Helen Bond, Ph.D.
Associate Professor of Curriculum and Instruction
School of Education
Howard University
Email: hbond@howard.edu

Bio and Curriculum Vitae

- Ph.D. in Human Development
- Associate Professor of Curriculum and Instruction in the School of Education, Howard University
- Former Director of the Center for Excellence in Teaching, Learning, and Assessment at Howard
- Fulbright-Nehru Scholar to India
- Principal investigator (Howard partnership) with the Smithsonian Science Education Center in Washington, D.C.
- Coprincipal investigator of a Minority Science and Engineering Improvement Program
- Co-Chair to the Sustainable Development Solutions Network (SDSN USA) – SDSN was set up in 2012 under the auspices of the UN Secretary-General.

Dr. Helen Bond is an Associate Professor of Curriculum and Instruction in the School of Education at Howard University in Washington D.C. She is a Fulbright-Nehru Scholar to India, liaison to the Center for African Studies and served as a West Virginia Human Rights Commissioner appointed by Governor Joe Manchin (now state senator) and confirmed by the State Senate. With a Ph.D. in Human Development and a background in education, Dr. Bond's expertise is in teacher education, prevention of violent extremism through education (PVE-E), international affairs, and human rights. She served as an expert with the United Nations Development Program (UNDP) and the Ministries of Education in Ethiopia developing a capacity study for a teacher licensing system for Ethiopia. She served as a Research Fellow at the Georg Eckert Institute (GEI) for International Textbook Research in Braunschweig, Germany and a three-time participant in the Holocaust Institute for Teacher Education with the United States Holocaust Memorial Museum.

She co-chairs the Sustainable Development Solutions Network (SDSN) USA along with colleagues from Columbia, Yale, and the University of California, San Diego. This is a highly visible senior leadership role as the global SDSN was set up in 2012 under the auspices of the UN Secretary-General. SDSN is a network of researchers working together to mobilize expertise around on the Sustainable Development Goals (SDGs) as a shared blueprint for peace and prosperity. Their monograph, *Never More Urgent: A preliminary review of how the US is leaving behind Black, Hispanic, and Indigenous communities* was published in 2020 by SDSN-USA based at Columbia University in New York City.

Dr. Bond has authored several scholarly works focusing on education, human rights, diversity, and tolerance. She has presented on these topics in over 20 countries including Austria, Bangladesh, Cuba, England, Ethiopia, France, Germany, Ghana, Greece, India, Liberia, South Africa, and South Korea among others. Her research and work was featured in Howard's April 2021 edition of Bison Beat published from the desk of the President of Howard University.

Dr. Bond has 20 years of university-level experience in education and human development with a focus on diversity, education and sustainability, both nationally and internationally. She has held faculty and administrative positions at Howard University, University of Maryland Global Campus (UMGC), and Shepherd University, a rural residential university located 70 miles from Washington, D.C., in West Virginia. Howard is a doctoral university classified as a high research activity institution and a Historically Black College and University(HBCU) located in the nation's capital. Howard is a diverse institution with over 9,000 undergraduate, graduate and professional students representing 50 states and territories, and 66 nations.

Most notably, she has served as an education and human development expert for various branches of the United Nations. She has served as an expert with the United Nations Educational, Scientific and Cultural Organization (UNESCO)—the academic arm of the UN headquartered in Paris. She has also served as an expert consultant with the United Nations Office of Drugs and Crime (UNODC)-Education for Justice Initiative, the United Nations Children's Fund (UNICEF) and the United Nations High Commissioner for Refugees (UNHCR).

She is the coprincipal investigator of a national 2020 Minority Science and Engineering Improvement Program STEM program to establish the *Precollege Program and Access to Careers in Engineering* funded by the US Department of Education. She is also the coprincipal investigator with the Smithsonian Science Education Center in Washington, D.C., to develop, *Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers inEngineering and Science.*

She served as the Director of CETLA at Howard University from 2015-2018. CETLA is Howard's university-wide teaching and learning center that focuses on inclusive pedagogy, evidence-based assessment, and instructional technology. As Director, she reported to the Provost and was responsible for program and budget development, as well as the supervision of staff and students and managedprofessional development initiatives across the university. She collaborated with the Office of the Provost, Student Affairs, Academic Affairs, The Office of Research and Assessment, Faculty Senate, deans, directors, chairpersons, faculty and students to promote an inclusive campus environment.

