

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
 - Founding member of the Center for Women, Gender, & Global Leadership at Howard
 - Coprincipal investigator of a Minority Science and Engineering Improvement Program (MSEIP) titled PPACE
 - Principal investigator (Howard subaward partnership) with the Smithsonian Science Education Center in Washington, D.C.
 - Co-Chair to the Sustainable Development Solutions Network (SDSN USA) – SDSN was set up in 2012 under the auspices of the UN Secretary-General.
-

Biography

I serve as an Associate Professor of Curriculum and Instruction in the School of Education at Howard University and the former director of the Center for Excellence in Teaching, Learning and Assessment. I am also a Fulbright-Nehru Scholar to India, co-chair to the Sustainable Development Solutions Network (SDSN-USA), founding member of the Center for Women, Gender, & Global Leadership at Howard and Faculty Liaison to the Center for African Studies (CfAS) at Howard. Howard University is one of ten US universities and the only HBCU designated by the US Department of Education as a comprehensive National Resource Center for African Studies.

As Liaison to the School of Education and the HU CfAS, I am a conduit for the Center's affiliated teaching and research activities in the School of Education. Since 2015, I have collaborated with Georgetown University's Center for Contemporary Arab Studies, Howard University's School of Education and CfAS to help organize the International Children's conference at Howard University. George Washington University has also partnered with the effort making it a total of six successful conferences. Students in the School of Education attend and receive free award-winning books and get a chance to interact with the authors and illustrators.

With a Ph.D. in Human Development and a background in education my expertise is in teacher education, education for the Sustainable Development Goals (ESDGs), prevention of violent extremism through education (PVE-E), and human rights. I 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. I also 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 (HITE) with the United States Holocaust Memorial Museum. In addition, I also served as Human Rights Commissioner for West Virginia appointed by the Governor and confirmed by the State Senate. **I was inducted in the [2020 Alumni Hall of Fame](#) by The Ohio State University-Mansfield for my work in education and human development.** My research was featured in Howard's [April 2021 edition of Bison Beat](#) published from the desk of the President of Howard University.

I have authored several scholarly works focusing on education, human development and sustainability. I have 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. I have authored and contributed to several journal articles, books, monographs, and teacher manuals and publications for the broader community. I accepted an invitation in 2017 to participate in the international expert group meeting convened by the United Nations Office on Drugs and Crime (UNODC), Education for Justice (E4J) initiative in Vienna to provide insight into innovative teaching methods for students. In 2018-2019, I received a grant from UNODC on behalf of Howard University to develop a non-electronic educational game entitled [Labyrinth](#) and accompanying Teacher's Manual on violent extremism. The Labyrinth has been translated in three different languages: English, Russian, and Uzbek. The accompanying Teacher's Manual has also been translated in three languages.

Further extending my skills in translating international covenants into basic theoretical principles and ideas for secondary students, I developed (under the guidance and peer-review of E4J) seven additional Teacher Manuals that were accompanied by videos on anti-corruption, firearms trafficking, human trafficking, justice for children (still in press), smuggling of migrants, organized crime, and violent extremism designed for secondary school students. **These materials were part of UNODC's E4J initiative that received the Secretary-General of the United Nation's 2020 Innovation Award.**

I am also one of the co-authors of the nearly 300-page UNESCO publication, [Teaching Respect for All](#) outlines a critical framework to promote respect 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 *Teaching Respect of All 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 here. *Teaching Respect for All* has been published in three languages.

Teaching Respect for All was used in [a workshop in February 2015 facilitated by Dr. Elbedour](#) from the Department of Human Development and Psychoeducational Studies at Howard University. The workshop was designed to help promote dialogue between Palestinians and Israelis. Dr. Elbedour said "The use of the Teaching Respect for All materials was instrumental in helping both rival parties (Israelis and Palestinians) understand their psychological barriers, and overcome their deep-seated mistrust, fears, victimology, stereotypes and self-defeating policies."

I am also the 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. This peer-reviewed book has made a major contribution to the new field of Preventing or Countering Violent Extremism Through Education (P-CVE). I was the sole contributing author to the work that was published by the United Nations Educational, Scientific and Cultural Organization (UNESCO), which is a specialized agency of the United Nations. The book has been translated in multiple languages and was presented in New Delhi at the conference on the Prevention of Violent Extremism through Education (19-20, Sept. 2016). It was also presented at the White House on International Jazz Day on 30 April 2016 and made international news.

The book was peer reviewed by reviewers from all over the world (they are listed individually on page 8). The peer-reviewers include:

1. Lynn Davies, Emeritus Professor of International Education at the University of Birmingham, United Kingdom;
2. Felisa Tibbitts, Lecturer at the Teachers College of Columbia University,
3. Sara Zeiger, Hedayah Center, United Arab Emirates;
4. Feriha Peracha, Director of the Sabaoon Centre, Pakistan; and
5. Steven Lenos from the European Union Radicalization Awareness Network, UK

I also helped shape an early draft of the [Teachers in Crisis Contexts WG \(TICCWG\) training pack](#). The primary school training pack was commissioned by the Teachers in Crisis Contexts Working Group (TICCWG) and is archived on the website of the Inter-agency Network for Education in Emergencies (INEE). INEE is an open, global network of members working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. The modules in the TICCWG training pack were peer reviewed by teacher education and education in emergency experts, and field tested in Kakuma (Kenya) and Domiz (Iraq) refugee camps before being finalized.

Regarding my grantsmanship, I am currently engaged in three interdisciplinary grants focusing on STEM, teacher diversity, and racial equity. I am principal investigator on one, co-principal investigator on the other, and a team member on another. I am 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. I am principal investigator (for Howard's subaward) 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*. My role is to develop an Institutional Higher Education Survey (IHE) to survey 100 Minority Serving Institutions (MSIs) about their roles in teacher preparation, especially in regards to the STEM teaching workforce. A virtual summit was held in July 2021 for institutions engaged in this STEM equity work across the United States. The data from the IHE survey and virtual summit will inform the development of a Source Book that will analyze and review best practices for STEM teacher development.

