DISCOVER THE GREATNESS INSIDE YOU.

TENNESSEE STATE UNIVERSITY
www.tnstate.edu
“CELEBRATING 25 STERLING YEARS OF ACADEMIC DISTINCTION”

October 29 - November 1, 2016
Nashville Airport Marriott
Nashville, Tennessee

Welcome to the 25th Annual Conference of the National Association of African American Honors Programs

This silver anniversary conference promises to be celebratory, motivational and inspiring. The conference schedule is brimming with practical and enlightening presentations to help position our students for success in their academic pursuits and future endeavors.

This program serves as a guide to plan your NAAHCP Conference experience. There is something for everyone whether you are a student, faculty member, Honors director, dean, administrator, recruiter or exhibitor. The program line-up includes:

- Academic Competitions
  - Quiz Bowl
  - African Model United Nations
  - Debate
- Research Presentations and Poster Sessions
- Workshops and Professional Development Seminars
- Graduate and Career Fair
- Inspirational Service
- Business Etiquette Training Brunch
- Student Party
- Honors Got Talent
- Awards Ceremony
- 25th Anniversary Gala
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Welcome to the 2016 NAAAHP Conference

Message from the NAAAHP President

On behalf of the 2016 National Executive Board of Directors of the National Association of African American Honors Programs (NAAAHP), and Tennessee State University, our host institution, I am pleased to welcome you to Nashville, Tennessee for the 25th Annual NAAAHP Conference. For those of you attending the conference for the first time, I want to extend a very special welcome and hope you will find this a rewarding experience.

Our conference theme, “NAAAHP: Celebrating 25 Sterling Years of Academic Distinction,” was designed to celebrate the milestone of recognizing and awarding outstanding Honors scholars at Historically Black Colleges and Universities (HBCUs) and Predominately Black Colleges and Universities (PBCUs) for their participation in scholarly research, academic competitions, workshops, and the career fair. We are pleased to engage Honors directors, faculty and administrators in research, seminar presentations, roundtable discussions and workshops. Additionally, we are excited to have celebrating with us 40 top graduate schools and companies to recruit our high level students.

We would also like to celebrate our founding pioneers, Dr. Jocelyn Jackson, and the 20 Honors directors who met at Morehouse College 25 years ago to formulate a vision to nurture academic excellence, scholarship, and professionalism among African American Honors scholars at HBCUs across the nation. The result was the birth of the National Association of African American Honors Program Conference. Today the dream lives on.

It is my hope that you will enjoy the anniversary celebration of 25 years of academic distinction, scholarship, and achievement. I pray we will continue to dream the impossible dream, impact the world around us, and leave a legacy of excellence for the next generation. It has truly been a pleasure and an honor to serve as your president for the past two years.

Have a wonderful conference!

Coreen Jackson, Ph.D.
President, NAAAHP
Interim Dean, Honors College, Tennessee State University
Office of the President

October 29, 2016

Dear Honor Students, Faculty and Directors,

I am pleased to extend greetings to you, and to thank you for once again selecting Nashville, Music City U.S.A., to host your 25th Anniversary conference of the National Association of African American Honors Program. Welcome back to the beautiful city of Nashville! To the students, I congratulate each of you for your outstanding achievements in academic excellence, your hard work, dedication and determination to succeed. To the faculty and directors, these students could not have done it without you, so to you I say, “Job well done”.

The theme of this year’s conference is “NAAAHP: Celebrating 25 Sterling Years of Academic Distinction.” As President of Tennessee State University and a former student in our University Honors Program, I commend you for maintaining a high grade point average and for serving as role models to your peers. Your leadership is distinctive.

You have demonstrated your unparalleled commitment to the pursuit of knowledge, and for this I congratulate you. I welcome you all here today and wish you a very successful conference.

Sincerely,

Glenda Glover
President
October 29, 2016

Dear Friends,

On behalf of the great State of Tennessee, it is my esteemed privilege to welcome those attending the National Association of African American Honors Programs (NAAAHP) 2016 Conference, “Celebrating 25 Sterling Years of Academic Distinction.” We certainly hope the Nashville Airport Marriott is the perfect venue for you to reconnect with friends, colleagues and fellow educators, while establishing new professional networks and friendships.

As you gather again this year from near and far, I would like to recognize the NAAAHP for providing honor students with opportunities to network, debate, compete academically, and present scholarly research each year at this annual conference. I applaud the work of NAAAHP members in our state and send best wishes to all students in their respective competitions. You should be extremely proud of what you have accomplished, and I thank you for your hard work and dedication to this cause.

Once again, welcome to Tennessee. Crissy and I regret we are unable to join you for this momentous occasion, but send our very best wishes and regards for an exciting and enriching event.

Warmest regards,

Bill Haslam
Greetings Attendees,

It is indeed the greatest pleasure for me to express my personal greetings to Honors students, faculty, administrators and attendees from around the country as you convene in Music city for the 25th Annual National Association of African American Honors Programs. Welcome to Nashville!

This is a beautiful time of year in Nashville and we look forward to seeing you have fun in and around the city during your visit, enjoying the many sights and sounds that Music City has to offer. No matter where you go or what you do, I’m sure that your stay will be enjoyable because of the warm and welcoming atmosphere created by the Nashvillians who have given our city a world-renowned reputation for hospitality.

On behalf of the citizens of Nashville and Davidson County, hats off to each of the Historically Black Colleges and Universities represented this year. I extend best wishes for a productive and successful anniversary conference as you build on the theme, “Celebrating 25 Sterling Years of Academic Distinction”. May your Conference continue to grow and prosper as you embark on the next 25 years.

Kind regards,

Megan Barry
Of special interest to the Morehouse College Honors Program is the National Association of African-American Honors Programs (NAAAHP) which was founded by Dr. Jocelyn Whitehead Jackson, Professor Emerita and former director of the Morehouse College Honors Program, and Dr. Ronald J. Sheehy, former assistant Vice President for Academic Affairs at Morehouse.

In 1989, Drs. Jackson and Sheehy conceived the idea of forming an African American Honors organization which would specifically focus on the special needs of Honors programs at HBCUs. The overarching issue was that the National Collegiate Honors Council (NCHC), while addressing honors education in general, was either unwilling or unable to address the differing needs and objectives of Honors programming at HBCU institutions. Subsequently, they summoned 22 Honors directors to Morehouse College to establish and charter the National Association of African American Honors Programs (NAAAHP) - May 24-25, 1990. Also present at this historic event was Dr. Anne Watts, former Associate Vice President of Academic Affairs at Morehouse, and Dr. Leroy Keith, Jr., former president of Morehouse College.

**Honors Programs Represented:**

- Dr. Jocelyn W. Jackson, Morehouse College (director for 24 years)
- Dr. Ronald Sheehy, Morehouse College
- Dr. Ann W. Watts, Morehouse College
- Dr. Tobe Johnson, Morehouse College
- Dr. Leroy Keith, Jr., (former president of Morehouse College)
- Dr. Delores B. Stephens, Morehouse College
- Dr. Daniel Klenbort, Morehouse College
- Dr. Eddie Aagill, Bethune-Cookman University
- Dr. Robert Albright, Johnson C. Smith University
- Dr. Charlotte Alston, Bennett College
- Dr. Morris Alvarez, Jackson State University
- Dr. Liz Bell, Benedict College
- Dr. Carolyn Frazier Blakely, University of Arkansas at Pine Bluff
- Dr. Jay Brown, Morris Brown College
- Dr. Bryson, Coppin State College
- Dr. Joan Elliott, Tennessee State University
- Dr. Isabella Jenkins, Clark Atlanta University
- Dr. Carol Jones, Elizabeth City State University
- Dr. Claudia Jones, Payne College
- Dr. Belinda Lee Morris College
- Dr. Donzell Lee, Alcorn State University
- Dr. Jewel Prestage, Benjamin Banneker
- Dr. Carla J. Robinson, Spelman College
- Dr. Joseph Rodgers, Lincoln University
- Dr. Patricia Rose, Claflin College
- Dr. Ray Simms, South Carolina State University
- Dr. Dorothy Smith, Dillard University
- Dr. Alvin Thornton, Howard University
- Dr. Beverly Wade, Southern University
- Dr. Patricia L. Williams, Texas Southern University

Dr. Jenkins wrote the objectives from goals statements formulated by those directors who attended the meeting at Morehouse, and Dr. Donzell Lee wrote the constitution and bylaws.

A planning committee was formed for the purpose of outlining plans for the first annual conference. The members of the planning committee were: Jocelyn W. Jackson, Morehouse College; Carla Robinson, Spelman College; and Liz Bell, Benedict College.

The first conference of the National Association of African American Honors Council was held October 2-3, 1992 at the Hyatt Regency in Houston, Texas. Dr. Jewel Prestage, Dean of the Benjamin Banneker Honors College at Prairie View A & M University agreed to serve as hostess of the conference. Drs. Jackson and Robinson devised a conference theme based on the goals of the organization.