She also serves as the liaison to the Howard University Center for African Studies. The Center for African Studies at Howard is a comprehensive Title VI National Resource Center and a campus-wide hub that supports Africa-related research and teaching across the university and world. Howard is one of only ten universities in the US (and the only HBCU) designated by the US Department of Education as a comprehensive National Resource Center for African Studies. As faculty liaison, she served as a representative and conduit for the Center's affiliated teaching and research activities. Since 2015, she collaborated with Georgetown University's Center for Contemporary Arab Studies to help organize the International Multicultural Youth Literature Conference for the University.

She has authored several scholarly works focusing on antiracism and the promotion of tolerance and respect. Projects include coauthoring the 2020 monograph *Never More Urgent: A Preliminary Review of How the US is Leaving Black, Hispanic, and Indigenous Communities Behind* and the book *Trash Hack Action Learning for Sustainable Development* that will be field tested in UNESCO Associated Schools Project Network (ASPnet), which is a global network of over 7,900 schools and colleges in 176 countries who have come together in order to promote UNESCO's ideal of peace and contribute to the quality of education.

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She was also one of several co-authors of *Teaching Respect for All: Implementation Guide* that was published by the United Nations Educational, Scientific and Cultural Organization (UNESCO), a specialized agency of the United Nations. The book outlines a curricular framework to fight racism and promote tolerance, which countries can adapt to their respective contexts and needs. The guide was piloted in Brazil; Côte d'Ivoire; Guatemala; Indonesia; Kenya and South Africa. A video was developed by UNESCO where policy makers, teachers and students of partner countries shared their testimonies. The multilingual version of the Guide can be found on UNESCO's website.

She was also I am the contributing author to the UNESCO publication entitled, *Teacher's Guide on the Prevention of Violent Extremism*, the first contribution to the implementation of the UN Secretary-General's Plan of Action to Prevent Violent Extremism, announced in January 2016. She is also the author of the forthcoming chapter, "Beyond the Veil: In Search of the Duboisian Double-Conscious in the Works of the Mildred D. Taylor," to be published in, Essays on Mildred Taylor published by the University Press of Mississippi.

She also developed an educational board game entitled Labyrinth with funding from the United Nations Office of Drugs and Crime (UNODC) in Vienna, Austria. Players navigate the Labyrinth to find their way through conflicting paths that lead to tolerance and empathy, but also to violence and radicalization. The game which is designed for secondary students incorporates the Sustainable Development Goals (SDGs), that is the 17 Global Goals adopted by all United Nations Member States in 2015 that provides a shared blueprint for peace and development.

She developed an accompanying Teacher's Guide and Instructional Book that accompanies the game and is featured on UNODC's website in multiple languages < https://www.unodc.org/e4j/en/secondary/non-electronic-games/labyrinth.html >. As a result of her work in this area, she was invited to speak at the 14th United Nations Congress on Crime Prevention and Criminal Justice in Tokyo, Japan in March 2021 at the session for "Games for Justice" that featured the Labyrinth and my work on PVE-E and sustainability.

Most recently she serves as an education advisor for the new educational TV show *Bison Blvd* ["Boulevard"] for youth set in an urban neighborhood. The program is affiliated with WHUT-TV (Howard University Television) and is a host-guided program featuring original puppet characters that utilize science, technology, engineering, and mathematics (STEM) topics to address challenges in their neighborhood. Dr. Bond who has reviewed PBS educational children's programming for the US Department of Education in her role at Howard, will help guide the new educational TV show *Bison Blvd* so that its programming is both educational and inspirational to children and youth of color.

She was inducted in the 2020 Alumni Hall of Fame by The Ohio State University-Mansfield for her work in diversity, education and human development.

CV/Resume directly follows:

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Academic Degrees and Certifications

Doctor of Philosophy (Ph.D.) **Human Development: Virginia Tech**: 2001. Dissertation focused on Education and Human Development that included field work in West Africa.

- **Southern Regional Doctoral Scholars** SREB Program participant from 1998-2002.

Master of Arts (M.A.). **Communications: West Virginia University**, Morgantown, West Virginia, December 1995.

Bachelor of Science (B.S.)*. With Distinction* -**Cum Laude**. **The Ohio State University,** December 1992.

- **Mortar Board Recipient**: Honor society of individuals selected for distinguished ability and achievement in scholarship, leadership and service.
- **Summer Research Opportunities Program (SROP) recipient** for 3 consecutive years. SROP participants conduct research with a faculty mentor on a topic of mutual interest and present their research at a campus summary conference and a regional conference.

 Certificate in *International Educational Diplomacy* from the Association of Childhood Education (ACEI) 2010, Washington, DC.