I also have a deep research and teaching interest in the SDGs otherwise known as the United Nation's global goals. As a Howard faculty member, I co-chair 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 the Sustainable Development Goals (SDGs) as a shared blueprint for peace and prosperity. My work with SDSN-USA ties with Howard University's mission of empowering students toward creating a sustainable and equitable future. I co-authored the monographs with Alainna Lynch of SDSN and Clarence Lusane of Howard University "[Never More Urgent: A Preliminary Review of How the US is Leaving Black, Hispanic, and Indigenous Communities Behind](#)," and with Alainna Lynch and Jeffrey Sachs "[In the Red: The US Failure to Deliver on a Promise of Racial Equality](#)."

In addition to the above research monographs, I co-authored "[Trash Hack Action Learning for Sustainable Development](#)" in conjunction with UNESCO's Section of Education for Sustainable Development. Trash Hack Action Learning will be used by UNESCO Associated Schools Network (ASPnet), which consists of over 11,500 educational institutions in over 180 countries, as well as other schools and organizations. Trash Hack Action Learning for Sustainable Development helps educators engage students in action-oriented activities that increase awareness and action around waste. The book was launched in January 2021 by ASPnet in partnership with the Foundation for Environmental Education (FEE). Read more about the Trash Hack Campaign [here](#). See on page 2 of the [book](#) where UNESCO thanks me for helping co-author the work. *Trash Hack Action Learning* has been translated in multiple languages: English, French and Spanish.

Most recently I was asked to serve as an education advisor for the new educational TV show *Bison Blvd* ["Boulevard"]. 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. I have reviewed PBS educational children's programming for the US Department of Education in my role at Howard, that will help me guide the new educational TV show *Bison Blvd* so that its programming is both educational and inspirational to children and youth of color.

CV/Resume directly follows:

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 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):

- EDUC 691: Integrated Methods I Action Research
- EDUC 671: Educational Psychology: Learning & Development
- EDUC 601: Educational Technology (advanced EDUC 600: Independent Study)
- EDUC 480: Intl Internship & Spec Top Sem
- EDUC 322: Teaching Lang Arts & Soc
- EDUC 223: Educational Technology (initial)
- EDUC 219: Schooling for Diverse Populations
- EDUC 212: Educational Psychology: Learning & African American Learners
- EDUC 120: International Education
- AFST 107: Soc Media & the African World
- EDUC 100: Orientation & Pre-Prof. Sem
- American Educational Thought
- Child Development/Human Development
- Curriculum and Instruction
- Multicultural Education
- Social Foundations of Education
- Sociology: Race and Ethnic Relations
- Qualitative Research/Action Research
- 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
 - Bond, H. & Barr, B. (2007). ONLINE Sociology 424: Human Relations: Social Sciences, University of Maryland University College (UMUC) School of Undergraduate Studies (SUS) Adelphi:
 - 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.

Research, Grant on Publications on the Following Pages

Publications

Research and Grant Summary:

1. **Grants** (4: 3 current)
 - a. **Principal Investigator (PI)**: (current-Dec. 2021) Smithsonian (Award Number (FAIN): 2040784 (NSF) \$100,000
 - b. **Co- Principal Investigator (Co-PI)**: (current-2023) Precollege Program: Access to Careers in Engineering (Dept. Of Education) \$250,000
 - c. **Team Member**: POETS: (Current)Engineering Research Center for Power Optimization for. Electro-Thermal Systems (POETS).
 - d. **Principal Investigator (PI)**: Principal Investigator (PI): (2018-2019) The United Nations Office on Drugs and Crime (UNODC). \$10,000
2. **JOURNALS**: (9 in total; 4 in process- due to pandemic related delays)
3. **BOOKS**: (5 in total with 2 being single-authored and the 3 co-authored)
4. **Book Chapters (29)**
5. **Monographs (8)**
6. **Online Blog (1)**

1. **Bond, H.** accepted (in process 2021-2022). If Colored girls could rise to fame. *Special Issue of Women's Studies*, "Nevertheless, she persisted': Girls, Literature for Girls, and the Politics of Persistence."
1. **Bond, H.** (out for review, 2021). The Labyrinth: Using Game-Based Theory and Pedagogy to Prevent Radicalization Among School-Aged Youth in the United States: *Journal for Deradicalization Dec. issue NO. 29 – 2021*.
2. **Bond, H.** (accepted in process, 2021). Disaster risk education. *Thresholds in Education (TIE) special Issue*.
3. **Bond, H.** (accepted in process, December 2021). Teaching the Native American Genocide. *Genealogy Journal*.
4. **Bond, H.** (2021). Historically Black Colleges and Universities, sustainable development goals, and race. In Association for the Advancement of Sustainability in Higher Education (AASHE) (Ed.), *No Sustainability without Justice: An Anthology on Racial Equity and Social Justice*
5. Bond, H. King, L., Anger-Delimi, K., Eschweiler E. (2021). *Trash hack action learning for sustainable development*. Paris: UNESCO.
6. **Bond, H** (accepted in process, 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.
7. **Bond, H.** (October 2021). Making peace with children. In L. Yéo (Ed.), *Peace Studies for Sustainable Development in Africa* (pp. 229-269). Springer publishing house's prestigious series "Advances in African Economic, Social and Political Development" <https://www.springer.com/series/11885>.
8. **Bond, H.** (in process, 2021). Fredi Washington: The imitation of race. In P. Ballamingie & D. Szanto (Eds.), *Showing Theory to know Theory: Understanding social science concepts through illustrative vignettes*. Creative Commons CC-BY-NC (Attribution Non-Commercial Share Alike) license: e-Campus Ontario.

