each Center of Regional Excellence (CORE) region (Northwest, Southwest, Mid Cumberland, South Central, Upper Cumberland, Southeast, East, and First). TSU was recommended for three of the CORE regions: Mid-Cumberland, South Central, and Southwest for a total of 375,000.00. The TSU-SPED endorsement program will work with selected teachers from the Tennessee Department of Education. These are currently licensed teachers interested in completing fully online coursework to add a Special Education endorsement to their active Tennessee teacher licenses. The program will allow the flexibility for an educator to become the teacher of record for instruction and develop and implement Individual Education Programs (IEP) for the Special Education Interventionist K-8 endorsement.

Curriculum Lab/ Global student Support Services Lab

Dr. Ruby W. Martin Curriculum Laboratory has been transformed into the Global Student Support Services Laboratory (GSSSL) through a Title III Grant. The College of Education was awarded 125,000 to remodel the curriculum lab to represent a current innovative, comfortable, and safe environment for students. Also, the College of Education was awarded \$444,250.00 to operate the lab. With these dollars, we were able to employ two graduate assistants, an academic coach, a career advisor, and a project director. The GSSSL utilized as a centralized area for a student-centered environment that will be holistic in its approach to providing academic and support services and career advising and planning to the students of the College of Education. A place of empowerment, the lab will provide support for students in academic advising and counseling, career counseling, and coaching as well as mentoring, etc. Also, our goal is to provide resources that will aid in the retention of students to enhance their learning experience so that they graduate in a timely fashion. While not physically in the lab at this time, the staff has already begun the work of putting students on their path by reaching out through phone calls and emails to advise and mentor. The goals for Global Student Support Services Labs are:

- Increase the College of Education retention rate by 3% as measured using the GSSSL.
- Improve students' academic progress, student engagement, and interaction with GSSSL staff by 75% as measured using the lab.
- Integrate career planning and student support services through the College of Education by 5% as measured by requests, inquiry, telephone logs, emails, etc.

Centers/Laboratories

Aerospace Education Laboratory (AEL)

Through its community outreach, the College of Education has utilized the AEL to put electronically enhanced, computerized state-of-the-art technology at the fingertips of elementary and middle school children in Middle Tennessee. The laboratory is used to engage students in technology-rich experiences that increase their awareness of STEM occupations and provide STEM discipline-specific knowledge. The laboratory is also used to provide university students and faculty with professional development opportunities related to STEM Education.

The Aerospace Education Laboratory features a multitude of STEM inventory and educational technology that is utilized in program activities and workshops. The software and equipment being used in the AEL, as well as, the following Curriculum Enhancement Activities (CEA) include TSU's Digitalis Iota Portable Inflatable Planetarium; Parrot Bebop Drones with video cameras; Little Bits Premium/Space Kits: General Electronics and Circuits; EV3 Legos and Lego Mindstorms; VEX Robotics Kits, AirTech Scout Wind Tunnel; Flight Simulator; Scientific and Technology Concept Kits; NASA's Eyes: Interactive Software; Oculus Virtual Reality; OSMO Coding; Microscopes, and DNA Kits.

Global Student Support Services Lab

A place of empowerment, the global Student Support Services Lab (GSSSL), will provide support for students through academic advisement and counseling, career counseling, academic support, and coaching as well as mentoring. Also, the goal of the center is to provide resources that will aid in the retention and progression of students by enhancing their learning experience so that they graduate in a timely fashion. While not physically in the lab at this time, the staff has already begun the work of putting students on their path to success by providing advisement and mentoring through phone calls and emails.

Faculty Accomplishments

Department of Psychology

Grants (selected)

- **Hammond, M.S.**, Broyles, T.W., & Martin, E. (2020, recommended). Broadening Participation Research Project: The role of prior STEM-related developmental experiences on STEM students' response to a career management intervention. Role: P.I. Three-year, \$350,000 National Science Foundation's HBCU-UP Broadening Participation Research grant proposal

Publications (selected)