 Professional Experience

I. Howard University, Department of Curriculum and Instruction, School of Education, 2441 4th St. N.W. Washington, DC 20059. (*2006 – Present*)

> **Title: Associate Professor: Curriculum and Instruction in the School of Education**
> **Title: Former Director of the Center for Excellence in Teaching, Learning, and Assessment (CETLA)**
> **Distinction: Fulbright Nehru-Scholar**
> **Award: OSU-Mansfield Alumni Hall of Fame Award (2020)**
> **Duties**: Teaching, Research and Service. Teaching, Research and Service. Twenty years of university-level experience in teacher education, including programs at the Howard University School of Education, University of Maryland University College (UMUC-UMGC), and Shepherd College, now University.
>
> **Accomplishments:**

- 2021: Featured in the President's April 2021 issue of the Bison Beat at
- https://issuu.com/bisonbeat/docs/hu_bison_beat_april_2021_spreads
- 2021: In the Red: the US Failure to Deliver on a Promise of Racial Equality- Moderator and facilitator
- 2021: Embassy of India; Keynote speaker- Black History Month 2021
- 2021: AACTE speaker
- 2021: Keynote speak at the 14th United Nations Congress on Crime Prevention and Criminal Justice in Tokyo, Japan in March 2021
- 2021: Invited presentation from the Dean of the Howard University School of Education: HBCUs and Online Education at the Faculty meeting on March 16th, 2021
- 2020: HU Ideas Symposium Presents: From Protest to Policy: The Pursuit of Racial Justice
- A Virtual National Conference
- 2020: Keynote speaker for (Jordanian Exchange Program), entitled The U.S. Education System, August 10, 2020.
- 2020: **Co-chair** to the Sustainable Development Solutions Network's (SDSN USA). SDSN USA is a part of the larger **United Nations (UN) Sustainable Development Solutions Network** that was set up in 2012 under the

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auspices of the UN Secretary-General.

- 2020: Inducted in the **Alumni Hall of Fame** at The Ohio State University-Mansfield
  https://mansfield.osu.edu/alumni/alumni-hall-of-fame-awards/
- 2020: **Co-principal investigator with the Smithsonian Science Education Center** in Washington, D.C., to develop, Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science.
- 2020: **Co-principal investigator of a Minority Science and Engineering Improvement Program** (MSEIP) STEM grant ($745,811) grant award from the US Department of Education to establish the Precollege Program and Access to Careers in Engineering.
- 2019: **Planned and implemented the sixth International Youth Literature Symposium** with partners: Center for Contemporary Arab Studies at Georgetown University, Institute for Middle East Studies at the George Washington University, School of Education at Howard University, and the National Resource Center for Africa for which I serve as the educational liaison.
- 2018-2019: **Principal Investigator (PI)** of a grant awarded from the Education for Justice (E4J) Initiative of the United Nations Office of Drugs and Crime (UNODC) to develop game-based curriculum to build resilience among youth.
- 2017-2018: **Contributing author** to the American Council of Education's (ACE) publication "*Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development.*"
- 2016-present: **Liaison to the Howard University Center for African Studies:** Howard University Center for African Studies (CfAS) is a comprehensive Title VI National Resource Center and a campus-wide hub that supports and enhances Africa-related teaching and research. It is one of only ten Universities in the US (and the only HBCU) designated by the US Department of Education as a comprehensive National Resource Center for African Studies.
- 2016-present**: Quality Matters** Trained
- 2015--present: Chair of Howard University Online (HUOL)
- 2015: **Human Rights Commissioner** for West Virginia
- 2014: **Fellow at the Georg Eckert Institute** for International Textbook Research in Braunschweig Germany
- 2013: Featured author in the Ohioana Library. http://www.ohioana.org/authors/author-profiles/pg/7/
- 2012: **Fulbright-Nehru Visiting Scholar** to India
- 2012: **Inspirational Interdisciplinary Award** for the co-teaching and the co-development of the following African Studies Course: Social Media and Political Change in the African World (Howard University)
- 2010: Walter and Theodora Daniel, an endowed educational fund in 2010. These awards support significant research studies on global education.
- 2010: Developed the successful proposal for Secondary Science Education approved by the Maryland State Department of Education (MSDE).
- 2009: Teaching with Technology award for outstanding integration of technology in teaching and learning
- 2008-2013: Faculty of Record for the *Ready to Teach* grant funded by the U. S. Department of Education
- 2007: Featured Teacher for Center for Excellence in Teaching, Learning, and Assessment (CETLA) at Howard
- 2007: Sloane-C-Scholar to attend the 13th International Sloane C –Conference on Technology, Orlando Florida,

Courses taught (face to face and online):
- o Child Development/Human Development
- o International Education
- o Curriculum and Instruction
- o Multicultural Education
- o Action Research
- o Social Foundations of Education
- o Sociology: Race and Ethnic Relations
- o Educational Psychology
- o Educational Technology (both initial and advanced)
- o American Educational Thought
- o Qualitative Research/Action Research
- o Introduction to Education /Student Teaching Seminar