The conference theme was *“Lighting the Torch: Developing and enhancing African American Honors Programs.”*

The metaphor of the lighting of the torch symbolizes the formal establishment of the organization. It also symbolizes each NAAAHP participant’s commitment to a lifelong and disciplined approach to knowledge and scholarship. Light from the torch represents the leadership and knowledge that NAAAHP participants must dedicate themselves providing to the African-American and global communities.
NAAAHP Board of Directors

NAAAHP Executive Board Members

Dr. Coreen Jackson, President
Interim Dean, University Honors College
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Cjackson7@tnstate.edu
(615) 963-5731

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Chair, Department of English
Honor Program Director, Morehouse University
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Dr. Pamala Heard, Secretary
Director, Honors Student Services
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Professor & Dean
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Director, Honor Program
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Career and Graduate School Committee Chair
Associate Professor, Livingstone College
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HBCU Membership Committee Chair
Assistant Director, Honors Program
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Student, Dillard University
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Amani Perkins, NAAAHP Assistant VP
Hampton University
armaniperkins@gmail.com

Mr. Robert Hurt, Assistant Treasurer
Student
Roberthurt3@yahoo.com
# 2016 NAAAHP Conference Schedule

## Saturday, October 29

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m. - 5:00 p.m.</td>
<td>Registration</td>
<td>Hermitage</td>
</tr>
<tr>
<td>11:00 a.m. - 2:00 p.m.</td>
<td>Lunch on Your Own <em>(FOOD TRUCKS WILL BE AVAILABLE)</em></td>
<td></td>
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<tr>
<td>Noon - 2:00 p.m.</td>
<td>Executive Board Meeting/Lunch</td>
<td>Champions</td>
</tr>
<tr>
<td>Noon - 3:00 p.m.</td>
<td>Hotel Check-in</td>
<td></td>
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<tr>
<td>12:45 p.m. - 2:00 p.m.</td>
<td>Cedric The Entertainer’s “Live From the Ville”</td>
<td>Cumberland</td>
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<tr>
<td>2:30 p.m. - 3:00 p.m.</td>
<td>Competitions Orientation Workshops</td>
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<tr>
<td></td>
<td>Quiz Bowl</td>
<td>Chattanooga</td>
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<tr>
<td></td>
<td>African Model UN</td>
<td>Knoxville</td>
</tr>
<tr>
<td></td>
<td>Debate</td>
<td>Jackson</td>
</tr>
<tr>
<td>2:30 p.m. - 3:00 p.m.</td>
<td>Moderators Orientation</td>
<td>Memphis</td>
</tr>
<tr>
<td>3:00 p.m. - 4:15 p.m.</td>
<td>Opening Plenary</td>
<td>Cumberland</td>
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<tr>
<td></td>
<td>Presidential Address</td>
<td></td>
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<tr>
<td></td>
<td>Dr. Coreen Jackson, <em>President</em>, NAAAHP &amp; <em>Interim Dean</em>, Honors College, Tennessee State University</td>
<td></td>
</tr>
<tr>
<td>4:20 p.m. - 5:50 p.m.</td>
<td>Student Research Presentations</td>
<td>Salon A, B, C, F, G &amp; H</td>
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<tr>
<td>6:00 p.m. - 7:25 p.m.</td>
<td>Welcome Reception</td>
<td>Cumberland</td>
</tr>
<tr>
<td>7:30 p.m. - 8:35 p.m.</td>
<td>Part A: Best Practices in Honors Colleges and Programs</td>
<td>Capitol 1</td>
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<tr>
<td></td>
<td>Moderator: Dr. Leah Creque, <em>Honors Director</em>, Morehouse College</td>
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<tr>
<td></td>
<td>“Recruitment and Retention of Honors Students”</td>
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<tr>
<td></td>
<td>Ms. Loretta Campbell, <em>Assistant Honors Director</em>, University of Maryland Eastern Shore</td>
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<td></td>
<td>“Student Engagement and Activities”</td>
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<td>Dr. Pamala Heard, <em>Student Services &amp; Activities</em>, Jackson State University</td>
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<tr>
<td></td>
<td>“Living Learning Communities (LLCs) in Honors Programs at HBCUs: A Viabl Way to Present A Total Learning Learning Environment and Impact Student Retention and Student Learning Outcomes”</td>
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<tr>
<td></td>
<td>Dr. DaTarvia Parrish, <em>Honors Director</em>, Livingstone College</td>
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<tr>
<td>7:30 p.m. - 9:30 p.m.</td>
<td>1st Round Competitions</td>
<td>Chattanooga/Memphis</td>
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<tr>
<td></td>
<td>Quiz Bowl</td>
<td>Knoxville</td>
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<td></td>
<td>African Model UN</td>
<td>Jackson/Stones River</td>
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<tr>
<td></td>
<td>Debate</td>
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<tr>
<td>7:30 p.m. - 9:30 p.m.</td>
<td>Student Research Presentations</td>
<td>Salon A, B, C, D, E, F, G &amp; H</td>
</tr>
<tr>
<td>8:40 p.m. - 9:40 p.m.</td>
<td>KAPLAN Workshop for Directors &amp; Faculty</td>
<td>Capitol 1</td>
</tr>
<tr>
<td>9:30 p.m. - Noon</td>
<td>Student Activity (Party)</td>
<td>Cumberland</td>
</tr>
<tr>
<td>9:40 p.m. - 11:00 p.m.</td>
<td>Directors/ Faculty Mixer sponsored by Kaplan</td>
<td>Capitol 2</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
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<tr>
<td>7:30 a.m. - 8:00 a.m.</td>
<td>Set-up Poster Board Presentation</td>
<td>Nashville Ballroom Foyer</td>
</tr>
<tr>
<td>8:00 a.m. - 9:30 a.m.</td>
<td>2nd Round of Competitions</td>
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<tr>
<td></td>
<td>Quiz Bowl</td>
<td>Chattanooga/Memphis</td>
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<td></td>
<td>African Model UN</td>
<td>Knoxville</td>
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<tr>
<td></td>
<td>Debate</td>
<td>Jackson/ Stones River</td>
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<tr>
<td>9:15 a.m. - 10:15 a.m.</td>
<td>Inspirational Worship Service</td>
<td>Nashville Ballroom</td>
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<tr>
<td>10:20 a.m. - 11:20 a.m.</td>
<td>Business Etiquette Training Brunch</td>
<td>Cumberland Ballroom</td>
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<tr>
<td>11:20 a.m. - 11:30 a.m.</td>
<td>Break</td>
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<tr>
<td>11:30 a.m. - 1:00 p.m.</td>
<td>Business Meeting/ Nomination of Officers</td>
<td>Nashville Ballroom</td>
</tr>
<tr>
<td>1:00 p.m. - 1:30 p.m.</td>
<td>View of the Poster Boards/ Judging of the Poster Board Presentations</td>
<td>Nashville Ballroom Foyer</td>
</tr>
<tr>
<td>1:35 p.m. - 2:30 p.m.</td>
<td>Faculty/Directors Workshop</td>
<td>Capitol 1</td>
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<tr>
<td></td>
<td>“Double Dipping-Incorporating Leadership Development in Your Honors Courses and Programs”</td>
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<tr>
<td></td>
<td>Dr. Tyrone Miller, Interim Associate Director, Honors College, Tennessee State University</td>
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<tr>
<td>1:35 p.m. - 2:30 p.m.</td>
<td>Student Workshops</td>
<td>Nashville Ballroom</td>
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<tr>
<td></td>
<td>“INROADS Interviewing /Resuming Writing 101”</td>
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<tr>
<td>2:30 p.m. - 2:40 p.m.</td>
<td>Break</td>
<td></td>
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<tr>
<td>2:40 p.m. - 3:20 p.m.</td>
<td>Resume Review–INROADS Inc.</td>
<td>Nashville Ballroom</td>
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<tr>
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<td>“15-Minute Interviewing Techniques”</td>
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<tr>
<td>2:40 p.m. - 4:20 p.m.</td>
<td>3rd Round of Competitions</td>
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<td>Quiz Bowl</td>
<td>Chattanooga/Memphis</td>
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<td></td>
<td>African Model UN</td>
<td>Knoxville</td>
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<tr>
<td></td>
<td>Debate</td>
<td>Jackson/ Stone River</td>
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<tr>
<td>2:40 p.m. - 3:30 p.m.</td>
<td>Faculty Presentation</td>
<td>Capitol 1</td>
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<tr>
<td></td>
<td>“North of the South: A Brief History of North Nashville as a Crucible for Black Liberation and Social Equality”</td>
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<td>Dr. Learotha Williams, Professor, Department of History, Tennessee State University</td>
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<tr>
<td>3:20 p.m. - 3:30 p.m.</td>
<td>Break</td>
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<tr>
<td>3:30 p.m. - 4:20 p.m.</td>
<td>Student Workshop</td>
<td>Nashville Ballroom</td>
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<td>Graduate School Panel: “Applying to Graduate School”</td>
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<td></td>
<td>Moderator: Dr. Geri Nederhoff, Harvard University Graduate School of Design</td>
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<td>Dr. Henry Meares, Michigan University</td>
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<td>Dr. Christopher Murphy, University of California, San Diego</td>
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<td>Dr. Stephanie Parsons, Harvard University Graduate School of Arts and Sciences</td>
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<td>Dr. Nsombi Ricketts, Northwestern University</td>
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<td>Dr. Valerie Robinson, Miami University</td>
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<td>Dr. Damon Williams, Emory University</td>
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<td>Dr. Consuela Knox, Vanderbilt University</td>
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<td></td>
<td>Dr. Wosene Yefru, Professor, Department of History, Tennessee State University</td>
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</table>
### Monday, October 31

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>7:00 a.m. - 8:00 a.m.</td>
<td>Breakfast on Your Own</td>
<td>Nashville Ballroom</td>
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<tr>
<td>8:00 a.m. - 8:50 a.m.</td>
<td>25th Anniversary Plenary</td>
<td>Cumberland</td>
</tr>
<tr>
<td>A Walk Down Memory Lane with the Founding Members of NAAAHP</td>
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<tr>
<td>9:00 a.m. - 1:00 p.m.</td>
<td>Career Fair and Graduate School Expo</td>
<td>Nashville Ballroom</td>
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<tr>
<td>1:10 p.m. - 2:30 p.m.</td>
<td>Awards Ceremony</td>
<td>Capitol Ballroom</td>
</tr>
<tr>
<td>2:35 p.m. - 5:00 p.m.</td>
<td>Free to Explore</td>
<td></td>
</tr>
<tr>
<td>5:30 p.m. - 6:00 p.m.</td>
<td>Depart from Hotel to Gala</td>
<td>Howard C. Gentry Complex</td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td>Doors Open for Gala</td>
<td>Tennessee State University</td>
</tr>
<tr>
<td>7:00 p.m. - 11:00 p.m.</td>
<td>25th Anniversary Gala</td>
<td>TSU Gentry Complex</td>
</tr>
<tr>
<td>11:00 p.m. - 11:30 p.m.</td>
<td>Depart from TSU Gentry Center to Nashville Airport Marriott Hotel</td>
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</table>