9. **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.
10. Lynch, A., **Bond, H.**, Sachs, J. 2021. *In the Red: The US Failure to Deliver on a Promise of Racial Inequality*. New York: SDSN.
11. Lynch, A. **Bond, H.** Lusane, C. Fox, C. (2020). *Never More Urgent: The US is leaving behind Black, Hispanic, and Indigenous communities*. New York: SDSN.
12. Crete E., Esty, D., McCord, G., **Bond, H.** (2021). *American Back on Board*. UN Sustainable Development Solutions Network (SDSN).
13. Bond, H. (2019). Forward. In D. Hollingsworth's *She just disappeared: A mother's faith journey to find her child*. Phoenix Ministries, LLC; 1st edition.
14. Bond, H. (2019). *Teacher's Guide: Terrorism and violent extremism*. Vienna, Austria: Retrieved from <https://www.unodc.org/e4j/en/secondary/terrorism.html>
15. Bond, H. (2019). *Teacher's Guide: Firearms trafficking*. Vienna, Austria: Retrieved from <https://www.unodc.org/e4j/en/secondary/teaching-guide-firearms/introduction.html>
16. Bond, H. (2019). *Teacher's Guide: Anti-Corruption*. Vienna, Austria: Retrieved from <https://www.unodc.org/e4j/en/secondary/teaching-guide-anti-corruption/index.html>
17. Bond, H. (2019). *Teacher's Guide: Organized Crime*. Vienna, Austria: UNODC. Retrieved from <https://www.unodc.org/e4j/en/secondary/teaching-guide-organized-crime/index.html>
18. Bond, H. (2019). *Teacher's Guide: Human Trafficking*. Vienna, Austria: UNODC. Retrieved from <https://www.unodc.org/e4j/en/secondary/human-trafficking-and-migrant-smuggling.html>
19. Bond, H. (2019). *Teacher's Guide: Migrant smuggling*. Vienna, Austria: UNODC. Retrieved from <https://www.unodc.org/e4j/en/secondary/human-trafficking-and-migrant-smuggling.html>
20. Bond, H. (author) (2018). *Labyrinth Game*. Vienna, Austria: UNODC. Retrieved from <https://www.unodc.org/e4j/en/secondary/non-electronic-games/labyrinth.html>
21. Bond, H. (2019). *Teacher's Manual for the Board Game Labyrinth*. Vienna, Austria: UNODC. Retrieved from <https://www.unodc.org/e4j/en/secondary/non-electronic-games/labyrinth.html>
22. 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> >.
23. Bond, H. (2016). *Teacher's guide on the prevention of violent extremism*. Paris: United Nations Educational, Scientific and Cultural Organization (UNESCO).

24. 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>.
25. 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/>.
26. Bond, H. (2014). "Somalia." In Odekon, M. A. (Ed.) (2014). *Encyclopedia of World Poverty*. Thousand Oaks, CA: SAGE Publications.
27. 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.
28. 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.
29. 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.
30. Bond, H. (2013). "Teacher Training." In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.
31. 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.
32. Bond, H. (2013). "Acting White" In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.
33. Bond, H. (2013). "School segregation." In Carlos E. Cortés (Ed.) *Multicultural America: A Multimedia Encyclopedia*. Thousand Oaks, CA: Sage Publications.
34. Bond, H. (2013). "United States and social media unrest." In Harvey, Kerric (Ed.) *Encyclopedia of Social Media and Politics*. Thousand Oaks, CA: CQ Press.
35. 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.
36. 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.
37. 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.
38. 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.

39. 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.
40. 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.
41. 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.
42. 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.
43. 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*.
44. Bond, H. (2010). "Balancing teacher quality and quantity." *International Journal of Knowledge and Learning*, 6(1), 28-42.
45. 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."
46. Bond, H. (2008). "Teaching the Holocaust in the urban classroom." In T. Duboys (Ed.), *Pathways to the Holocaust*. Rotterdam, Netherlands: Sense Publishers.
47. 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.
48. 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
49. Bond, H. (2008). "The online urban education book club project." *The International Journal of Urban Learning Technology (JULT)*, 1(1), 3-12.
50. 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.
51. **Bond-Peters, H.** (2001). The "rights" way to peace in Ghana. *Adult Learning and Human Resource Development (ALHRD) Ideas*, 1 (5), 5-6.

52. 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 ExchangeProgram), 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).

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 Delhi, 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! Keynote Speaker: Dr. Helen Bond, Fulbright-Nehru Scholar to India, **College of Education, Ramakrishna Mission Vidyalaya, Coimbatore, TamilNadu India**, April 20-21, 2012.

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” on 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): Presented 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.

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 Conference 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.


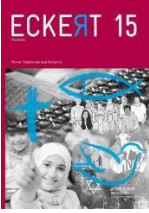
Havana Cuba: International Conference: Presented “*Multicultural Education*”: *A Comparative Analysis of Six Programs.* Sixth Annual Conference of Cuban Educators and North American Educators, **Havana Cuba**, Feb.1999.

