

Helen Bond, Ph.D.
University Professor
Howard University School of Education

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Link to [Dr. Bond's Website](#).

Bio and Curriculum Vitae

- Ph.D. in Human Development
 - University 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
 - Executive Council member of the Center for Women, Gender, & Global Leadership at Howard
 - Faculty Liaison to the Center for African Studies at Howard University
 - Author of “Making Peace With Children” in *Peace Studies for Sustainable Development in Africa* in Springer publishing house's prestigious series “Advances in African Economic, Social and Political Development
 - Co-Chair to the Sustainable Development Solutions Network (SDSN USA) – SDSN was set up in 2012 under the auspices of the UN Secretary-General.
 - Inducted in the 2020 Alumni Hall of Fame by The Ohio State University-Mansfield.
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Biography

Dr. Bond is a University Professor in the School of Education at Howard University in Washington, D.C., and the former Director of the Center for Excellence in Teaching, Learning, and Assessment. She is also a Fulbright-Nehru Scholar to India, co-chair of the United Nation’s Sustainable Development Solutions Network (SDSN USA), and executive council member to the Center for Women, Gender, & Global Leadership at Howard University. Dr. Bond is also the Faculty Liaison to the Center for African Studies at Howard University. Howard is one of only ten U.S. universities and the only Historically Black College and University (HBCU) designated by the U.S. Department of Education as a comprehensive National Resource Center for African Studies. With a Ph.D. in Human Development and a background in International Diplomacy, Dr. Bond’s expertise is in teacher education, education for sustainable development, the prevention of violent extremism through education, and race and human development. She has served as an expert in these areas in over 20 countries including Austria, Bangladesh, Canada, Cuba, Ethiopia, including the Somali region of Ethiopia, France, Germany, Ghana, Greece, India, Liberia, South Africa, South Korea, Trinidad and Tobago, United Kingdom, and the United States. Her work with sustainable development connects to Howard’s mission of empowering students toward creating a more sustainable and just future. Dr. Bond was inducted in the 2020 Alumni Hall of Fame by The Ohio State University-Mansfield for her international work in education and human development. Her research was also featured in Howard’s [April 2021 edition of Bison Beat](#) published from the desk of the President of Howard University.

Dr. Bond also has a deep research and teaching interest in the Sustainable Development Goals (SDGs) otherwise known as the global goals. As a Howard faculty member, 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. The Howard University School of Education is a partner with SDSN USA, which is a network of researchers working together to mobilize expertise around the Sustainable Development Goals (SDGs) as a shared blueprint for peace and prosperity. Her work with SDSN-USA ties with Howard University’s mission of empowering students toward creating a sustainable and equitable future. She was a co-author of a white paper and journal contribution with Springer Nature and the UN Sustainable Development Solutions Network (UNSDSN) that featured some of the most compelling ideas explored in a

series of interdisciplinary roundtables which aim to spur new perspectives on, research in, and interdisciplinary approaches to global crises. The Learning from Crises series, which asked what we could learn from the COVID-19 pandemic that could be applied for climate action, consisted of two cross-sectoral, multidisciplinary expert discussions and concluded with a virtual event hosted alongside COP26 with keynote speakers Magdalena Skipper, Editor in Chief of Nature and Professor Jeffrey Sachs, President of SDSN. Dr. Bond also co-authored the monographs with Alaina 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 Alaina Lynch and Jeffrey Sachs "[In the Red: The US Failure to Deliver on a Promise of Racial Equality](#)."

In addition, she also co-authored the very influential "[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, 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." You can read more [here](https://en.unesco.org/news/teaching-respect-all-tool-used-break-down-biases-and-promote-dialogue-between-palestinians-and): <https://en.unesco.org/news/teaching-respect-all-tool-used-break-down-biases-and-promote-dialogue-between-palestinians-and>

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.

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 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.

Courses taught (face to face and online):

- Integrated Methods: Social Studies and Language Arts
- Educational Psychology
- Social Child Development/Human Development
- International Education
- Curriculum and Instruction
- Multicultural Education
- Action Research
- Social Foundations of Education
- Sociology: Race and Ethnic Relations
- Educational Psychology
- Educational Technology (both initial and advanced)
- American Educational Thought
- Qualitative Research/Action Research

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 Health Science, History/Social Studies, and Language Arts.

Achievements: Served as Peer Mediation Advisor and Conflict Resolution Coordinator for the school program.