### Tuesday, November 1, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 a.m.</td>
<td>Hotel Checkout</td>
</tr>
</tbody>
</table>
Conference Competitions

QUIZ BOWL TEAMS

Alabama A&M University    Bowie State University
Florida A & M University    Jackson State University
Kentucky State University  Lincoln University
Livingstone College        Miles College
North Carolina Central University Southern University
Spelman College            Tennessee State University
Tuskegee University

DEBATE TEAMS

Alabama A&M University    Bowie State University
Elizabeth City State University Jackson State University
Lincoln University        Miles College
Southern University       University of Maryland Eastern Shore

MODEL AFRICAN UNION DELEGATIONS

October 29, 2016 - October 30, 2016

<table>
<thead>
<tr>
<th>Country</th>
<th>Delegate</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angola</td>
<td>Dominic Eaton</td>
<td>Florida A&amp;M</td>
</tr>
<tr>
<td>Botswana</td>
<td>Torria Powell</td>
<td>Alcorn State</td>
</tr>
<tr>
<td>Cameroon</td>
<td>Meaghan Gamboa</td>
<td>Florida A&amp;M</td>
</tr>
<tr>
<td>Chad</td>
<td>Ronald Nelson</td>
<td>Florida A&amp;M</td>
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<tr>
<td>Comoros</td>
<td>Kimberly Rolle</td>
<td>Florida A&amp;M</td>
</tr>
<tr>
<td>Egypt</td>
<td>Da’aira Shotwell</td>
<td>Harris-Stowe</td>
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<tr>
<td>Ethiopia</td>
<td>Briana Hightower</td>
<td>North Carolina Central</td>
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<tr>
<td>Ghana</td>
<td>Mayla Ayers</td>
<td>Harris-Stowe</td>
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<tr>
<td>Ivory Coast</td>
<td>Alex Thomas</td>
<td>Hampton</td>
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<tr>
<td>Liberia</td>
<td>Danielle Irby</td>
<td>Hampton</td>
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<tr>
<td>Madagascar</td>
<td>Kyle Steen</td>
<td>Florida A&amp;M</td>
</tr>
<tr>
<td>Mali</td>
<td>Alexis Troy</td>
<td>North Carolina Central</td>
</tr>
<tr>
<td>Niger</td>
<td>Jean Nwagbunuo</td>
<td>Florida A&amp;M</td>
</tr>
<tr>
<td>Nigeria</td>
<td>Aaliyah Wilson</td>
<td>Hampton</td>
</tr>
<tr>
<td>Morocco</td>
<td>Audriana Osborne</td>
<td>Florida A&amp;M</td>
</tr>
<tr>
<td>South Africa</td>
<td>Armani Perkins</td>
<td>Hampton</td>
</tr>
<tr>
<td>South Sudan</td>
<td>Joy Applewhite</td>
<td>Alcorn State</td>
</tr>
</tbody>
</table>
Tournament Officials
1. Each tournament will have a Tournament Director. All decisions of the Tournament Director and his or her designees are final.
2. Each game will have a Moderator. The Moderator will read the questions, enforce time limits, supervise the clock, determine the correctness of responses, award and deduct points, and otherwise, enforce the rules of competition.
3. Other officials may be provided to assist the Moderator with his or her duties including, but not limited to, keeping a running score, recognizing players that signal, and supervising the clock.
4. The Moderator may consult with other game officials or tournament officials at any time to determine the correctness of an answer or the proper application of these rules. If the Moderator and other game officials disagree, the decision rests with the Moderator in consultation with the tournament director.

Participants
1. A team can consist of as many players as an institution would like to designate. However, only four players may participate in an individual game. Teams must play with a minimum of three players.
2. Each team will designate a Captain before the beginning of each match. The Captain has precedence when answering bonus questions and is expected to be the primary student spokesperson for the team.
3. Once a game begins a team may not substitute players. The only exception made is in the case of illness.

Questions
1. Each game uses tossup questions worth 10 points each and bonus question(s) worth 20 points.
2. Whenever a player answers a tossup question correctly, his or her team earns the chance to "immediately answer a bonus question" (except in overtime).
3. If the question answer is a person, players are encouraged to give the last name only. If a player provides the correct last name but an incorrect first name the answer will be counted as incorrect. On an answer, more information may be required, and the Moderator will ask one time for more information. If at that time, the exact correct answer is not given, the response will be counted as incorrect.
4. Pronunciation: If an answer is mispronounced, but in the Moderator’s judgment the player was answering the question correctly it will be counted as correct. This is up to the discretion of the Moderator and game officials in the room at the time.

Time
1. The Tournament Director may declare that a team has forfeited a match should it fail to appear on time, or if the team is otherwise unable or unwilling to compete by the tournament rules.
2. The game is played in two eight-minute halves. Once a tossup question is read it will be completed, and the teams will be given a chance to answer. If one of the team answers it correctly, they will be given a chance at the bonus question.

Tossups
1. A player may signal to answer a tossup question at any point after the Moderator has begun reading the question. Only one player per team may signal to answer each tossups question. A player who signals before the question has been read in its entirety is said to have interrupted the tossups.
2. When a player has signaled, a game official will acknowledge the player by name, by number, by pointing toward the player, or merely by looking at the player. Players must wait to be recognized before answering a question. Answers given before recognition will be counted as incorrect.
3. If a player signals before the Moderator has finished reading the question, the Moderator will stop at that point. If the response given is incorrect, the Moderator will finish the question for the other team only (if the other team is still eligible to answer the question). The Moderator should not reread the entire question but should resume as close as possible to the point at which the signal occurred.
4. An answer to a tossups must begin within two seconds after the player has been recognized. An answer begun after the Moderator has said “time” will be treated as no answer. Ties between the player and the Moderator calling time are decided in favor of the player.
5. Players have three seconds to signal after the Moderator has finished reading the tossups. If the player answers incorrectly, the other team (if it is eligible to answer), will then have three more seconds to signal.
6. There is a 5-point interrupt penalty (“neg five” or “minus five”) if the first team interrupts a tossups with an incorrect response. A subsequent incorrect interrupt by the second team does not result in another penalty.
7. If during a tossups questions members of a team speak to or look at each other that will be counted as conferring, and they will not be allowed to answer that question. This will also be enforced if the other team buzzes in and are attempting to answer the question. If they have already buzzed in before the question has finished, they will lose five points. The question will then be read, where it was interrupted, for the other team.

Bonuses
1. Teams may confer on bonus questions. It is recommended that the captain gives the answer for the team or clearly indicate who will give the answer. The Moderator, however, will take the first answer unambiguously directed at him or her. If conflicting answers are directed at the Moderator, they will accept the first answer or if simultaneous will accept the captain’s answer.
2. A team has 5 seconds to answer each part of a bonus question unless otherwise noted by the question. After reading each part, the Moderator will prompt the team for an answer after 4 seconds. Once prompted, someone on that team must begin answering, or the captain must immediately designate the person who will answer.
3. Bonus questions should not be interrupted. The Moderator will ignore answers until that part of the bonus that he/she is reading has been read fully reading immediately, award any points earned on parts that were heard, and begin the next tossups question. In this case, the Moderator should not read the correct answers to the skipped parts.
4. If a bonus question calls for multiple answers, the response must be given as a continuous list. Any pause of 1 second ends the response. The Moderator will not prompt a team to complete a partial response.
5. If a Moderator inadvertently reveals the answer to a part of a bonus before the team has answered another question, the Moderator will substitute that question in its entirety.

Protests
1. A protest is a request for clarification and (if necessary) correction of an error. Appropriate subject matter for protests includes:
   a. The proper evaluation of a response
   b. The correctness of the clues in a question (e.g., There was no correct answer to that question because the clues were contradictory.), or
   c. The proper application of game rules (e.g., The Moderator accepted an answer from a different player than the one who buzzed.)
2. Protests may only be lodged by the official coach or by a player in the game when the alleged error occurred. All protests must be made at the end of the round which they occurred. The game will not be stopped but will continue until the end of the round. The Moderator will consult with game officials and if necessary the tournament director. The decisions of the tournament officials are final.

Playoffs:
The format of the tournament is dependent on the final number of teams. There will be a playoff format. The seeding in the playoffs will be determined by won/loss record. In the case of tiebreakers, the first tie-breaker will be head to head competition between teams. The second tie-breaker will be points per tossups. (This will be a division of a team’s total scores in their games by the number of toss ups they heard in the tournament leading up to the playoffs.)
Model AU Goals:
To promote awareness of global issues;
To strengthen awareness and solidarity with issues facing the African continent.
To teach students the importance of diplomacy, especially in a deliberative forum to present issues and generate consensus for solutions and actions.

Nation Guide and Position Papers:
In preparing for the simulation, students should conduct the following research for their country:
- What sort of government does your country have?
- What types of ideologies (political, religious or other) influence your country’s government?
- Which domestic issues might influence your country’s foreign policy?
- What are some major events in your country’s history?
- Why are they important?
- Which ethnicities, religions and languages can be found in your country?
- Where is your country located and how does its geography affect its political relationships?
- Which countries share a border with your country?
- Which countries are considered allies of your country?
- Which countries are considered enemies of your country?
- What are the characteristics of your country’s economy?
- What is your country’s gross domestic product (GDP)?
- How does this compare to other countries in the world?
- When did your country become a member of the AU?
- Does your country belong to any regional organizations such as the ECOWAS, SADC, EAC, COMESA, etc?