II. University of Maryland Global Campus (UMGC), of the Master of Arts in Teaching (MAT) Secondary Education. 3501 University Boulevard East, Adelphi, MD 20783. **August 2003-2006**

> Title: **COLLEGIATE PROFESSOR AND PROGRAM DIRECTOR Master of Arts in Teaching** (MAT)
> **Duties:** Served as Program Director and Associate Professor of an online Master of Arts in Teaching (MAT) program. Responsibilities included curriculum and course development, overseeing an alternative teacher education program, hiring new faculty, developing professional development school relationships and creating a reading strand for teachers that was approved by the Maryland State Department of Education (MSDE).
> **Accomplishments: UMUC ONLINE (E-Learning) COURSE DEVELOPMENT FOR UMUC**
- I co-developed the following courses for the Social Sciences Undergraduate Degree Program at UMUC)
  - o Bond, H. & Barr, B. (2007). ONLINE Sociology 424: Human Relations: Social Sciences, University of Maryland University College (UMUC) School of Undergraduate Studies (SUS) Adelphi:
  - o Bond, H. & Barr, B. (2006). ONLINE Sociology 423: Ethnic Minorities: Social Sciences,

III. Shepherd University: Department of Teacher Education *(undergraduate-elementary)* Shepherdstown, WV 25443, (August 1997 – August 2003)
> Title: **ASSISTANT PROFESSOR OF EDUCATION** (*Teacher Preparation*)
> **Duties:** *Assistant professor in an undergraduate elementary teacher preparation program.* My responsibilities included teaching, research, curriculum and course development, and participation in accreditation and assessment activities, as well as service.
> **Achievements:** Participated in a successful NCATE Accreditation Review and revised several outdated courses**.**
- Conducted teacher training, facilitated orientations
- Published newsletter and other written communication

IV. Berkeley County Schools, Berkeley County Schools
> Board of Education, 401 S. Queen Street, Martinsburg, WV, 25401.
> (August 1993-1997)
> Title: **CLASSROOM TEACHER** and **SCHOOL CONFLICT RESOLUTION COORDINATOR**
> **Duties:** Served as classroom teacher in grades 6-8. Taught Science, History/Social Studies, and Language Arts.
> **Achievements:** Served as Peer Mediation Advisor and Conflict Resolution Coordinator for the school program.

Related Professional Experience

UNICEF/UNHCR: The United Nations Children's Fund and the Office of the United Nations High Commissioner for Refugees (UNHCR)

Reports to the UNICEF person on the ground in Melkadida and Senior Education Officer at UNHCR HQ
Title: Consultant: <u>EDUCATION SPECIALIST FOR POST CONFLICT SETTINGS</u>
December 5, 2013 to January 10, 2014 UNICEF), (December 1-December 22, 2014-UNICEF) (September 1-November 21, 2014, UNHCR)
Duties: Developed Teacher Training Manuals and conducted refugee teacher training in Dollo Ado, the Somali region of Ethiopia. I served as a teacher training specialist to promote standardization and strengthening of the quality of teaching and learning in refugee contexts, through development of a basic teacher training pack and accompanying teacher educator in-service support training pack to be made readily available to refugee education partners for adaptation and use at the field level.

UNESCO: The United Nations Educational, Scientific and Cultural Organization
Section of Education for Peace and Human Rights: Division of Education for Peace and Sustainable Development
Title: <u>EDUCATION SPECIALIST (CONSULTANT/INDIVIDUAL AUTHOR)</u>
(Term: August 2012-December 2012)

United Nations Development Program (UNDP): (Term: August 2008- October 2008)
Title: <u>INTERNATIONAL EDUCATION EXPERT (ADDIS ABABA ETHIOPIA)</u>
Duties: United Nations Development Program for **Teacher Licensing and Re-Licensing project:** Served as an International Teacher Education Consultant from August 2008- October 10, 2008. In collaboration with the Ministry of Education in Ethiopia and a national consultant, I conducted a nationwide capacity study focused on the development of a teacher licensing system as a part of a wider education quality reform for Ethiopia.

The United Nations Children's Fund (UNICEF): (Term: 2014-2015)
Title: <u>INTERNATIONAL EDUCATION AND CURRICULUM CONSULTANT</u>
Duties: In 2014-2015, I assisted UNICEF's West and Central Africa Regional Office (WCARO) with the post-Ebola effort by helping to develop a literacy, numeracy, and life skill curriculum that would enable youth to catch up on their education.