A. SELECTED Grants, Research, Scholarship, Publications only. See full list on publications page of the CV.

| GRANTS Funded Projects Highlights (5 GRANTS (5 open and 1 closed)) | Outputs |
|---|---|
| <p>1. Principal Investigator (PI) Howard Subaward (2021-applying to continue) Howard University and the Smithsonian Science \$100,000 I am principal investigator (for Howard’s subaward) with the Smithsonian Science Education Center in Washington, D.C., to develop, <i>Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science</i>. My and Dr. Irving’s role is to develop an Institutional Higher Education Survey (IHE) to survey 100 Minority Serving Institutions (MSIs) about their roles diversifying the STEM teaching workforce. A very successful virtual summit was held in July 2021 for institutions engaged in this work across the US. The data from the IHE survey and virtual summit will inform the development of a Source Book that will reveal best practices.</p> | <p>Project Title: NSF INCLUDES Planning Grant: Building Networks and Enhancing Diversity in the K-12 STEM Teaching Workforce Education (Award Number (FAIN): 2040784) Funded by NSF to the Smithsonian Outputs:</p> <ol style="list-style-type: none"> Institutional Higher Education Survey (IHE) to survey Source Book (in development) |
| <p>2. Co- Principal Investigator (PI): (2020-2024) PPACE- Precollege Program and Access to Careers in Engineering (\$745,811) per year Co-principal investigator of a Minority Science and Engineering Improvement Program (MSEIP) STEM grant (\$745,811) grant award to establish the Precollege Program and Access to Careers in Engineering. To improve minority ninth grade students’ attitudes toward STEM fields especially in the field of engineering a three-week precollege program was developed by Howard University and Texas Southern University. During the three-week virtual program, students were provided the opportunity to develop engineering products and electronic portfolios. Funded via the US Dept of Education</p> | <p>Co-PI: Managed of the Development of the Electronic Portfolios Funded by: US Department of Education Output: Electronic Portfolios</p> |
| <p>3. Research Team Member of the POETS Team: (2021-2022) Illinois University/Howard University Research Experience for Teachers (RET). A professional development institute for 10 middle school teachers will be established. Over the summer Dr. Marilyn Irving will supervise and guide teachers to design and develop lesson modules. Dr. Helen Bond will monitor and support teachers in the creation of an electronic tool kit (see below) that will allow teachers to share their finalized curriculum broadly. Videos will be created to support the curriculum.</p> | <p>Grant Member Funded by the National Science Foundation Output: Teacher Electronic Tool Kits</p> |
| <p>4. Principal Investigator (PI): (2018-2019) The United Nations Office on Drugs and Crime (UNODC). \$10,000 The Education for Justice (E4J) Grant to research and develop of a non-electronic Educational Board Game based on the sustainable development goals to promote a culture of lawfulness through education activities designed for primary, secondary and tertiary levels. The Labyrinth and Instructor’s Guide was published in multiple languages (Russian, Uzbek, and English) by the United Nations Office of Drugs and Crime in Vienna, Austria. The Game and Guide can be located on the website of the United Nations Office of Drugs and Crime, E4J (Education for Justice) website. <i>Preservice teachers in Curriculum and Instruction field-tested the game in its early development.</i></p> | <p>Output: Educational Board Game Funded by the United Nations Office on Drugs and Crime (UNODC). I was invited to present the Labyrinth Board Game and Instructor’s Guide at the 14th United Nations Congress on Crime Prevention and Criminal Justice in Tokyo, Japan on March 10, 2021. The Education for Justice (E4J) https://www.unodc.org/e4j/en/secondary/non-electronic-games/labyrinth.html</p> |

| | |
|--|--|
| | <p>Game materials for download</p>  <p>Instructions English - Russian - Uzbek</p> <p>Teacher's Manual English - Russian - Uzbek</p> |
| <p>5. Role: Faculty Liaison to the Center for African Studies: National Resource Center Grant: (NRC Grant): Liaison to the Center for African Studies (CfAS) (2018-2022) <u>\$1-2 Million Dollars</u> to CfAS at Howard University</p> <p>I am a member of this Grant Team. I was instrumental in the development of the successful National Resource Center (NRC) grant proposal that the Center for African Studies at Howard University received from the U. S. Department of Education in 2014-15. I have participated in the continuing development of the 2018-2022 NRC proposal in collaboration with the School of Education. The NRC is a competitive grant that requires collaboration and partnership with a Teacher Preparation Program. PI is in African Studies.</p> <p>The Center for African Studies at Howard is a comprehensive Title VI National Resource Center. <i>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.</i></p> | <p>Center for African Studies Title VI grant 2018-2022 Funded by: US from the US Department of Education. As Faculty Liaison, I serve as a representative and conduit for the Center's affiliated teaching and research activities. I represented the School of Education in the 2018, 2019, 2021 Summer Institute for Teachers that serves the area Pk-12 educators with Africa related content and pedagogy.</p> <p>Since 2015, I have collaborated with Georgetown University's Center for Contemporary Arab Studies, Howard University's School of Education and CfAS to help organize the International Youth and Children's Literature Symposium/Workshop.</p> |