Publications, Research and Grant Summary:

1. **Bond, H.** (in progress 2024-25). “**Future Tense: The Role of Race, Risk, and Environmental Justice.**” Edited book collection as a part of the Austrian Science Fund (FWF) project “Air and Environmental Health in the (Post) COVID-19 World.” Published by Michigan State University Press.
2. **Gibson, H. Short, B. Bond, H., Osborn, H.** (in progress 2024). “Conceptions of Environmental Justice and Imagining a More Just Future.” Northern Research Review and Advisory Group (NORRAG): *Special Issue 10: Education for Societal Transformation: Alternatives for a Just Future.*
3. **Bond, H.** (2024). Beyond the Veil: In Search of the Duboisian Double-Consciousness in the Works of Mildred D. Taylor. In *Song of the Land: Critical Perspectives on the Works of Mildred D. Taylor*, (Hardstaff, S. L., Martin, M. H., Mielke, T.). University of Mississippi Press.
4. **Bond, H.** (2023, November 29). *Advancing Climate Action Through Justice-centered Climate Education.* **International Institute of Sustainable Development (IISD).** <https://sdg.iisd.org/commentary/guest-articles/advancing-climate-action-through-justice-centered-climate-education/>
5. **Bond, Helen;** Crete, Elena; Khung, Delaney; Kuester, Arend; O’Riordan, Tasmine; Torres, Gerald; et al. **(2022-2023):** “Lessons from COVID-19 for Climate Change.” figshare. *Journal contribution.* *Springer Nature* <https://doi.org/10.6084/m9.figshare.19745623.v1>
6. **Bond, H. (2022).** Fredi Washington: The Imitation of Race. In P. Ballamingie & D. Szanto (Eds.), *Showing Theory to Know Theory: Understanding Social Science Concepts through Illustrative Vignettes.* Showing Theory Press. <https://doi.org/10.22215/stkt/bh08>
7. **Bond, H (2022).** *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 (NewYork). Oxford, Mississippi: University Press of Mississippi.
8. **Bond, H. (2022).** “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://link.springer.com/book/10.1007/978-3-030-92474-4>.
9. Smithsonian Science Education Center, **Bond, H.** Irving, M., Todd, Reginald L. Boehler, P. Peters, T.P., Jackson-Osagie, E. A., Shepherd, P., Saenz, G. P., Teague, S. (2022). *Building Networks & Enhancing Diversity in the K–12 STEM Teaching Workforce: Smithsonian Science Education Center Sourcebook.* Retrieved from <https://ssec.si.edu/includes-sourcebook>.
10. **Bond, H. (2022).** 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.
11. **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*

12. **Bond, H.** King, L., Anger-Delimi, K., Eschweiler E. (2021). *Trash hack action learning for sustainable development*. Paris: UNESCO.
13. **Bond, H.** (2021). The All-Black Town Movement for Self-Determination. *Black Freedom Struggles: An African Reader* (Ed. Latif A. Tarik). Dubuque, IA: Kendall Hunt, 350 pages.
14. Lynch, A., **Bond, H.**, Sachs, J. 2021. *In the Red: The US Failure to Deliver on a Promise of Racial Inequality*. New York:SDSN.
15. 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.
16. Crete E., Esty, D., McCord, G., **Bond, H.** (2021). *American Back on Board*. UN Sustainable Development Solutions Network(SDSN).
17. 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.
18. Bond, H. (2019). *Teacher's Guide: Terrorism and violent extremism*. Vienna, Austria: Retrieved from <https://www.unodc.org/e4j/en/secondary/terrorism.html>
19. Bond, H. (2019). *Teacher's Guide: Firearms trafficking*. Vienna, Austria: Retrieved from <https://www.unodc.org/e4j/en/secondary/teaching-guide-firearms/introduction.html>
20. 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>
21. 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>
22. 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>
23. 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>
24. Bond, H. (author) (2018). *Labyrinth Game*. Vienna, Austria: UNODC. Retrieved from <https://www.unodc.org/e4j/en/secondary/non-electronic-games/labyrinth.html>
25. 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>
26. 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 < [Institutional-Commitment-to-Teaching-Excellence.pdf \(acenet.edu\)](#) >.

27. Bond, H. (2016). *Teacher's guide on the prevention of violent extremism*. Paris: United Nations Educational, Scientific and Cultural Organization (UNESCO).
28. 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 GeorgEckert Institute for International Textbook Research. ISSN1865-7907. URL: <http://www.gei.de/publikationen/eckert-bulletin/eckert-bulletin-15-2015.html>.
29. 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/>.
30. Bond, H. (2014). "Somalia." In Odekon, M. A. (Ed.) (2014). *Encyclopedia of World Poverty*. Thousand Oaks, CA: SAGE Publications.
31. 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.
32. 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.
33. 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.
34. Bond, H. (2013). "Teacher Training." In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.
35. 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.
36. Bond, H. (2013). "Acting White" In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.
37. Bond, H. (2013). "School segregation." In Carlos E. Cortés (Ed.) *Multicultural America: A Multimedia Encyclopedia*. Thousand Oaks, CA: Sage Publications.
38. Bond, H. (2013). "United States and social media unrest." In Harvey, Kerric (Ed.) *Encyclopedia of Social Media and Politics*. Thousand Oaks, CA: CQ Press.
39. 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.
40. 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.
41. 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.

42. 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.
43. 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.
44. 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.
45. 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.
46. 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.
47. 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*.
48. Bond, H. (2010). "Balancing teacher quality and quantity." *International Journal of Knowledge and Learning*, 6(1), 28-42.
49. 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."
50. Bond, H. (2008). "Teaching the Holocaust in the urban classroom." In T. Dubois (Ed.), *Pathways to the Holocaust*. Rotterdam, Netherlands: Sense Publishers.
51. 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.
52. 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
53. Bond, H. (2008). "The online urban education book club project." *The International Journal of Urban Learning Technology (IJULT)*, 1(1), 3-12.
54. 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.
56. Bond-Peters, H. (2001). The "rights" way to peace in Ghana. *Adult Learning and Human Resource Development (ALHRD) Ideas*, 1 (5), 5-6.
57. 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.