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Publications

Bond, H. (accepted in process-2021). The All-Black Town Movement for Self-Determination. Black Freedom Struggles: An Africana Reader (Ed. Latif A. Tarik). Dubuque, IA: Kendall Hunt, 350 pages.

Lynch, A., **Bond, H.,** Sachs, J. 2021. In the Red: The US Failure to Deliver on a Promise of Racial Inequality. New York: SDSN.

Bond, H. King, L., Anger-Delimi, K., Eschweiler E. (2020). Trash Hack Action Learning for Sustainable Development. Paris: UNESCO.

Bond, H (2021). *Beyond the veil: In search of the Duboisian double consciousness in the works of Mildred D. Taylor*. In T. L. Mielke, S. Hardstaff and M. H. Martin (Eds.), Essays on Mildred Taylor (Edited Collection) to be published by (New York). Oxford, Mississippi: University Press of Mississippi.

Bond, H. (Contributing author) (forthcoming, 2021). **UNODC's Teacher's Guide**: **Justice for children**. Vienna, UNODC.

Lynch, A. **Bond, H**. Lusane, C. Fox, C. (2020). Never More Urgent: The US is leaving behind Black, Hispanic, and Indigenous communities: the five areas of greatest disparity. New York: SDSN.

Crete E., Esty, D., McCord, G., **Bond, H**. American Back on Board. UN Sustainable Development Solutions Network (SDSN).

Bond, H. (Contributing author) (2020). **UNODC's Teacher's Guide**: **Terrorism and violent extremism** Retrieved from https://www.unodc.org/e4j/en/secondary/terrorism.html

Bond, H. (Contributing author) (2019). **UNODC's Teacher's Guide**: **Firearms trafficking**. Retrieved from https://www.unodc.org/e4j/en/secondary/teaching-guide-firearms/introduction.html

Bond, H. (Contributing author) (2019). **UNODC's Teacher's Guide**: **Anti-Corruption**. Retrieved from https://www.unodc.org/e4j/en/secondary/teaching-guide-anti-corruption/index.html

Bond, H. (Contributing author) (2019). **UNODC's Teacher's Guide**: **Organized crime**. Retrieved from https://www.unodc.org/e4j/en/secondary/teaching-guide-organized-crime/index.html

Bond, H. (Contributing author) (2019). **UNODC's Teacher's Guide**: **Human trafficking**. Retrieved from https://www.unodc.org/e4j/en/secondary/human-trafficking-and-migrant-smuggling.html

Bond, H. (Contributing author) (2019). **UNODC's Teacher's Guide**: **Migrant smuggling**. Retrieved from https://www.unodc.org/e4j/en/secondary/human-trafficking-and-migrant-smuggling.html

Bond, H. (Contributing author) (2019). **UNODC's Labyrinth: Teacher's Guide and Game**. Retrieved from https://www.unodc.org/e4j/en/secondary/non-electronic-games/labyrinth.html

Sorcinelli, M. D., **Bond, H**., Berg, J. J., Watson, C. E. (2017). Why now is the time for evidence-based faculty development? In *Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development*. Retrieved from < http://www.acenet.edu/news-room/Pages/ACE-Issues-White-Paper-Examining-Institutional-Commitment-to-Teaching-Excellence.aspx >.

Bond, H. (Contributing author) (2016). *Teacher's guide on the prevention of violent extremism*. Paris: United Nations Educational, Scientific and Cultural Organization (UNESCO).

Bond, H. (2015). The transnational memory and impact of the American Civil Rights Movement in textbooks in the United States, Africa, Germany, Russia, and France. The Eckert. Bulletin 15: Textbooks and Religion, p. 76-78. The Georg Eckert Institute for International Textbook Research. ISSN1865-7907. URL: http://www.gei.de/publikationen/eckert-bulletin/eckert-bulletin-15-2015.html.

Bond, H., Gloria A., Baker, E., Baguma, G. K., Starl, K. (2014). *The Teaching Respect for All Implementation Guide.* Paris, France: United Nations Educational, Scientific and Cultural Organization, UNESCO. ISBN 978-92-3-100025-6. Available in *UNESCO's online document hub, UNESDOC* at http://unesdoc.unesco.org/ulis/en/.

Bond, H. (2014). "Somalia." In Odekon, M. A. (Ed.) (2014). *Encyclopedia of World Poverty.* Thousand Oaks, CA: SAGE Publications**.**

Bond, H. (2014). "Gunnar Myrdal's Theory of Cumulative Causation" In Odekon, M. A. (Ed.) (2014). *Encyclopedia of World Poverty.* Thousand Oaks, CA: SAGE Publications.