| Publication Highlights Only! | Title | Date | Editor/Publisher | Impact | Peer-Review |
|---|---|---|---|---|-------------|
| <p>Research and Grant Summary: <i>SEE THE FULL LIST OF PUBLICATIONS ON PAGES 18-29 OF THIS CV.</i></p> <p>Grants (5: 1 closed)</p> <ol style="list-style-type: none"> a. Principal Investigator (PI): (current-Dec. 2021) Smithsonian (Award Number (FAIN): 2040784 (NSF) \$100,000-<i>current</i> b. Co- Principal Investigator (Co-PI): (current-2023) Precollege Program: Access to Careers in Engineering (Dept. Of Education) \$250,000 <i>current</i> c. Team Member: POETS: (Current)Engineering Research Center for Power Optimization for. Electro-Thermal Systems (POETS). <i>Current</i> d. e. Principal Investigator (PI): Principal Investigator (PI): (2018-2019) The United Nations Office on Drugs and Crime (UNODC). \$10,000 <i>not current</i> <p>2. JOURNALS: (9 in total; 4 in process- due to pandemic related delays) See page 19 of this CV for the full list of publications</p> <p>3. BOOKS: (5 in total with 2 being single-authored and the 3 co-authored</p> <p>4. Book Chapters (29)</p> <p>5. Monographs (8)</p> <p>6. Online Blog (1)</p> | | | | | |
| <p>1. Bond, H. Women’s Studies: Special Issue Journal</p> | <p><i>If Colored girls could rise to fame. “ Special Issue: ‘Nevertheless, she persisted’: Girls, Literature for Girls, and the Politics of Persistence.”</i></p> | <p>(accepted-In process 2022). Review process delayed due to pandemic related delays</p> | <p>Miranda Green-Bartee Associate Professor University of Western Ontario Departments of Gender, Sexuality, and Women’s Studies and English & Writing Studies mgreenb6@uwo.ca</p> | <p>The Sexuality and Gender Research Group brings together researchers from a variety of disciplinary, interdisciplinary, and cross-disciplinary perspectives. Journal is sponsored Western University, ranked among the top 1% of higher education institutions worldwide. A founding member of the U15 – Canada’s most distinguished research universities</p> | <p>✓</p> |
| <p>2. Bond, H: Journal for Deradicalization Dec. issue NO. 29 – 2021.</p> | <p><i>The Labyrinth: Using Game-Based Theory and Pedagogy to Prevent Radicalization Among School-Aged Youth in the United States</i></p> | <p>(accepted in process, 2021). Review process delayed due to pandemic related delays</p> | <p>Journal publishes 4 issues per year and seeks to provide a platform for established scholars as well as academics, policy makers and practitioners. Prof. John Horgan Georgia State University Prof. Cynthia Miller-Idriss American University Prof. Julie Chernov Hwang Goucher College <contact@journal-derad.com></p> | <p>The Journal for Deradicalization (JD) has a 2020 SCOPUS CiteScore of 1.4. For 2021, the tracked CiteScore is 1.7</p>  <p>(JD) is an independent and peer reviewed academic open access online journal about the theory and practice of deradicalization and processes of violent extremist radicalization worldwide</p> | <p>✓</p> |
| <p>3. Bond, H. (in process, 2021). Disaster risk education.</p> | <p><i>Disaster Risk Education</i></p> | <p>(in process, 2021).</p> | <p>Board of Directors</p> | <p>Thresholds in Education (TIE) is an online, open-access, guest edited journal published annually by the Academy for Educational</p> | <p>✓</p> |




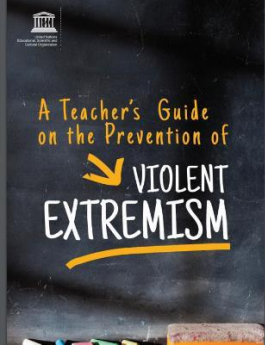
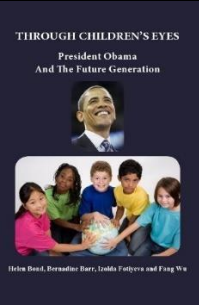
| | | | | | |
|--|---|---------------------|---|---|---|
| <i>Thresholds in Education (TIE) special Issue</i> | | |  | Studies in partnership with the Thresholds in Education Foundation. TIE is indexed by EBSCOHOST. | |
| 4. Bond, H. (accepted in process) December 2021). Teaching the Native American Genocide. <i>Genealogy Journal</i> | <i>Teaching the Native American Genocide</i> | (in process, 2021). | Dr. Mark Malisa Guest Editor Educational Research and Administration, University of West Florida, Pensacola, FL 32514, USA | Genealogy, an international, peer-reviewed Open Access journal. Interests: memory; race; genocide; ethnicity; Holocaust Education; museum | ✓ |
| 5. Bond, H. (2016). The transnational memory and impact of the American Civil Rights Movement in textbooks in the United States, Africa, Germany, Russia, and France. | <i>The Eckert. Bulletin 15: Textbooks and Religion</i> , p. 76-78. The Georg Eckert Institute for International Textbook Research. ISSN1865-7907. | 2016 | URL: http://www.gei.de/publikationen/eckert-bulletin/eckert-bulletin-15-2015.html . |  | ✓ |

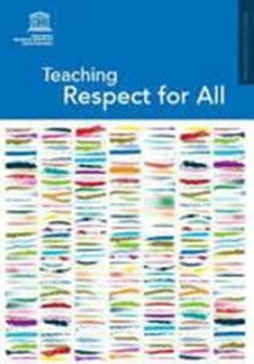
BOOKS


Research and Grant Summary:


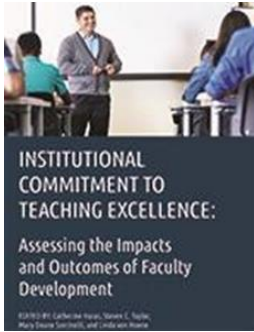
1. Grants/Funded Research involved in (5 in total: 1 closed)
 - a. Principal Investigator (PI on subaward): (current-Dec. 2021) Smithsonian (Award Number (FAIN): 2040784 (NSF) \$100,000-current to Smithsonian
 - b. Co- Principal Investigator (Co-PI): (current-2023) Precollege Program: Access to Careers in Engineering (Dept. Of Education) \$250,000 current
 - c. Team Member: POETS: (Current)Engineering Research Center for Power Optimization for. Electro-Thermal Systems (POETS). current
 - d. Principal Investigator (PI): Principal Investigator (PI): (2018-2019) The United Nations Office on Drugs and Crime (UNODC). \$10,000 not current
2. JOURNALS: (9 in total; 4 in process- due to pandemic related delays) See page 19 of this CV for the full list of publications
3. BOOKS: (5 in total with 2 being single-authored and the 3 co-authored)
4. Book Chapters (29)
5. Monographs (8)
6. Online Blog (1)