Position Papers are a summary of your national policy, core interests, potential allies and enemies, which serve as a guideline for your ability to effectively negotiate AU resolutions in the simulations. The more thorough you are at researching and drafting your Position Paper, the more effective you will be in the AU simulations/negotiations.

Summary of core national foreign policy interests / objectives
- What is the issue you are addressing and how does it affect your country?
- What has your country done to address the issue?
- What are the various “sides” or parties surrounding the issue?
- Who are the potential allies and adversaries on your issue?
- What are the core interests of allies and adversaries on the issue?
- Which aspects of the issue are most important to your country?
- If your country is not involved with the issue, how can it become involved?
- How will your country shape the debate in the deliberations?
- What arguments might other countries make and what is your position on them?
- How do the positions of other countries affect your country’s position?
- Is there evidence or statistics that might help to back up your country’s position?

Preparing Resolutions:
The final results of discussion, writing and negotiation are resolutions—written suggestions for addressing a specific problem or issue. Draft resolutions are all resolutions that have not yet been voted on. Delegates write draft resolutions alone or with other countries. There are three main parts to a draft resolution: the heading, the preamble and the operative section. The heading shows the committee and topic along with the resolution number. It also lists the draft resolution’s sponsors and signatories (see below). Each draft resolution is one long sentence with sections separated by commas and semicolons. The subject of the sentence is the body making the statement (e.g., the General Assembly or Committee). The preamble and operative sections then describe the current situation and actions that the committee will take. The preamble of a draft resolution states the reasons for which the committee is addressing the topic and highlights past international action on the issue. Each clause begins with a present participle (called a perambulatory phrase) and ends with a comma. Perambulatory clauses can include:

- References to the AU or UN Charter;
- Citations of past AU or UN resolutions or treaties on the topic under discussion;
- Mentions of statements made by official of the AU body or agency;
- Recognition of the efforts of regional or nongovernmental organizations in dealing with the issue;
- General statements on the topic, its significance and its impact.

Sample Perambulatory Phrases

<table>
<thead>
<tr>
<th>Affirming</th>
<th>Guided by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alarmed by</td>
<td>Having adopted</td>
</tr>
<tr>
<td>Approving</td>
<td>Having considered</td>
</tr>
<tr>
<td>Aware of</td>
<td>Having considered further</td>
</tr>
<tr>
<td>Bearing in mind</td>
<td>Having devoted attention</td>
</tr>
<tr>
<td>Believing</td>
<td>Having examined</td>
</tr>
<tr>
<td>Confident</td>
<td>Having heard</td>
</tr>
<tr>
<td>Contemplating</td>
<td>Having received</td>
</tr>
<tr>
<td>Convinced</td>
<td>Having studied</td>
</tr>
<tr>
<td>Declaring</td>
<td>Keeping in mind</td>
</tr>
<tr>
<td>Deeply concerned</td>
<td>Noting with regret</td>
</tr>
<tr>
<td>Deeply conscious</td>
<td>Noting with deep concern</td>
</tr>
<tr>
<td>Deeply convinced</td>
<td>Noting with satisfaction</td>
</tr>
<tr>
<td>Deeply disturbed</td>
<td>Noting further</td>
</tr>
<tr>
<td>Deeply regretting</td>
<td>Noting with approval</td>
</tr>
<tr>
<td>Desiring</td>
<td>Observing</td>
</tr>
<tr>
<td>Emphasizing</td>
<td>Reaffirming</td>
</tr>
<tr>
<td>Expecting</td>
<td>Realizing</td>
</tr>
<tr>
<td>Expressing its apprecia-</td>
<td>Recalling</td>
</tr>
<tr>
<td>tion</td>
<td>Recognizing</td>
</tr>
<tr>
<td>Expressing its satisfac-</td>
<td>Referring</td>
</tr>
<tr>
<td>tion</td>
<td>Seeking</td>
</tr>
<tr>
<td>Fulfilling</td>
<td>Taking into account</td>
</tr>
<tr>
<td>Fully alarmed</td>
<td>Taking into consideration</td>
</tr>
<tr>
<td>Fully aware</td>
<td>Taking note</td>
</tr>
<tr>
<td>Fully believing</td>
<td>Viewing with appreciation</td>
</tr>
<tr>
<td>Further deploving</td>
<td>Welcoming</td>
</tr>
</tbody>
</table>

Operative clauses identify the actions or recommendations made in a resolution. Each operative clause begins with a verb (called an operative phrase) and ends with a semicolon. Operative clauses should be organized in a logical progression, with each containing a single idea or proposal, and are always numbered. If a clause requires further explanation, bulleted lists set off by letters or roman numerals can also be used. After the last operative clause, the resolution ends in a period.
Sample Operative Phrases

<table>
<thead>
<tr>
<th>Accepts</th>
<th>Encourages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirms</td>
<td>Endorses</td>
</tr>
<tr>
<td>Approves</td>
<td>Expresses its appreciation</td>
</tr>
<tr>
<td>Authorizes</td>
<td>Expresses its hope</td>
</tr>
<tr>
<td>Calls</td>
<td>Further invites</td>
</tr>
<tr>
<td>Calls upon</td>
<td>Further proclaims</td>
</tr>
<tr>
<td>Confirms</td>
<td>Further reminds</td>
</tr>
<tr>
<td>Confirmst</td>
<td>Further recommends</td>
</tr>
<tr>
<td>Congratulates</td>
<td>Further requests</td>
</tr>
<tr>
<td>Considers</td>
<td>Further resolves</td>
</tr>
<tr>
<td>Declares accordingly</td>
<td>Has resolved</td>
</tr>
<tr>
<td>Deplores</td>
<td>Notes</td>
</tr>
<tr>
<td>Designates</td>
<td>Proclaments</td>
</tr>
<tr>
<td>Draws the attention</td>
<td>Recommends</td>
</tr>
<tr>
<td>Emphasizes</td>
<td>Regrets</td>
</tr>
<tr>
<td>Endorses</td>
<td>Requests</td>
</tr>
<tr>
<td>Expresses its appreciation</td>
<td>Solemnly affirms</td>
</tr>
<tr>
<td>Expresses its hope</td>
<td>Strongly condemns</td>
</tr>
<tr>
<td>Further invites</td>
<td>Supports</td>
</tr>
<tr>
<td>Deplores</td>
<td>Takes note of</td>
</tr>
<tr>
<td>Designates</td>
<td>Transmits</td>
</tr>
<tr>
<td>Draws the attention</td>
<td>Trusts</td>
</tr>
<tr>
<td>Emphasizes</td>
<td></td>
</tr>
</tbody>
</table>

**Sponsors** of a draft resolution are the principal authors of the document and agree with its substance. Although it is possible to have only one sponsor, this rarely occurs at the UN, since countries must work together to create widely agreeable language in order for the draft resolution to pass. Sponsors control a draft resolution and only the sponsors can approve immediate changes.

**Signatories** are countries that may or may not agree with the substance of the draft resolution but still wish to see it debated so that they can propose amendments.

**Resolutions - Friendly and Unfriendly Amendments**

Approved draft resolutions are modified through amendments. An amendment is a written statement that adds, deletes or revises an operative clause in a draft resolution. The amendment process is used to strengthen consensus on a resolution by allowing delegates to change certain sections. There are two types of amendments:

A friendly amendment is a change to the draft resolution that all sponsors agree with. After the amendment is signed by all of the draft resolution’s sponsors and approved by the committee director or president, it will be automatically incorporated into the resolution.

An unfriendly amendment is a change that some or all of the draft resolution’s sponsors do not support and must be voted upon by the committee. The author(s) of the amendment will need to obtain a required number of signatories in order to introduce it. Prior to voting on the draft resolution, the committee votes on all unfriendly amendments.

Ultimately, resolutions passed by a committee represent a great deal of debate and compromise. They are the tangible results of hours if not days of Model UN debate. As a result, it is important to become familiar with the resolution process and practice drafting resolutions using the proper structure and wording.
General Assembly Rules and Deliberations

1. The Director, who is both the Moderator of the NAAHP Model African Union and the President of the General Assembly (GA) will call the meeting to order, after a brief introduction and overview. At this time the Director will call the roll, after which point he/she will announce to the GA the number of delegations present.

2. Each day of the conference there will be a plenary session that all delegates will attend. All resolutions drafted by delegates will be presented, discussed, debated, and voted upon. Each nation will have one vote. Delegates will begin each session by setting the agenda, opening the agenda items, moving through the agenda items, closing the agenda items, and adjourning.

3. At the beginning of the plenary, there can be a motion for caucusing to discuss the issues. Once in committees there can be a motion to suspend the meeting for 5-10 minutes to caucus. (The individual chairs will rule on the soundness of the motion and rule on the parameters of the motion). At this time delegates will discuss informally amongst themselves the issues of the committee. Delegates should familiarize themselves with the position papers each delegation should have submitted and will be made available to the delegates at the conference.

4. Any ideas for resolutions should be made to other nations at the time of caucusing. Delegates from various nations should get together to jointly work on resolutions as well as propose and debate amendments to the resolutions being discussed by the committee. Amendments to a resolution can alter language, or add, and or delete provisions of a resolution.

5. After caucusing the chair(s) will open the speaker’s list. The chair will recognize raised placards as motions to be added to the speaker’s list to speak in favor or against any of the resolutions. The time for each speaker will be established by the delegates at the beginning of the session subject to the discretion of the chair. Once this is set the Chair will only allow one motion per session to change the time of debate. It is recommended by the Director that ideally the speaker’s time should be either 2-3 minutes to move debate along. However debate time is up to the committee. Each nation may speak as many times as it likes or time will allow, however it must ask to be placed on the speakers list again after it has spoken. Delegates may move to open or close the speakers list and at that point the chair will bring it for a vote. Once the speakers list is exhausted resolutions will be voted on or tabled.