- **Girresch-Ward****, **S.**, **Hammond, M.S.**, Broyles, T.W., & **Johnson****, **K.A.** (in press). Outcome Expectations and Commitment of Agricultural Sciences Students at an 1890 Land-Grant University. *Journal of Agricultural Education*.
McKoy**, **T.L.**, Beane, C.D., **Oyeteju****, **M.O.**, **Hammond, M.S.**, & Hargrove, S.K. (accepted). Persistence of African American Females in Engineering: The Mathematics Identity Factor. *Urban Education Research & Policy Annuals (UERPA)*.
Franco, M. G., **Holmes, O. L.**, & Agboh, D. (2019). When there is not enough to go around: How Black people's perceptions of competition for Black mates affect forced Black identity ascriptions of Black/White Multiracial people. *Identity*, 19(3), 192-203. <https://doi.org/10.1080/15283488.2019.1621757>
- **Vishwanath***, **A.**, & **Shive, J.** (2020). Context effects on recognition memory for words. *Psi Chi Journal of Psychological Research*, 25(2), 162-171. doi://10.24839/2325-7342.JN25.2.162
- **Williams, T.R.** & Raney, S. (2020). Relational cultural supervision enhances the professional development of postdoctoral residents of color in Health Service Psychology. *Journal of Psychotherapy Integration*, 30, 140-146

Book Chapter

- **Dossett, J.** (2020). The Sexual Importance Scale. In R. Milhausen, J. Sakaluk, T. Fisher, C. Davis, & W. Yarber (Eds.) *Handbook of sexuality-related measures* (4th ed., pp. 89-91). Routledge.
- **Hammond, M.S.** & Brady-Amoon, P. (2019). Dominant Contexts, Institutional Cultures, and Individual Differences. In S. Baker & J.G. McMinn (Eds.) *Teaching Tips: A Compendium of Conference Presentations on Teaching*, 2019. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/>
- **Webb, T.**, **Benton****, **H.**, & **Hendrickson****, **H.** (2020) School Counselors: Cultural Mistrust in Counseling. Research (One-Pager) distributed at the American Counseling Association 2020 Conference & Expo. San Diego, CA. April 16-19. (Conference was canceled due to the COVID-19 Pandemic. However, research One-Pager was made available to members of the American Counseling Association)

Conference Presentations (selected)

- **Williams, T. R.**, Autin, K., Roberts, T. (2020). An investigation of Psychology of Working Theory among employed Blacks. The poster will be presented at the American Psychological Association's Convention, Washington, DC.
- Wyatt, W., Jennings, D., & **Williams, T. R.** (2020). Post. Like. Follow—tweet: The Black woman's shift on social media. Roundtable will be presented at the American Psychological Association's Convention, Washington, DC.
- **Oatis-Ballem, R. & Hotz**, A.**, & Chaney, T. (2020). The Use of Service Learning to Augment Graduate Training in Multicultural Counseling. Counseling Psychology Conference 2020. Poster proposal (Accepted, Conference Cancelled Due to COVID-19).

Department of Teaching and Learning

Publications (selected)

- Bryan, K., Barko-Alva, K., Horrel, L. (2020). Going Against the Grain: Advocacy Through Representation, Inclusion, and Teacher Agency. *Sunshine State TESOL Journal*, 13(1). 33
- Bryan, K. (2020). * *
- Bryan, K. (2020). #Black Immigrants Matter: Preparing teachers to center Black immigrants' intersectional identities through activism and Education. Chp. 8. In A. Cooper & A. Ibrahim (Eds.) *Black voices matter: Black Immigrants in the United States and the politics of race, language, and multiculturalism*. Peter Lang.
- Katembo, B. & Bryan, K. (2019). The promise of HBCUs-Repairing the past, securing the future. *Journal of Gender & Cultural Critiques*, 27(1/2). 1-22

Grants

- Young, C. (2020). Assessing the Cultural Competence of Pre-service Teachers (TSU- EDLA) \$12,000 (January 2020 – December 2020).
- Young, C. (2020). GeoPathways for Science (Savanna State; FAMU: & TSU) \$350,000 (October 2018 – October 2021).
- Presley, J. (2020). Special Education Add-on Endorsement Grant, Funded by the State of Tennessee. Role: Co-Writer.

Conference Presentations

- Bryan, K. (2019). *Harnessing the power of Black Panther to cultivate liberatory educators*. American Association of Applied Linguistics. Atlanta, GA.
- Bryan, K. (2019). *Historically Black universities: Exemplifying the local-global nexus in TESOL*. TESOL International Convention. Atlanta, GA.
- Baker-Bell, A., Haddix, M., Bryan, K., McMurtry, T., Kynard, C. (2019). *Beyond spirited inquiry: Making commitments to linguistic and racial justice actionable*. Featured Session. National Council of Teachers of English Convention. Baltimore, MD
- Pruner, K. (ETS), Presley, J. (TSU), & Presnell, K. (Milligan College). (2020). Tennessee EPPs and ETS®: Improvement and Training Through Collaboration, TACTE Nashville, Tennessee.