| Title | Date | Editor/Publisher | Description | Impact | Peer-Review |
|--|------------|--|--|---|-------------|
| <p>Bond, H. King, L., Anger-Delimi, K., Eschweiler E. (2020). <u>Trash Hack Action Learning for Sustainable Development</u>. Paris: UNESCO.</p> | 2021 | <p>UNESCO The United Nations Educational, Scientific and Cultural Organization is a specialized agency of the United Nations aimed at promoting world peace and security through international cooperation in education, the sciences, and culture. Headquarters: Paris, France</p> | <p>I am co-author of the “Trash Hack Action Learning for Sustainable Development.” The book was developed in conjunction with UNESCO’s Section of Education for Sustainable Development to be used by UNESCO Associated Schools Network (ASPnet), which consists of over 11,500 educational institutions in over 180 countries, as well as other schools and organizations. <u>Trash Hack Action Learning for Sustainable Development</u> helps educators engage students in action-oriented activities that increase awareness and action around waste. The book was launched in January 2021 by ASPnet in partnership with the Foundation for Environmental Education (FEE).</p> | <p>Page 2: UNESCO would like to thank Helen Bond of Howard University of Washington, DC, who co-authored the guide together with (UNESCO).</p>  | ✓ |
| <p>Bond, H. (September 2021). Historically Black Colleges and Universities, sustainable development goals, and race. In Association for the Advancement of Sustainability in Higher Education (AASHE) (Ed.),</p> | Sept. 2021 | <p>AASHE is the leading association for the advancement of sustainability in higher education. We serve a full range of higher education faculty, administrators, staff and students who are change agents and drivers of sustainability innovation.</p> | <p>AASHE’s advisory committee on Diversity, Equity, and Inclusion conceived of No Sustainability without Justice: An Anthology on Racial Equity and Social Justice as a way to share guidance around how racial equity, social equity, diversity, and inclusion are integral components to sustainability for</p> |  <p>The Association for the Advancement of Sustainability in Higher Education</p> <p>Right click on Document Object and then OPEN.</p> | |





| | | | | | |
|---|------------------|---|---|--|----------|
| <p><i>No Sustainability without Justice: An Anthology on Racial Equity and Social Justice.</i></p> | | <p>Established in 2005, AASHE is comprised of over 900 members across 48 U.S. states, 1 U.S. Territory, 9 Canadian provinces and 20 countries.</p> | <p>those employed in higher education. These essays discuss racial equity as a necessary condition for a sustainable campus.</p> |  <p>Historically Black Colleges and Univer</p> | |
| <p>Bond, H. (2019). <i>Teacher's Manual for the Board Game Labyrinth.</i> Vienna, Austria: UNODC.</p> | | <p>The Education for Justice (E4J) Grant to research and develop of a non-electronic Educational Board Game based on the sustainable development goals to promote a culture of lawfulness through education activities designed for primary, secondary and tertiary levels.</p> | <p>I single authored the Teacher's Manual Guide for the Board Game Labyrinth. The Labyrinth and Instructor's Guide was published in multiple languages (Russian, Uzbek, and English) by the United Nations Office of Drugs and Crime in Vienna, Austria. The Game and Guide can be located on the website of the United Nations Office of Drugs and Crime, E4J (Education for Justice) website. Preservice teachers in Curriculum and Instruction field-tested the game in its development.</p> | <p>Game materials for download</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1402 272 1591 548">  <p>Instructions English - Russian - Uzbek</p> </div> <div data-bbox="1625 272 1814 548">  <p>Teacher's Manual English - Russian - Uzbek</p> </div> </div> | |
| <p>Bond, H. (2016). <i>Teacher's guide on the prevention of violent extremism.</i> Paris: United Nations Educational, Scientific and Cultural Organization (UNESCO).</p> | <p>2016</p> | <p>UNESCO The United Nations Educational, Scientific and Cultural Organization is a specialized agency of the United Nations aimed at promoting world peace and security through international cooperation in education, the sciences, and culture.</p> | <p>I single-authored UNESCO's <i>Teacher's Guide on the Prevention of Violent Extremism</i>, the first contribution to the implementation of the UN Secretary-General's Plan of Action to Prevent Violent Extremism, announced in January.</p> |  | <p>✓</p> |
| <p>Bond, H., Barr, B., Fotiyeva, I., & Wu, F. (2012). <i>Through Children's Eyes: President Obama and the Future Generation.</i> Toronto, Canada: The Key Publishing House Inc.</p> | <p>Oct. 2012</p> | <p>The Key Publishing House publishes quality academic, professional, trade and textbooks; create and disseminate knowledge that widely influences and enhances life.</p> | <p><i>The authors masterfully organize children's prose and art to give a rare glimpse at how current events will shape tomorrow. The book embodies the landscape of a new world.</i> Ivory A. Toldson, Senior Research Analyst for the Congressional Black Caucus Foundation, and</p> |  | <p>✓</p> |



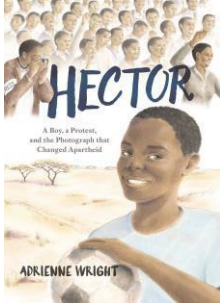
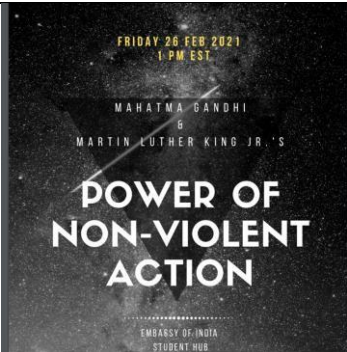
| | | | | | |
|---|-------------|--|--|---|----------|
| <p>Bond, H., Gloria A., Baker, E., Baguma, G. K., Starl, K. (2014). <i>The Teaching Respect for All</i></p> | <p>2014</p> | <p><i>Paris, France: United Nations Educational, Scientific and Cultural Organization, UNESCO. ISBN 978-92-3-100025 Teaching Respect for All</i> – to stop discrimination in and through education</p> | <p>Editor-in-Chief of The Journal of Negro Education, USA</p> <p>I am also one of the co-authors of the nearly 300-page UNESCO publication, <i>Teaching Respect for All</i> which outlines a framework to promote respect which countries can adapt to their respective contexts and needs.</p> <p><i>Teaching Respect for All</i> was piloted in Brazil; Côte d’Ivoire; Guatemala; Indonesia; Kenya and South Africa.</p> <p><i>A Teaching Respect of All Video</i> was developed by UNESCO where policy makers, teachers and students of partner countries shared their testimonies. <i>Teaching Respect for All</i> has been published in multiple languages.</p> |  <p>1. https://unesdoc.unesco.org/ark:/48223/pf0000227983</p> <p>2. http://www.unesco.org/new/en/member-states/single-view/news/teaching_respect_for_all_a_new_implementation_guide/</p> <p>3. https://reliefweb.int/report/world/teaching-respect-all-implementation-guide</p> <p>4. https://www.gcedclearinghouse.org/resources/teaching-respect-all-implementation-guide?language=zh-hans</p> | <p>✓</p> |
|---|-------------|--|--|---|----------|