6. Voting: Nations must vote yes, no or abstention on substantive votes. No abstentions are allowed on procedural votes (Note: Direct any inquiries in writing on this issue to the Chair). Abstentions do not count as voting in favor of a resolution; thus they do not determine the passage of a resolution. Passage of a resolution comes with a majority vote.

7. After all resolutions have been voted upon there will be no more voting or debate on any topic, and the Chair will entertain a motion to adjourn the meeting which will pass with a simple majority vote.

8. Points of order may be made, but they must relate directly to matters of procedure or order (e.g. a delegate may take a point of order if the assembly is disruptive and if they cannot hear the debate or motion at hand). At this point the Chair would call for decorum in the chamber.

9. Motions may occur at any time that the Chair has not recognized a nation on the speaker’s list and asked that nation to address the committee. Therefore, motions should come at the beginning or end of the session or between speakers. Members will be recognized by the Chair by raising their placards.

10. English or any indigenous African language will be the working languages of this General Assembly. Delegates wishing to address the body in an indigenous African language, should provide an English interpreter. Culturally appropriate professional dress by the delegates and General Assembly officials is required. Delegates may wear the professional dress of the country they are representing. Delegates are urged to maintain decorum at all times and to treat each other, as well as General Assembly officials, with professionalism and respect.

Points and Motions

Point of Information” - After a delegate has given a speech in formal debate, he or she may yield time to points of information, or questions from other delegates concerning the speech.

“Point of Order” – Points of order are used when delegates believe the chair has made an error in the running of the committee. Delegates rising to points of order may not speak on the substance of the matter under discussion. They should only specify the errors they believe were made in the formal committee procedure.

“Point of Inquiry” – When the floor is open (no other delegate is speaking), a delegate may rise to a point of inquiry in order to ask the chairperson a question regarding the rules of procedure.

“Point of Personal Privilege” - Points of personal privilege are used to inform the chairperson of a physical discomfort a delegate is experiencing (i.e., inability to hear another delegate’s speech).

“Table Debate” – This motion must not be confused with the motion to adjourn the meeting. Tabling debate ends debate on the topic. Delegates can table debate, move on to another topic and return to the first topic at a later time. Before going to a vote, two delegates must speak in favor of tabling debate and two speak against it.

“Close Debate” – Closing debate allows the committee to move into voting procedure. Once a delegate feels that his or her country’s position has been made clear, that there are enough draft resolutions on the floor and that all other delegates are ready, he or she can move for the closure of debate. Two delegates usually speak against the closure of debate. None speak for it.

“Appeal the Chair’s Decision” – This motion is made when a delegate feels that the chairperson has made an incorrect decision. The appeal must first be made in writing.

“Suspend the Meeting” – Suspending the meeting means calling for a moderated or unmoderated caucus. When moving to suspend the meeting, delegates should specify the purpose for and length of the suspension. This motion requires an immediate vote.

“Adjourn Meeting” – Adjourning the meeting ends the committee session until the next session, which may be held the following year. The motion is most commonly made to end a committee session for the purpose of lunch or dinner. It requires an immediate vote.
Only the first eight (8) institutions to register teams in advance with registration fee for the conference will be included in this year’s competition. Debate teams will consist of three (3) students per college/university, whereas a minimum of two (2) participants must orally contribute to the competition. The goal of competitors is for each team to accumulate the most points during their match. Teams will be divided into two (2) groups of four (4) – Group A and Group B for the competition. Teams within the Group will debate three (3) times, giving each team the opportunity to compete with all competitors in the room. The top two (2) teams from each group will earn a place in the semi-finals.

During the semi-finals, advanced teams will compete two (2) times facing both teams in the opposite assigned group. The two (2) teams with the highest scores will compete in the final competition.

By the final competition, each team should be comfortable. Therefore, the final competition is one round between the top two (2) teams. The pro/com position will be decided in a coin toss – Heads (team to the left) and Tails (team to the right). Each team will debate both sides of the proposition. Please prepare for both the affirmative and negative.

**Example of Game Play**

**Group A:**

Round 1: Team 1 vs Team 2 and Team 3 vs Team 4
Round 2: Team 1 vs Team 3 and Team 2 vs Team 4
Round 3: Team 1 vs Team 4 and Team 2 vs Team 3

**Group B:**

Round 1: Team 1 vs Team 2 and Team 3 vs Team 4
Round 2: Team 1 vs Team 3 and Team 2 vs Team 4
Round 3: Team 1 vs Team 4 and Team 2 vs Team 3

**Semi – Finals:** Group A – Team 2
Team 4

Group B – Team 1
Team 3

Team 2 vs Team 1 and Team 4 vs Team 3
Team 2 vs Team 3 and Team 4 vs Team 1

**Finals:** Team vs Team

*In the event scores are the same, team records will decide the tie-breaker. A final tie break will be a First Affirmative Only – on the following:*

**Resolution: Millennial votes should stand in opposition of Trans Pacific Partnership (TPP).**

This topic will be used in the case for tie-breakers only*

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**Format for the Debate**

**Resolution: Millennial college students should vote for Democratic nominee Hillary Clinton in the 2016 Presidential election.**

<table>
<thead>
<tr>
<th>I. Constructive speech (5 min)</th>
<th>II. Rebuttal speech (3 min)</th>
<th>III. Summary (5 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. First Affirmative (C)</td>
<td>A. First Affirmative (C)</td>
<td></td>
</tr>
<tr>
<td>B. First Negative (R)</td>
<td>B. First Negative (R)</td>
<td></td>
</tr>
<tr>
<td>C. Second Affirmative (S)</td>
<td>C. Second Affirmative (S)</td>
<td></td>
</tr>
</tbody>
</table>

**First Affirmative:** State why your team is for/against the proposal. (5 min)

**First Negative:** Refute the claims of the opposing team. (3 min)

**Second Affirmative:** Reiterate your positions. Add new claims. Add new refutes.

**Summarize.** (5 min)

Content of Speeches: The primary function of the affirmative team is to promote adoption of the resolution, demonstrated in three part approach.

1. Demonstrate a need for the resolution.
2. Outline and explain a plan for enacting the resolution.
3. Discuss advantages and benefits resulting from the plan.

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**Evaluation Criteria**

**Argumentation (15):** Does the debater provide sufficient content and justification of their case, either with the factual evidence or logic? Does the debater recognize, understand and focus on the key arguments? Are the debater’s arguments easy to follow and well organized? Does the debater present all key elements of a debater — evidence, refutation and presentation?

**Evidence (5):** Does the debater use credible evidence to support their arguments? Does the evidence meet the standard of acceptability? Is the evidence relevant to the debater’s argument?

**Refutation (5):** How effectively and how thoroughly does the debater refute their opponent’s case and defend their own argument?

**Presentation (5):** Is the delivery persuasive? Is the debater speaking or merely reading a speech? How effective is the eye contact, gestures etc.? Does the voice vary suitably, hold audience’s attention and enhance the arguments?

**Deductions:** Any speech, constructive or rebuttal that exceeds the prescribed time limits by 15 seconds will incur a 5-point deduction.