Bond, H. (2013). "Multiracial Students." In Ainsworth, J. (Ed.). (2013). *Sociology of Education: An a-to-z guide.* (Vols. 1-2). Thousand Oaks, CA: SAGE Publications.

Bond, H. (2013). "Online Education." In Ainsworth, J. (Ed.). (2013). *Sociology of Education: An a-to-z guide.* (Vols. 1-2). Thousand Oaks, CA: SAGE.

Bond, H. (2013). "Teacher Training." In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.

Bond, H. (2013). "Historically Black Colleges and Universities (HBCUs)." In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.

Bond, H. (2013). "Acting White" In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.

Bond, H. (2013). "School segregation." In Carlos E. Cortés (Ed.) *Multicultural America: A Multimedia Encyclopedia*. Thousand Oaks, CA: Sage Publications.

Bond, H. (2013). "United States and social media unrest." In Harvey, Kerric (Ed.) *Encyclopedia of Social Media and Politics.* Thousand Oaks, CA: CQ Press.

Hailu, A. & **Bond, H**. (2013). Pioneers in social media and politics. In Harvey, Kerric (Ed.) *Encyclopedia of Social Media and Politics.* Thousand Oaks, CA: CQ Press.

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Hailu, A. & **Bond, H**. (2013). "Sub-Saharan Africa and social media and politics." In Harvey, Kerric (Ed.) *Encyclopedia of Social Media and Politics.* Thousand Oaks, CA: CQ Press.

Richard Augustus, J., Muthaiah, N., **Bond, H**. (12-18, March 2012). "Can blended learning enhance teaching skills?" *University News: Association of Indian Universities.50* (11), 21-29.

Bond. H., Barr, B., Fotiyeva, I., & Wu, F. (2012). *Through Children's Eyes*: *President Obama and the Future Generation.* Toronto, Canada: The Key Publishing House Inc.

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Bond, H. (2012). "Teacher migration and the role of historically black colleges and universities and Hispanic serving institutions in the United States." In (Eds. Jonathan Penson & Akemi Yonemura) *Next steps in managing teacher migration: Papers of the Sixth Commonwealth Research Symposium on Teacher Mobility, Recruitment and Migration*. Addis Ababa, Ethiopia, 8–9 June 2011 Commonwealth Secretariat and UNESCO IICBA.

Bond, H. (2011). "Black females in higher education in HBCU's: The paradox of success." In C. R. Chambers (Ed.), *Support systems and services for diverse populations: Considering the intersection of race, gender, and the needs of Black female undergraduates*. Bingley, United Kingdom: Emerald Group Publishing Limited.

Bond, H. (2011). "Where in the World: Using the World Digital Library to Enhance Information Literacy and Global Learning." In T. McDevitt & R. Stilwell (Eds.), *Let the games begin by engaging students with interactive information literacy instruction*. New York: Neal-Schuman Publishers.

Bond, H. (2010). "Digitizing memory: Understanding culture through American and world memory." In Emmanuel Guy-Marie Blanchard (Ed.), *Handbook of research on culturally aware information technology: Perspectives and models.* Hershey, PA: Information Science Reference.

Bond, H., & Fotiyeva, I. (2010). "Leading the way: Historically black colleges and universities preparing future teacher leaders in urban science education." In Rhoton, J. (Ed.), *Science education leadership for the 21st century.*

Bond, H. (2009). "You and I we must change the world." In Adam Jones, (Ed.), *Evoking genocide: Scholars and activists describe the works that shaped their lives* (pp. 157-171). Toronto, Canada: The Key Publishing House Inc."

Bond, H. (2008). "Teaching the Holocaust in the urban classroom." In T. Duboys (Ed.), *Pathways to the Holocaust.* Rotterdam, Netherlands: Sense Publishers.

Bond, H. (2008). "Stopping the leak: Preparing teachers and students for technological literacy and STEM careers." In Thurgood Marshall College Fund (Ed.), *HBCUs models of success: Successful academic models for increasing the pipeline of Black and Hispanic students in STEM areas.* (pp. 45-61). Washington, DC: Thurgood Marshall College Fund.

Bond, H. (2007). "Diversity initiatives in an online university." in Branche, J., Mullennix, J. and Cohn, E. (Eds.), *Diversity across the curriculum.* (pp. 48-51). New York: Jossey-Bass

Bond, H. (2010). "Balancing teacher quality and quantity." *International Journal of Knowledge and Learning, 6*(1), 28-42.

Bond, H. (2008). "The online urban education book club project." *The International Journal of Urban Learning Technology (JULT),* 1(1), 3-12.

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Shockley, G. K. & **Bond, H**. & Rollins, J. (2008). "Singing in my own voice: Teachers journey toward self-knowledge." *Journal of Transformative Education, 6,* 182-200.