- Young, C. Y. (2020). The Q-Sort: Assessing the Cultural Competence of Pre-Service Teachers and Emerging Leaders. Presented in the Multicultural TAG at the 72nd American Association of Colleges of Teacher Education, Atlanta, GA (February 27).
- Young, C. Y. (2020). Assessing the Cultural Competence of Pre-Service Teachers and Emerging Leaders. Presented at the Research Association of Minority Professor 39th Annual Conference, Houston, TX (February 7).

Department of Educational Leadership

Publications:

Van Alebeek, W., & Wilson, K. B. (2019). Explaining the College Choice Decisions of International Students at a Regional University in the United States. *Journal of Research in International Education*, 18(3), 292– 309. <https://doi.org/10.1177/1475240919892468>

Conference Presentations:

Hines, Mack (2019). Supporting Public Schools, Teachers, and Students presented at

Hines, Mack (2019) Whites Fighting the Good Fight: How White People Are Advocating for Social Justice in Schools.

Two doctoral students, Ms. Sosiak Makonnen and Mr. Napoleon Harris, presented at the Tennessee Stem research Conference at Tennessee technological University. Both students are from the Department of Educational Leadership. The conference presentation titled “Inspiring, Engaging, and Educating Underrepresented Children to Pursue STEM Postsecondary Degrees and Careers.”

Faculty Honors and Awards

- Dr. Kisha Bryan was elected to Co-chair Diverse Voices Task Force in TESOL International Association (2019-2021).
- Dr. Marie Hammond received the prestigious distinction of being elected a Fellow in the American Psychological Association.
- Dr. Thurman Webb and Dr. Keisha Bryan were selected to participate in the Title III Faculty Development initiative, *Connecting Faculty Learning to Student Learning (CFLSL)*. The purpose of CFLSL is to train general Education and discipline-specific faculty to teach, facilitate, and create on-demand media resources for students to discover how to learn.

Student Accomplishments, Honors, Awards

Department of Psychology

- Jasmine Jester (for her B.S. and M.S. from our Department) - accepted into the University of Kentucky's Counseling Psychology Ph.D. A program where she will be continuing research on the Black community and furthering her interests in social activism.

- Gabe Lockett has been accepted into the Ph.D. program in Counseling Psychology at the University of Florida. 3. Kernisha Chaney has been accepted into TSU's Ph.D. Program in Counseling Psychology
- BS in Psychology Major, Daisha Oruru, has been selected to be one of the University of Texas Southwestern Medical Center's Summer Undergraduate Research Fellow. Daisha was also selected to be a participant in the University of California at Davis, Neuroscience Initiative *to Enhance Diversity*. She is an aspiring neuroscientist and a mentee of Dr. Lisa de la Mothe.
- In February, 19 undergraduate and graduate students were inducted in *Psi Chi*. This is an outstanding achievement, as Psi Chi is the International Honor Society in Psychology, and it recognizes students in the field of psychology for their outstanding academic achievements. Induction into this prestigious organization provides lifelong membership with academic, networking, and research opportunities. The 2020 Psi Chi Inductees included the following students:

Mackenzie Beckha, Christian Bond, Jala Brazil, Janelle Dotson, Jessica Dotta, Ana Gragg, Khadijah Griffis, Zoi Lancaster, Tara Meeks, Jessica Mosher-Regan, Hawa Omar, Haji Priya Patel, Brandi Patterson, Keianna Patton, Chyna Richards, Elizabeth Shelby, Tristen Stokes, Henry Thomas, and Autumn VanHorn.

The American Psychological Association (APA) has selected TSU's Ph.D. Psychology - Counseling Psychology program to be a recipient of the 2019 Richard M. Suinn Minority Achievement Award for our work in promoting Social justice and diversity.

Department of Teaching and Learning

TSU students have been elected to state and national office positions in the Student-Teacher Education Association:

- Derrick Sanders elected STEA President
- Augtonia Coleman elected STEA Secretary

STEA State/National Delegates

- Bisa Gilchrist
- Arianna Herrington
- CarVaughn Page
- Derrick Sanders

Notable Alumni

- Dr. Adrienne Battle, a graduate of the College of Education, was appointed Director of Metro Nashville Public Schools in March 2020. Dr. Battle obtained her master's, educational specialist, and doctoral degrees from Tennessee State University
- Ms. Shasta Charlton, a graduate of the Teacher Education Program in Agricultural Education and a first-year teacher at Whites Creek High School, obtained a \$50,000 award for her school from Amazon. Ms. Charlton's entry in the competition reportedly demonstrated "a commitment to promoting diversity and inclusion within computer science education." The impressive award resulted in \$25,000 for the school and \$25,000 in school supplies.