*See Debate Rubrics for additional details*
| Criteria                          | Mastery (5)                                                                                                                                                                                                 | Above Standard (4)                                                                                                                                                                                                 | Standard (3)                                                                                                                                                                                                 | Approaches Standard (2)                                                                                                                                                                                                 | Below Standard (1)                                                                                                                                                                                                 |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opening & Closing Statements     | - Extremely thorough, well-organized presentation of arguments and evidence                                                                                                                                                                                            - Opening statement engages the interest of audience; closing statement leaves no unanswered issues and resonates with the audience                                                                                                                                                                                                                                                                  - Opening statement outlines or lists arguments and evidence but does not generate interest; closing statement does not reflect remarks made during debate.                                                                                                                                                                                                 - Seems to be caught off-guard by opponents; offers tentative, somewhat accurate, but possibly vague or illogical responses                                                                                                                                                                                                 - Is unable to respond to issues raised by opponents in a meaningful or accurate way                                                                                                                                                                                                 |
| ARGUMENT                         | - Opening statement engages the interest of audience; closing statement summarizes many arguments made in the debate                                                                                                                                                  - Opening statement outlines or lists arguments and evidence but does not generate interest; closing statement does not reflect remarks made during debate.                                                                                                                                                                                                                                                                  - Opening statement outlines or lists arguments and evidence but does not generate interest; closing statement does not reflect remarks made during debate.                                                                                                                                                                                                 - Seems to be caught off-guard by opponents; offers tentative, somewhat accurate, but possibly vague or illogical responses                                                                                                                                                                                                 - Is unable to respond to issues raised by opponents in a meaningful or accurate way                                                                                                                                                                                                 |
| Rebuttals                        | - Responds to issues raised by opponents with accurate and generally concise answers                                                                                                                                                                                    - Responds to most of the issues raised by opponents with generally accurate answers                                                                                                                                                                                                                                                                  - Responds to most of the issues raised by opponents with generally accurate answers                                                                                                                                                                                                 - Offers arguments, but no evidence, to counter the arguments made by opponents                                                                                                                                                                                                 - Attempts to challenge arguments of opponents                                                                                                                                                                                                 |
| REFUTATION                       | - Effectively challenges the arguments made by opponents with argument and evidence                                                                                                                                                                                   - Challenges the arguments made by opponents; challenges are generally effective                                                                                                                                                                                                                                                                  - Challenges the arguments made by opponents; challenges are generally effective                                                                                                                                                                                                 - Offers arguments, but no evidence, to counter the arguments made by opponents                                                                                                                                                                                                 - Attempts to challenge arguments of opponents                                                                                                                                                                                                 |
| Effective use of historical evidence / content knowledge | - Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations                                                                                                                                   - Demonstrates a sophisticated understanding of the issues, events and facts relevant to the topic                                                                                                                                                                                                                                                                  - Demonstrates a basic and accurate understanding of the issues, events and facts relevant to the topic.                                                                                                                                                                                                 - Demonstrates a generally accurate understanding of relevant issues, events and facts, but may exhibit minor confusion or misunderstandings seem to understand general ideas, but do not support their ideas with relevant facts; OR, seem to understand facts but are unable to connect them into coherent arguments                                                                                                                                                                                                 - Demonstrates an inadequate understanding of the history content relevant to the topic                                                                                                                                                                                                 |
| EVIDENCE                         | - Demonstrates a sophisticated understanding of the issues, events and facts relevant to the topic                                                                                                                                                                     - Demonstrates a sophisticated understanding of the issues, events and facts relevant to the topic.                                                                                                                                                                                                                                                                  - Demonstrates a sophisticated understanding of the issues, events and facts relevant to the topic.                                                                                                                                                                                                 - Demonstrates a sophisticated understanding of the issues, events and facts relevant to the topic.                                                                                                                                                                                                 - Demonstrates an inadequate understanding of the history content relevant to the topic                                                                                                                                                                                                 |
| Use of persuasive appeals        | Makes deliberate and effective use of logical, emotional and ethical appeals in order to persuade justices                                                                                                                                                                - Uses logical, emotional and ethical appeals to enhance effectiveness of argument                                                                                                                                                                                                                                                                  - Uses logical, emotional and ethical appeals to enhance effectiveness of argument                                                                                                                                                                                                 - Uses logical, emotional and ethical appeals to enhance effectiveness of argument                                                                                                                                                                                                 - Makes minimal use of persuasive appeals                                                                                                                                                                                                 |
| ARGUMENT                         | - Uses language that is stylistically sophisticated and appropriate for the court                                                                                                                                                                                        - Uses language that is appropriate to the court                                                                                                                                                                                                                                                                  - Uses language that is appropriate to the court                                                                                                                                                                                                 - Uses language that is appropriate to the court                                                                                                                                                                                                 - Uses colloquial, overly simplistic language                                                                                                                                                                                                 |
| Language Use                     | - Uses literary devices to enhance the argument                                                                                                                                                                                                                       - Uses literary devices to add interest                                                                                                                                                                                                                                                                  - Uses literary devices to add interest                                                                                                                                                                                                 - Uses literary devices to add interest                                                                                                                                                                                                 - Uses language and syntax that is unclear                                                                                                                                                                                                 |
| Performance                      | Exhibits confidence, energy, and passion in the course of the hearing                                                                                                                                                                                                    - Exhibits confidence and energy in the course of the hearing                                                                                                                                                                                                                                                                  - Exhibits confidence and energy in the course of the hearing                                                                                                                                                                                                 - Appears nervous, yet somewhat confident, before the court                                                                                                                                                                                                 - Demonstrates little or no preparation                                                                                                                                                                                                 |
| PRESENTATION                     | - Maintains respectful tone                                                                                                                                                                                                                                           - Maintains respectful tone                                                                                                                                                                                                                                                                  - Maintains respectful tone                                                                                                                                                                                                 - Maintains respectful tone                                                                                                                                                                                                 - Fails to maintain respectful tone                                                                                                                                                                                                 |
|                                 | - Accesses preparation materials with ease                                                                                                                                                                                                                             - Uses preparation materials effectively                                                                                                                                                                                                                                                                  - Uses preparation materials effectively                                                                                                                                                                                                 - Use of preparation materials does not distract                                                                                                                                                                                                 - Demonstrates little or no preparation                                                                                                                                                                                                 |
|                                 |                                                                                                                                                                                                                                                                       - Lacks confidence                                                                                                                                                                                                                                                                  - Maintains respectful tone                                                                                                                                                                                                 - Use of preparation materials distracts from quality of performance                                                                                                                                                                                                 - Fails to maintain respectful tone                                                                                                                                                                                                 |
NAAAHHP grants students the opportunity to present scholarly research, network, debate, and compete academically. Moreover, the organization fosters students’ development in an undergraduate environment that promotes scholarship and an appreciation of African-American culture. NAAAHHP is proud to have instituted an annual scholarship for a deserving student.

The Dr. Freddye T. Davy Humanitarian and Service Award is named in honor of Dr. Davy’s for her many years of service to NAAAHHP and the Honors education community. Dr. Davy served as Honors Director at Hampton University from 1994 until her death in 2012. Under her leadership, The Freddy T. Davy Honors College was established at Hampton. The memorial is in the form of a scholarship to a deserving student and presented as the Dr. Freddye T. Davy Humanitarian and Service Award.

Honors directors of each active NAAAHHP institution are allowed to submit one active student nominee for the award. The winner is announced at the 25th Annual Conference: Celebrating 25 Sterling Years of Academic Distinction.

Eligibility

• Deadline: September 16, 2016
• The student must be financially active within their Honors College/Programs (dues paid).
• The student must demonstrate service in a role within their Honors program during the 2015-16 school year.
• The student must hold a 3.5 cumulative GPA or higher.
• The student must be a well-rounded campus community member, actively involved in other campus organizations.
• The student should be active in community service.

Required Application Materials

Scholarship Application
Unofficial Undergraduate Transcripts
Official Undergraduate Transcripts (if selected as award recipient)
Proof of current college enrollment for 2015-2016 semester or year
Three letters of recommendation
1000-1200 word essay
Presentations

Saturday, October 29, 2016
Student Research
4:20 p.m.-5:50 p.m. • Session 1 - Salon A
Moderator: Grady Clopton, Tennessee State University

Macy Ceasar
Southern University
“Trash or Treasure: Chemical Composition and Value of Crawfish and Burnt Corn Gluten Meal”

Jonalyn Fair
Southern University
“Electrochemical Durability of Carbon-Supported Pt Catalysts for Fuel Cell Applications”

Nadia Francis
Fisk University
“Evaluation of Storage Oil Moisture Content for Strontium Iodide and other Hygroscopic Crystals”

Alekzander Garcia
Tennessee State University
“Chorismate Mutase Catalyzes the Production of Prephenate”

Kayla Rayford
Bowie State University
“Vibrio Cholerae, the Causative Agent of Cholera”

Jasmine Brown
University of Maryland Eastern Shore
“Prevalence of Vibrio parahaemolyticus and Vibrio Vulnificus in Shrimp”

Saturday, October 29, 2016
Student Research
4:20 p.m.-5:50 p.m. • Session 1 - Salon C
Moderator: Robert Hurt, Jackson State University

Rickeal Davis & Learnnarda Ormond
Miles College
“Examining the Work of the Innocence Project”

Esayas Kiros
Jackson State University
“Straight Talk App Integration”

Daria Leon
Jackson State University
“GTE Rewards” GTE Financials (GTE) 2016 Intern Class”

David Proctor
Bowie State University
“U.S. Naval Research Laboratory (NRL) Laboratory’s HBCU/MI Program”

Carroll Reed
Bowie State University
“Cyber Attacks”

Saturday, October 29, 2016
Student Research • 4:20 p.m.-5:50 p.m. • Session 1 - Salon F
Moderator: Iyanna Hamby, Fisk University

Xavier Alexander
Tuskegee University
“Coverage of Police Brutality in America”

Ibukunoluwa Ayo-Durojaiye
Bowie State
“Security Threats on College Campuses around the Nation”

Julius Bedford, Keila Lawrence, Kendra Lawrence, & Shantrell Sinclair
Miles College
“Racism in the 21st Century (From White Sheets to Police Badges)”

Iyanna Hamby
Fisk University
“The Role of the Spectator: Conscious Casting and Multiculturalism in the Contemporary American Theater”

Erica Jackson
Miles College
“The Evolution of ‘Black Lives Matter’ Movement”
Saturday, October 29, 2016
Student Research
4:20 p.m.-5:50 p.m. • Session 1 - Salon G
Moderator: Mikayla Jones, Tennessee State University

Andrew Bass
Miles College
“If You Could Have Any Super Power What Would It Be and What That Says About You”

Kenya Glover
Livingstone College
“The Psychological Development of Young Girls through Media Images by Examining the Stories of Classic Disney Princesses”

Boubini Jones-Wonni, Amber McCants, & Saanyol Suswam
Miles College
“Idiosyncrasies of an Intelligent Mind: A Curse or a Blessing?”

Megan Taylor
Tuskegee University
“C-amination at the C-4 position”

Cheyenne Trammell
Hampton University
“Women in Leadership”

Andrews Dodson, Daniel McLean, Damon Ricks & Lea Tunson
Many say that racial oppression has returned to America; others claim it has never ceased. Authors have interpreted bigotry in a cycle that seems endless. James Baldwin and Jesmyn Ward, DW Griffith and Nate Parker, Richard Wright and Ta Nehisi Coates have used their respective zeitgeists to craft literary solutions. Brandyn Edlow, Antoinette Hagood, & Thurgood Tole
The Harlem Renaissance was a pro-black artistic explosion that included works by Langston Hughes, Claude McKay, and Countee Cullen. The 1970s Black Arts Movement added the angry voices of Sonia Sanchez, Nikki Giovanni, and Amiri Baraka. The fire these poets ignited burns in today’s protest literature and Black Lives Matter.

Danielle Hogate, George Thompson & Jonathan Vasaturo
Nat Turner is a name which still stirs controversy among scholars, historians, and members of the public today. Many African Americans see Turner as a revolutionary, but many whites view him as a terrorist. This project explores the relationship between Turner’s actions in history and his commemoration in American culture.