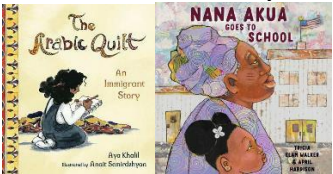
| | | | | | |
|--|--|---|--|--|----------|
| <p><i>Bond, H. (2018). UNODC's Labyrinth Board Game: And Teacher's Guide.</i> https://www.unodc.org/e4j/en/secondary/non-electronic-games/labyrinth.html</p> | <p>2018-Eng. 2019-Russia Translation</p> | <p>Teacher's Manual English - Russian - Uzbek</p> | <p>Educational Board Game <i>The Labyrinth and Instructor's Guide</i> was published in multiple languages (Russian, Uzbek, and English) by the United Nations Office of Drugs and Crime in Vienna, Austria. The Game and Guide can be located on the website of the United Nations Office of Drugs and Crime, E4J (Education for Justice) website. Preservice teachers in Curriculum and Instruction field-tested the game in its development. The focus of the board game is to educate learners about the dangers of violent extremism and radicalization.</p> |  <p>Published in multiple languages (Russian, Uzbek, and English) Dr. Bond was invited to speak at the 14th United Nations Congress on Crime Prevention and Criminal Justice in Tokyo, Japan on March 10, 2021 which featured the educational board game, Labyrinth that she developed from funding from a grant she received from the United Nations. The UN General Assembly, in its resolution 415 (V), authorizes the UN convening every five years as a worldwide congress, in the field of crime prevention and criminal justice. Invitations are issued by the Secretary-General.</p> | <p>✓</p> |
| | | | | | |

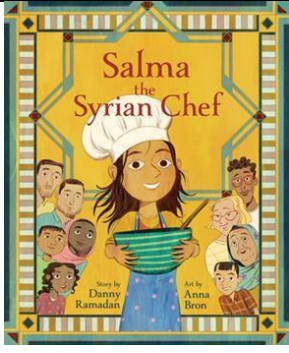
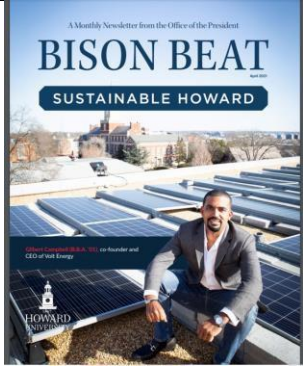


| SAMPLE BOOK CHAPTERS | | | | | |
|--|------------------------------|--|--|--|---|
| Bond, H (2021). <i>Beyond the veil: In search of the Duboisian double consciousness in the works of Mildred D. Taylor.</i> | (accepted in process, 2021). | University Press of Mississippi | In T. L. Mielke, S. Hardstaff and M. H. Martin (Eds.), <i>Essays on Mildred Taylor</i> (Edited Collection) | To be published by (New York). Oxford, Mississippi: University Press of Mississippi | ✓ |
| Bond, H. (accepted in process-2021). <i>The All-Black Town Movement for Self-Determination.</i> In <i>Black Freedom Struggles: An Africana Reader</i> | (accepted in process, 2021). | (Ed. Latif A. Tarik). Dubuque, IA: Kendall Hunt, 350 pages | (Ed). Latif A. Tarik)-Howard Graduate |  <p><i>In Black Freedom Struggles: An Africana Reader</i> will be used in the University classroom.</p> | ✓ |
| Sorcinelli, M. D., Bond, H. , Berg, J. J., Watson, C. E. (2017). Why now is the time for evidence-based faculty development? In <i>Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development</i> | (2017). | http://www.acenet.edu/news-room/Pages/ACE-Issues-White-Paper-Examining-Institutional-Commitment-to-Teaching-Excellence.aspx http://www.acenet.edu/news-room/Pages/Teaching-Excellence-Through-Faculty-Development.aspx | The American Council on Education is a U.S. higher education association established in 1918. ACE's members are the leaders of approximately 1,700 accredited, degree-granting colleges and universities and higher education-related associations, organizations, and corporations. |  | ✓ |

| SAMPLE MONOGRAPHS | | | | | |
|--|-------------|---|--|---|----------|
| <p>Lynch, A., Bond, H., Sachs, J. 2021. <i>In the Red: The US Failure to Deliver on a Promise of Racial Inequality</i>. New York: SDSN.</p> | <p>2021</p> | <p>This research seeks to explore the following question: How far are states from achieving the SDGs, if their progress is measured by the experiences of those left furthest behind?</p> |  |  <p>https://www.unsdsn.org/sdsn-usa-releases-newest-report-on-unequal-delivery-of-the-sdgs-across-racial-and-ethnic-groups-in-the-united-states</p> | <p>✓</p> |
| <p>Lynch, A. Bond, H. Lusane, C. Fox, C. (2020). <i>Never More Urgent: The US is leaving behind Black, Hispanic, and Indigenous communities</i>. New York: SDSN.</p> | <p>2020</p> | <p>Never More Urgent: A Preliminary Review of How the U.S. is Leaving Black, Hispanic and Indigenous Communities Behind. This</p> | <p>Latest project is done in conjunction with the National Center for Faith Based Initiatives and Howard University. The report examines how well the United States, and US states, serve communities of color by using the United Nations' Sustainable Development Goals (SDGs) as a tool for evaluating performance.</p> |  <p>https://www.sdsnusa.org/news/nevermoreurgentrelease</p> | <p>✓</p> |