Bond-Peters, H. (2001). The "rights" way to peace in Ghana. *Adult Learning and Human Resource Development (ALHRD) Ideas, 1 (*5), 5-6.

Gogh, Abe; McLeod, J.R., **Bond-Jefferson.** (1997). Culture, classroom rituals, and conflict in the classroom. *Journal of the Sciences and Humanities, 53* pp. 77-87. Tokushima Bunri University, Japan.

Professional Conferences and Scholarly Events

Global (virtual:) **SDSN-USA:** In the Red: the US Failure to Deliver on a Promise of Racial Equality- Moderator and facilitator

Global (virtual:) 2021: Organizer and Moderator: *The 6th Annual Children and Youth Literature Workshop, Asserting Identity in Children & Youth Literature*: **A Workshop for Educators held in partnership with Howard University School of Education, Center for African Studies, Georgetown University Contemporary Arab Studies Center**

Global (virtual:) 2021: **Embassy of India**; Keynote speaker- Black History Month 2021

Global (virtual:) 2021: AACTE speaker Dr. Bond was invited to present during **AACTE's 73rd Annual;** The deeper dive session is titled Effective Online Pedagogy and Learning: Applying Technology-enhanced Teaching Strategies to the New Normal in 2021 and Beyond/

Tokyo, Japan & Global (virtual:) 2021: Keynote speak at the 14th United Nations Congress on Crime Prevention and Criminal Justice in Tokyo, Japan in March 2021.

Washington, DC **& Global** (virtual:) 2020: Hoard University: Ideas Symposium Presents: From Protest to Policy: The Pursuit of Racial Justice

Global (virtual:) **Advancing Sustainability in Higher Education** (AASHE): Global Conference on Sustainability in Higher Education (GCSHE), October 20-22, 2020

Washington, DC: U.S. State Department, International Visitor Leadership Program: Presented keynote for Ministry for Jordan (Jordanian Exchange Program), entitled The U.S. Education System, August 10, 2020.

Vienna, Austria: United Nations Office of Drugs and Crime Education for Justice (E4J) Program: Presented Game-Based Curriculum, October 7-9, 2019.

Mansfield, Ohio: Ohio Department of Rehabilitation and Correction**:** Black History Month Speaker**: Presented: "The Lost, But Fabulous History of African Americans"** (23 February 2018)**.**

Port of Spain, Trinidad: University of the West Indies: Presented: *Teaching Respect for All: Training for Teachers.* (2-4, October 2017).

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Bloemfontein, South Africa: Keynote Speaker: Presented **"**New Directions in the Scholarship of Teaching and Learning**"** Unit of Research in Scholarship of Teaching and Learning (RSoTL), 25-26 October 2017.

Durban, South Africa. **Keynote Speaker**: "Scholarship of Teaching and Learning" Mangosuthu University of Technology at the *Teaching and Learning Colloquium.* (5-6 April 2017). You can read more here: https://www.pocketrsvp.com/participant_event.asp?pk=&ek=8X147D0T0A5O8WVY0U5I3G7WGQUSO0YVRPH07DJ3&et =11371

Seoul, Republic of Korea- Ewha Woman's University and UNESCO. Presented: *How can education prevent school violence and bullying based on ethnic discrimination?* 17 January 2017. Read more here: http://www.unesco.org/new/en/media-services/single-view/news/how_can_education_prevent_school_violence_and_bullying_based/ .

New Delphi, India: **Participant:** This international conference was organized by UNESCO in partnership with the Mahatma Gandhi Institute of Education for Peace and Sustainable Development. The purpose was to build a common understanding and vision of the required educational interventions and approaches needed to ensure that education systems contribute to the prevention of violent extremism. (19-20 September 2016). You can read more here: http://en.unesco.org/preventing-violent-extremism.

Addis Ababa, Ethiopia: Presenter: "Using Electronic Portfolios for Teaching, Learning, and Assessment" at the E-Learning Africa Conference 2015. E-Learning Africa is the largest gathering of e-Learning and ICT supported education and training professionals in Africa. (May 21, 2015).

Paris, France: Speaker and Panelist: Second UNESCO Forum on Global Citizenship Education (GCED) from 28-30, **Paris, France** (January 26-31, 2015).

Vancouver, British Columbia, Canada: Presenter: **Association of Childhood Education (ACEI):** The Global Summit on Childhood, (a program within the Decade for Childhood, which provides a platform for interdisciplinary dialogue among the global community about the experience of childhood. Vancouver, British Columbia, Canada (April 2014).

Dhaka, Bangladesh: Keynote Speaker and Workshop Presenter: **University of Dhaka in Bangladesh** focusing on the use of technology in the teaching of English. I also delivered the keynote address for a conference on the Teaching and Learning of English Through Technology.