Saturday, October 29, 2016
Student Research
7:30 p.m.-9:30 p.m. • Session 2 - Salon A
Moderator: Talia Sharpp, Hampton University

Kennedy Harris
Hampton University
“Argentina with the Majority of its Population Deriving from Spanish and Italian Immigrants Argentina is currently the ‘Whitest’ Nation in Latin America”

Kiana McClintick
Fisk University
“Scholarship about Nella Larsen’s Quicksand has Centered Primarily on Larsen in the Context of her Publication in the Harlem Renaissance”

Briana Oates
Hampton University
“Human Trafficking is a Growing Problem in Sub-Saharan Africa”

Samanda Robinson
Fisk University
“Catastrophic Conformity: Searching for Individualism via Race and Gender in a Dystopian Society”

Talia Sharpp
Hampton University
“The Role of Women in Shaping the Development and Practice of Political Theory within the Black Panther Party for Self Defense at the National and Local Level”
Saturday, October 29, 2016
Student Research
7:30 p.m.-9:30 p.m. • Session 2 - Salon B
Moderator: Melvin Kenny, Morehouse College

Jasmine Johnson
Fisk University
“The Correlation Between Increasing Globalization, which can Quantitatively Represented as an Increase in Foreign Trade and Income Inequality”

Donald Parker
Hampton University
“Medical Marijuana and the Rise of Legalized Cannabis”

Taylor Prescott
Fisk University

Sashoni Roberts
Florida A&M University
“The Psychological and Emotional Effects of Unemployment and Underemployment on Families”

Albani Rollins
Florida A&M University
“Presidential Pressure: A Comparison of African American Experiences in Different Countries”

Sybrynia Watts
Miles College
“Racism in America: Tarnishing the American Dream”

Kristen Williams
Florida A&M University
“Coloreds Only: An Analysis of Raced Based Medication”

Ayibatonye Zuofa
Jackson State University
“Comparing Healthcare Systems”

Saturday, October 29, 2016
Student Research
7:30 p.m.-9:30 p.m. • Session 2 - Salon C
Moderator: Dexter Hooks, Tennessee State University

Maxine Ford
Spelman College
“Children Learn Everyday by Playing”

Altrice Anderson, Amber McCants, & Shantinique Shedrick
Miles College
“Exploring Sexual Double Standards”

Ashli-Ann Douglass
Fisk University
“The Relevance and Effectiveness of Historically Black Colleges and Universities (HBCUs)”

Akilah Fuller
Jackson State University
“Building a Culture of Training the Next Generation of Mathematics and Statistics for College Students”

Jasmine Johnson
Tuskegee University
“African-American History is one of the Newest Accepted subfields of Academic American History”

Arriana McLymore
Hampton University

Zachary Singletary
Elizabeth City State University
“Freud’s Id, Ego, and Superego, an Analysis of the Relationships Depicted in an Iconic Comedic Act of Film and Television in the 20th century – Abbott and Costello”
Abiana Adamson  
Spelman College  
“Congenital Heart Disease”

A’niire Glenn  
Florida A&M University  
“Fitness then Fries?”

Zenquia Miller  
Hampton University  
“Preeclampsia and Hypertension in Pregnancy”

Lauren Odum  
Tuskegee University  
“Obesity and the Black Community”

Kinnon Ward - Tuskegee University  
“Stroke, the Leading Cause of Disability Worldwide”

Jessica Whaley & Patrick Wheeler - University of Maryland Eastern Shore  
“Weight Perception and Prevalence of Obesity among Undergraduate Students”

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**Saturday, October 29, 2016**  
Student Research  
7:30 p.m.-9:30 p.m. • Session 2 - Salon G  
Moderator: Myah Revis, Tennessee State University

Emmanuel Dawson  
Florida A&M University  
“Crispus’ Black Life Didn’t Matter”

Livi Grant  
Florida A&M University  
“Gun Rights vs. Gun Control”

Romin Geiger  
Tennessee State University  
“Development of Infant Learning over Time”

Anneisha Lynch & Leon Williams  
Elizabeth City State  
“Berger’s Elements of Semiotic Criticism to Reflection on America’s Most Popular Past-time”

Moselle Obeng-Nyarko  
Florida A&M University  
“Traumatic Stress and its Adverse Effects”

Myah Revis  
Tennessee State University  
“Colorism and the Relationship with its Contributing Factors of Low Self-esteem and Substance Abuse”

Christ-Shamma Matalbert  
University of Arkansas at Pine Bluff  
“Natural Hair in the Professional World for African-Americans”

Tiara Selby  
University of Maryland Eastern Shore  
“Knowing Yourself: Nature v. Nurture”

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Saturday, October 29, 2016  
Student Research  
7:30 p.m.-9:30 p.m. • Session 2 - Salon H  
Moderator: Denzel Smith, Tennessee State University

Jessica Dedaux  
Tuskegee University  
“Aerospace Engineers have to produce a feasible balance of lift, thrust, drag, and weight in order to achieve airlift.”

Ashlyn Ford  
Florida A&M University  
“A Common Coral known as Porites”

Nafisa Hamza  
Tennessee State University  
“Signaling Pathways Involved in Tributyltin-Induced Increases in Interleukin 6 Production by Lymphocytes”

Newtin Ndingwan  
University of Maryland Eastern Shore  
“Possible Proliferation of Phosphorous in Significant Agricultural Crops / plants inhibiting Bio-Growth through Nourished soil and Environmental Eccentricity”

O’Terrious Morehead  
Jackson State University  
“MTR Camp” Summer Learning Regression”

Charissa Obeng-Nyarko  
Florida A&M University  
“The Fight against CADASIL”

Maryanne Odinakachukwu  
University of Maryland Eastern Shore  
“Enhanced Transmission of Malaria Parasites, to Mosquitoes, from Type 2 Diabetic Mice”

Denzel Smith  
Tennessee State University  
“Testing Cancer Growth with Tamoxifen and DMSO Control”

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Saturday, October 29, 2016  
Student Research  
7:30 p.m.-9:30 p.m. • Session 2 - Salon D  
Moderator: Alexius Dingle, Tennessee State University

Kayla Brooks  
Hampton University  
“Diversity in the Workplace is Viewed through a Variety of Lens: Gender, Handicaps, Age, or Other Characteristics”

Grady Clopton  
Tennessee State University  
“Efficient Process for the Synthesis of Fluorine Substituted Aromatic Ketones”
Alexius Dingle
Tennessee State University
“Waste Oils to Biodiesel”

Miles Jenkins
Hampton University
“The Uneven Exchange: An Analysis of the Relationship Between Division in NCAA Schools and the Educational Experience of their Black Male Student Athletes”

Najera Rodgers
Fisk University
“Black Womanhood”

Marwa Sharif
Tennessee State University
“Anti-Inflammatory Properties of Indirubin Derivatives M.”

Vestavia Smith
Fisk University
“Social Entrepreneurship”

Angel Yates
Hampton University
“Treatment over Prison”

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Sunday, October 30, 2016

Student Research
4:25 p.m.-5:25 p.m. • Session 3 - Capitol 1
Moderator: Cameron Hill, Morehouse College

Sha’Heed Brooks
Morehouse College
“Implications of Postmodernism in the Field of Film”

Solomon Brown
Morehouse College
“Compare the Manner Which Caucasian Slave Masters were able to Control the Minds of Black People in the Past, and how Caucasians Directly and Indirectly Repeat the same Pattern Today”

Simone Edwards
University of TN-Chattanooga
In Margaret Atwood’s novel, A Handmaid’s Tale, the Republic of Gilead, named after a character of the Bible, is a society structured around specific scriptures in the Bible.

Melvin Kenney
Morehouse College
“The United States of America is Proud to be Called the Melting Pot of the World”

Jose Sanchez
Fisk University
“C-elegans”

Harris-Stowe State University
Mayla Ayers
Sandra Leal

Jackson State University
Zavia Epps
Johnathan Hill
Eric Hobson
Dymonn Johnson
Jamal Keyes

Lincoln University
Chandler Cunningham
Darral Morris
Roslyn Stallings

Morehouse College
Roy McReynolds

University of Maryland Eastern Shore
Shelly Ann Henry
Rasheed Sule
Dr. Coreen Jackson, president of the National Association of African American Honors Programs, is a dynamic leader, visionary administrator, academician, author, ordained minister, First Lady, wife and mother. As a native of Jamaica, she migrated to the United States on a full academic scholarship to pursue her bachelor’s degree in Speech Communication at William Jewell College in Liberty, Missouri. Today, her life points to the awesome power of what God can do in the life of one who surrenders to His leadership and guidance. Dr. Jackson also holds a master’s degree from Brooklyn College in New York and a Ph.D. from Howard University in Washington D.C. Her professional career includes being an instructor at Howard University, director of Mass Media at Houston Baptist University, assistant professor of Broadcast Journalism at Middle Tennessee State University, tenured associate professor at Tennessee State University, and interim dean of the Tennessee State University Honors College.

Dr. Jackson is known for her tenacity and her drive to transform programs and situations that seem impossible. She attributes her drive to God’s leading and direction in her life. Her Doctoral dissertation was the impetus for social change in broadcasting in her island home Jamaica. She was able to turn a dying Mass Media Program at Houston Baptist University into a vibrant fledging program in two years. She convinced the former TSU President, the late James A. Hefner to allocate $1.5 million to build the television station at Tennessee State University. Since assuming leadership of the Honors Program in 2013 she has lead the transition of the Honors Program to becoming an Honors College.

In taking the reins of the National Association of African American Honors Programs, Dr. Jackson spearheaded the design of a website for the organization, obtained the Articles of Incorporation, helped NAAAHP become a 501(c)3 organization, instituted sponsorships from major corporations to invest in NAAAHP, raised the visibility of NAAAHP, invited Ivy League and other top university graduate schools to have access to our HBCU Honors Scholars, incorporated professional business etiquette training, organized the first NAAAHP mass choir, instituted an inspirational plenary, and restored the vision and dreams of the NAAAHP pioneers to be the organization it was created to be.