| SAMPLE PRESENTATIONS Name of presentation | Role** | Name of Conference/Presentation | Location | Dates |
|--|-------------------------|---|--|--|
| Games for Justice: The Labyrinth | Creator Presenter | 14th United Nations Congress on Crime Prevention and Criminal Justice in Tokyo, Japan on March 10, 2021 | Virtual to Japan | March 10, 2021 |
| C1. Never More Urgent: A Preliminary Review of How the US is Leaving Behind Black, Hispanic, and Indigenous Communities | | HU Ideas Symposium Presents: From Protest to Policy: The Pursuit of Racial Justice A Virtual National Conference | Howard-Virtual  | Wednesday, October 14 - Friday, October 16, 2020 |
| In the Red: the US Failure to Deliver on a Promise of Racial Equality, | Presenter and Moderator |  |  Virtual | on May 5th from 11:30 AM - 1:00 |
| Learn more about SDSN USA's recent report, Never More Urgent: A Preliminary Review of How the U.S. is Leaving Behind Black, Hispanic, and Indigenous Communities Behind! | Presenter |  | Alainna Lynch (SDSN), Dr. Helen Bond (Howard University), and Dr. Clarence Lusane (Howard University) will present on the approach and key findings from this work, discuss next steps, and respond to audience Q&A. | |
| | | | | |

| | | | | |
|--|------------------------|---|--|---|
| <p>SDGs and the Future</p> <p>Sponsored by the Ralph Bunche Center</p>  | <p>Presenter</p> |  | <p>Alainna Lynch (SDSN), Dr. Helen Bond (Howard University), and Dr. Clarence Lusane (Howard University) will present on the approach and key findings from this work, discuss next steps, and respond to audience Q&A</p> | <p>9/16/20</p> |
| <p>Global Read Webinar</p> <p>featuring Adrienne Wright</p> <p>Wright</p> | <p>Facilitator</p> |  | <p>Students were invited to attend and received extra credit to do so.</p> <p>Adrienne Wright, Author-Illustrator</p> | <p>Wednesday February 3, 2021 7pm EST</p> |
| <p>Title: Mahatma Gandhi and Martin Luther King Jr's Power of Nonviolent Action</p> <p>Share PowerPoint slide presentation on Mahatma Gandhi and Martin Luther King Jr's Nonviolent Action Philosophy</p> | <p>Keynote speaker</p> |  | <p>Sponsored by the Embassy of India</p> | <p>February 26, 2021 Friday February 26 at (prefer 1pm EST). 40-45 minutes with 15-20 minutes for Q&A (total time an hour)</p> |

| | | | | |
|--|-------------------------------------|---|--|--|
| <p>AACTE</p> <p>Dr. Bond was invited to present during AACTE's 73rd Annual</p> <p>The deeper dive session is titled Effective Online Pedagogy and Learning: Applying Technology-enhanced Teaching Strategies to the New Normal in 2021 and Beyond,</p> | <p>Panelists</p> |  | <p>AACTE</p> <p>Dr. Bond was invited to present during AACTE's 73rd Annual</p> | <p>Meeting on February 24-26. AACTE's dean-in-residence, Dr. Leslie Fenwick, recommended Dr. Bond for this session.</p> |
| <p>All about online program offerings in education at some of our peer institutions.</p> | <p>Presenter Dr. Helen Bond</p> | <p>Online program offerings SOE Faculty Meeting</p> | <p>SOE FACULTY MEETING</p> <p>This information could assist program faculty with a good starting point so that they have a comparable institution to gauge program implantation.</p> | <p>Faculty meeting on March 16th, 2021</p> |
| <p>The 6th Annual Children and Youth Literature Workshop, Asserting Identity in Children & Youth Literature : A Workshop for Educators held in partnership with Georgetown and George Washington Universities.</p> | <p>Moderator/Facilitator</p> | <p>The 6th Annual Children and Youth Literature Workshop,</p>  | <p>We are holding this event in collaboration with the Howard School of Education and the Outreach program at Georgetown's Contemporary Arab Studies Center.</p> <p>Students were invited and received FREE BOOKS MAILED TO THEIR DOORSTEP!</p> | <p>Saturday, April 3, 10:00am - 2:30pm, as a virtual event.</p> |

| | | | | |
|---|------------------------------|--|---|---|
| <p>Global Read Webinar</p> | <p>Moderator/Facilitator</p> |  | <p>Sponsored by the Middle East Outreach Council 2020 picture book, <i>Salma the Syrian Chef</i> by Danny Ramadan and illustrated by Anna Bron.</p> <p>Students are invited</p> | <p>March 11 at 7:00 PM EST</p> |
| <p>Advisory Meeting: Presenting IHE research Survey</p> | <p>Presenter</p> | <p>Presenting the research Survey</p> | <p>Smithsonian Science Education Grant research Activity</p> | <p>29 April 2021</p> |
| <p>Professor Helen Bond, Ph.D., is currently co-chair of the Sustainable Development Solutions Network (SDSN)-USA, an organ of the United Nations. Her work with SDSNUSA ties with Howard's mission of empowering students toward creating a sustainable and equitable future, with K-12 teachers being a critical component in helping youth envision such a future.</p> | <p>Presenter</p> |  |  | <p>April 2021 issue of the Bison Beat</p> <p>https://issuu.com/bisonbeat/docs/hu_bison_beat_april_2021_spreads</p> |
| <p>Group or institution underrepresented in the DRK-12 portfolio (e.g., faculty at HBCUs, HSIs, TCUs, MSIs), forward this application to attend the PI meeting at no cost.</p> | <p>Presenter</p> |  | | <p>June 15-17, 2021</p> |