TamilNadu, India: Keynote Speaker: Presented at the International Seminar: Preparing World Class Teachers Through Online Education: The Future is Now*! K*eynote Speaker: Dr. Helen Bond, Fulbright-Nehru Scholar to India, **College of Education, Ramakrishna Mission Vidyalaya**, Coimbatore, **TamilNadu India**, April 20-21, 2012.

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Mumbai, India: Panelist: Served as a panelist at the *Higher Education Forum (HEF),* Third Annual Convention held at the Welingkar Institute of Management Development and Research, Matunga, **Mumbai, India**.

Kerala, India: Presenter: Presented at a National Workshop on Women's Higher Education Institutions: Impacts, Influences, and Challenges, Sacred Heart College, Chalakudy, **Kerala, India**, March 8-9, 2012.

TamilNadu, India: Presenter: **Avinashilingam University** for Women in Coimbatore, **TamilNadu India** on Women and the Teaching Profession in the United States, February 29, 2012.

Salem, India: Presented two lectures at **Sri Sarada College of Education** in **Salem, India** on Qualitative Research and Women's Empowerment, February 27, 2012.

Chennai, India: Workshop for Teachers at the **Srikriti Teacher Education Centre in Chennai, India**, February, 25, 2012.

Cambridge, UK: International Conference: Presenting "Social Media, Political Change, and the African World at the University of Cambridge in the United Kingdom at the Conference: **Beyond Revolutions: The Use of ICTs for Political Mobilization and Participation in Sub-Saharan Africa, on 11 November 2011.**

Washington, DC: Participated in the Institute for International Education Diplomacy (IIED) Institute**:** A Program of the Association for Childhood Education International (ACEI). **July-August 2011**.

Addis Ababa, Ethiopia: Presented **"**The role of historically black colleges and universities and teacher migration" **o**n 8-9 June 2011, at the UNESCO-IICBA symposium, which hosted the 6th Commonwealth Research Symposium in Addis Ababa, Ethiopia. The symposium, titled "***Next Steps in Teacher Mobility, Recruitment and Migration***" convened a variety of key stakeholders from Commonwealth Member States and the African continent to share their experiences as well as brainstorm the way forward in addressing teacher migration and recruitment.

Giessen, Germany: Justus Liebig (University of Giessen, Germany)**: P**resented the paper Shattering Ceilings: The "Merkel Effect" in the United States and Germany at the **Justus Liebig University (of Giessen) in Germany** in June-July 2011.

Athens, Greece: Presented at the (TECH-EDUCATION 2010): 1st International Conference on Technology Enhanced Learning, Reforming Education and Quality Teaching, Learning Technologies, and Quality of Education in Athens Greece at the American College of Greece**. Paper entitled:** *Global Teacher Management Challenges: Balancing Teacher Quality with Quantity: **May 19-22**, **2010.***

South Africa: Presented at a Gifted Learning Professional Seminar at *The University* of the *Witwatersrand*, in **Johannesburg South Africa**, Paper entitled: *Online Course in Gifted Learning and Technology:* April 22-23, 2010.

California: Presented *Teaching with the World Digital Library* **at the Society for Information Technology & Teacher Education (SITE 2010) International Conference** held in **San Diego, CA**. Paper entitled: *Teaching with the World Digital Library:* (WDL). March 29-April 2, 2010.

Addis Ababa, Ethiopia: Presented a newly developed *Teacher licensing and Re-licensing System* for the **Ministry of Education in Ethiopia and** to an international audience. International Conference sponsored by the United Nations Development Program (UNDP). September 29 - October 3, 2008, Addis Ababa, Ethiopia.

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Presented, *Making Peace with Children*: **Gandhi-King Conference**, Memphis TN, October 2007.

Presented *Come Read with Me*: *Urban Education Book Club Project,* **Society for Information Technology** (SITE). San Antonio, Texas, March 2007.

Presented *Developing a Gendered Voice in the Online Classroom* **University System of Maryland Faculty Initiatives Conference,** October 2006.

Presented "*Teacher Transformation*" **National Outreach Scholarship Conferen**ce 2005 at the **University of Georgia,** October 2-5, 2005.

Presented "*Ten Promising Practices in Teacher Education*" **University System of Maryland Diversity Conference**, Bowie University, Bowie Maryland, March 13, 2004.

Havana Cuba: International Conference: Presented "*Multicultural Education": A Comparative Analysis of Six Programs.* Sixth Annual Conference of Cuban Educators and North American Educators**, Havana Cuba**, Feb.1999.

References Provided Upon Request

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