Dr. Jackson serves on numerous committees and boards both nationally and locally. She was recently elected to the Board of Directors of the National Collegiate Honors Council (NCHC) as well as its International Committee and Diversity Committee. She has served as vice president of the NAAAHP, chair of the Multicultural Research Division of the National Broadcast Educators Association (BEA), chair of Assessment Committee in the Department of Communication, University & College Strategic Planning Council member, and Co-Founder of the Nashville African American Healthy Marriage Initiative. Dr. Jackson has received many awards including the Presidential Fellowship Award, Faculty Media Research Award and is a reviewer for the Journal of Broadcasting & Electronic Media. She has written, published and presented many scholarly papers. She resides in Nashville with her beloved husband of 23 years and their three sons, Joshua, Juleon and Jemiah.
Dr. Vergel Lattimore III
President, Hood Theological Seminary

Dr. Vergel L. Lattimore III is president and professor of Pastoral Psychology and Counseling at Hood Theological Seminary in Salisbury, North Carolina.

He is a native of Charlotte, N.C. and received his primary and secondary education in the Charlotte Mecklenburg Schools. He received the B.A. (with high honors) in Social Welfare from Livingstone College (1975), Salisbury, NC and was awarded the M. Div. from Duke University Divinity School (1977), Durham, NC. He holds the Ph.D. in Pastoral Psychology and Counseling from Northwestern University (1984), Evanston, Illinois, IL. He is married to Joy Renee Powell and they have three adult children.

Dr. Lattimore is Professor Emeritus of Pastoral Care and Counseling and former Director of the M.A. in Counseling Ministries, Methodist Theological School in Ohio (1990-2012). He served as Director of Counseling, Addiction and Psychological Services (CAPS), Syracuse Community Health Center, Inc. (1988-90). He also worked as a Core Staff Pastoral Counselor/Area Coordinator, Onondaga Pastoral Counseling Center (1983-88), Syracuse, NY. He was Assistant Dean, Office of Minority Affairs, Duke University (1977-79).

He is a published poet in Beyond the Stars (1995/96), National Library. He is author of Instruments of Peace: The Viable and Strategic Role of Religious Leadership Factors in Averting War (2013).

He is an ordained an Elder in the African Methodist Episcopal Zion Church. In the Air National Guard (ANG), he served as Assistant to the Chief of Chaplains, U.S. Air Force, Bolling Air Force Base, Washington, DC (2003-2005). He was the first African American chaplain to attain the rank of Brigadier General in the U.S. Air Force and the ANG.

He is a Fellow in the American Association of Pastoral Counselors (AAPC); a Clinical Member, American Association for Marriage and Family Therapy (AAMFT) a licensed Independent Marriage and Family Therapist (Ohio); a member of Rowan Helping Ministries, Board of Directors; a member of Carolinas Healthcare System, Professional Advisory Group; a member of the Salisbury Rotary Club; a member of the Salisbury Community Foundation; F & M Bank Board of Directors; and The Association of Theological Schools, Board of Directors.

His honors include: Who’s Who Among Students in American Colleges and Universities; Alpha Kappa Mu National Honor Society; North Mecklenburg High School Hall of Fame (Charter Inductee, 1997); Outstanding Young Men of America (1977, 1979, 1981, 1998); Life Member, Livingstone College Alumni Association; Life Member, Alpha Phi Alpha Fraternity, Inc.; President’s Meritorious Service Award, Livingstone College (2004); Livingstone College Alumni Leaders Hall of Fame Inductee (2005); The Air Force Legion of Merit Medal (2005); State of Ohio National Guard – Distinguished Service Medal (2005); Who’s Who in Black Columbus (2008, 2009 – 7th Edition); Who’s Who in Black Charlotte (2012 – 4th Edition); Livingstone College Presidential Award (2015).

Inspirational Speaker
Plenary
Sunday, October 30, 2016
Dr. Lesia L. Crumpton-Young
Administrator, Academician, Researcher, Engineer, Author, Entrepreneur, Executive Coach, Philanthropist

Dr. Lesia L. Crumpton-Young is the recipient of the US Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMEM) which she received from President Barack Obama in 2010. She is a certified Life and Career Coach who uses her knowledge and experience to help further the career of faculty, students, and staff throughout the nation. Currently, she serves as the Chief Research Officer and Associate Vice President at Tennessee State University and Director of the Center for Advancing Faculty Excellence (CAFE) which provides research and professional development services for helping faculty and students improve their effectiveness, performance and productivity.

She has co-authored a workbook entitled “Advancing Your Faculty Career” and authored the “You’ve Got The Power!” workbook series dedicated to empowering individuals to unleash the greatness that exists within them. She was the founder and former CEO of PowerfulEducation Technologies a company dedicated to enhancing the personal and professional development of youth and adults throughout our nation. Also, Dr. Crumpton-Young founded and served as Executive Director of the Power Promise Organization, a non-profit dedicated to helping students realize the promise of a brighter future.

Previously, Dr. Crumpton-Young served as a Program Director at the National Science Foundation and served as Associate Provost at Texas A&M University. She also served as Department Head and Professor of the Department of Industrial Engineering and Management Systems at the University of Central Florida, where she received the Trailblazer Award as the first female to serve as a Department Head within the College of Engineering.

Dr. Crumpton-Young is involved in numerous organizations, has received several awards and holds the distinction of being one of the first African-American females to hold the rank of Full Professor in Engineering in the country. She has served on the National Science Foundation (NSF) Committee on Equal Opportunities in Science and Engineering (CEOSE), the NSF Engineering Advisory Committee as well as the Army Science Board for our country. In addition, she received the 2006 Outstanding Women of Color in Science and Technology Educator Award, the Janice A. Lumpkin Educator of the Year Golden Torch Award from the National Society of Black Engineers (1999), and the Black Engineer of the Year Education Award (1997).
THANNUAL NAAHP CONFERENCE
Celebrating 25 Sterling Years of Academic Distinction
25th Annual NAAHP Conference
Celebrating 25 Sterling Years of Academic Distinction
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 Acknowledgements

On behalf of the National Association of African American Honors Programs (NAAAHP), we would like to express our sincere thanks to Tennessee State University for hosting the our 25th Anniversary Conference at the Nashville Airport Marriott. We are grateful for the tremendous support to make this Silver Anniversary the best in NAAAHP history.

Many thanks to Dr. Glenda Glover, president of Tennessee State University; Dr. Mark Hardy, vice president for academic affairs; Dr. Lesia Crumpton-Young, vice president for Research and Sponsored Programs; Kelli Sharpe, assistant vice president for public relations; Ms. Michelle Viera, assistant vice president of events and conference services; Ms. K. Dawn Rutledge, director of university publications; Mr. Charles Cook, graphic designer, and Mr. Emmanuel Freeman, public information officer. To the Deans of the College of Engineering, Dr. S. Keith Hargrove; College of Agriculture, Dr. Chandra Reddy; and School of Graduate Studies and Research, Dr. Lucian Yates. Thanks to the TSU Music Department – Dr. Robert Elliot, chair; Dr. Sean Daniels and the TSU Jazz Ensemble. Thanks to the Communications Department and WTST Radio; Mr. Joe Richie, general manager; Mr. Sean Laflin, manager of TV operations, and all students.

To the premiere Platinum Sponsor of the 2016 NAAAHP Conference – Kroger, the Nashville Division. Thank You for the incredible $30,000 sponsorship of the 25th Anniversary Gala.

Thanks to our $2,500 bronze Sponsors: Ryman Hospitality for sponsoring the Graduate & Career Fair, Kaplan Partner Solutions for sponsoring the Honors Director/Faculty Mixer, Kentucky Fried Chicken and Nashville Electric Service for co-sponsoring the Business Etiquette Training Brunch, Nissan and Target for sponsoring the conference bags and souvenirs.

To the Nashville Airport Marriott for the discounts offered and the many benefits you provided to make this conference possible. For Darnea Mckinney, sales manager Eleanor James, catering sales coordinator; the culinary and hotel staff for your service and kindness.

To all of our graduate schools, thank you for making the Graduate Career Fair a tremendous success.

To the recruiting companies, we salute you for your participation in the 2016 Career Fair.

To my NAAAHP Executive Board members, Dr. Ray Davis, Senior Advisor, Dr. Leah Creque, Vice President, Ms. Angelia Brooks, NAAAHP Treasurer, Dr. Pamala Heard, Secretary, Ms. Loretta Campbell, Membership Chair, Dr. DaTarvia Parrish, Career Fair Chair, to the student board members Ms. Faith Flugence, Miss NAAAHP, Mr. Robert Hurt, Mr. NAAAHP, Mr. Armani Perkins, Assistant Vice President and Mr. Eric Hobson, Assistant Treasurer. Thank you for your dedication, commitment and support.

To the University Honors Staff Dr. Tyrone Miller, Interim Associate Director of Tennessee State University Honors, and Dijon Daniels, Honors Coordinator of the Tennessee State University Honors, Ms Susan West, my deepest thanks to you for your tremendous support in making this conference a success. To Ms. Enjonay Morris, Event Planner from Atlas Management, thank you for your tremendous support and hard work.

To all the TSU Honors student volunteers, thank you for your love shown, dedication demonstrated and for your services rendered. Your commitment to research, service, academic excellence and leadership is heartwarming. To all the conference attendees, thank you for your participation.

To my beloved husband, Dr. Chris Jackson and sons, Joshua, Juleon and Jemiah, Thank you for your tremendous support, devotion and sacrifice.

To all conference attendees and program participants thank you for making this conference a success. We hope to see you next year in Atlanta for our 26th Annual Conference.
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