Scholarly Presentations and Research

2024, July 23-26: Summer Institute for Educators (co-Facilitator). sponsored by the Center for African Studies, Howard University and Princeton University. In the summer of 2024, the Center for African Studies at Howard University in collaboration with Princeton University will host a 4-day hybrid institute to introduce Ge'ez manuscripts cataloged in PEMM (The Princeton Ethiopian, Eritrean, and Egyptian Miracles of Mary) database. The PEMM database includes thousands of manuscript paintings and stories about Mary, the world's most storied person. Dr. Bond is one of the Summer Institute leaders building from her work in Ethiopia and the Somali region of East Africa. The Symposium that will take place on Tuesday, July 23 - Friday, July 26, 2024 at Howard University.

2024, July 16-18: Chautauqua Institution: Keynote Invitation: Dr. Bond is invited to speak at the Chautauqua Institution in western New York, as a part of their distinguished summer lecture series. Dr. Bond will share her work with the UN on sustainable development and climate change education at the lecture series

2024, April 30: RE Climate Symposium, Miami Florida: Presented research on *Justice-Centered Education for Sustainable Development (ESD)* at the RE Climate Symposium in Miami Florida in April 2024 Ransom Elementary School.

2024, April 16: Ninth (9th) Annual Africa and the Middle East Spring Children and Youth Literature Symposium and Workshop: Dr. Bond is the Faculty Liaison to the Center for African Studies at Howard University and has led the development of their spring global literature symposium with partners at the Center for the Howard University School of Education, The Center for African Studies at Howard, the Center for Contemporary Arab Studies at Georgetown University, and the Institute for Middle East Studies at George Washington University. April 16 she co-facilitated the 9th Annual Africa and Middle East Spring Literature Symposium: Bridging Communities that took place on (April 16) at the Undergraduate Library. Students, faculty, and educators from the community attended and received free books.

2024, December 7-8, 2023, Kingston, Jamaica Presentation: SUNY - UWI Health Research Consortium Conference: Building Sustainable Health and Business Development Models using the MULTIDIMENSIONAL STRUCTURAL VULNERABILITY INDEX (MSVI). Dr. Bond presented at a health equity conference at the University of West Indies in Jamaica in collaboration with SUNY-Buffalo. Her presentation focused on building stronger linkages to teacher education, public health and the Sustainable Development Goals.

2024, February 24-25: Diversity in Stem Conference, Smithsonian Science Education Center : Building a Coalition for Attracting and Retaining A STEM Teacher Workforce. Research on Environmental Justice with the SSCE was shared on February 25.

2023 Smithsonian National Education Summit. July 18, (19th online) 20, 2023. Dr. Helen Bond, cochair of SDSN USA and Howard University Professor presented research on environmental justice with the Smithsonian Science Education Center, and with Howard University Middle School of Mathematics & Science. All were featured in the Smithsonian Magazine entitled "Top Five Can't-Miss Elements of the 2023 Smithsonian National Education Summit.

September 18 – 20, 2023, ICSD 2023: Presented at: *Environmental Justice: Researching Students' Changing Attitudes Towards Sustainability:* 11th Annual International Conference on Sustainable Development (ICSD)! The Midpoint of the SDGs: Global and Local Progress & Challenges

July 2023, 2023 Smithsonian National Education Summit: Presented: *Justice-Centered Climate Change Education: "Together We Thrive: Fostering a Sense of Belonging,"* Attendees: PreK-12 educators, librarians, media specialists, and

policymakers nationwide participated in sessions exploring this and other themes. Research presentation was cited in the Smithsonian Magazine in an article entitled, “*Top Five Can’t-Miss Elements of the 2023 Smithsonian National Education Summit.*”

United States Summit on Transformative Education-Columbia University and SDSN. February 23rd to 25th, 2023:

Dr. Helen Bond, cochair of SDSN USA and Howard University Professor presented *No justice, no sustainability : No sustainability, no justice: The Role of Equity and Justice in Sustainable Development*. Howard University School of Education students attended the conference with Dr. Bond.

World Health Day : Assistant Secretary for Global Affairs, Loyce Pace invited Dr. Bond to participate in a fireside chat to celebrate World Health Day on April 7 at the Department of Health and Human Services (HHS). April 7, 2022 :. The fireside chat brought government, multilateral, and academic leaders together to discuss the links between climate change and health equity. She was joined by:

- Melanie Nakagawa, Special Assistant to President Joe Biden and NSC Senior Director for Climate and Energy
- Dr. Carissa F. Etienne, Director of the Pan American Health Organization

Global: April 4, 2022 :Press Conference and Research Presentation. Dr. Helen Bond participated in a press conference at the Press Club with Rev. Barber of the Poor People's Campaign

presenting research titled: A Poor People’s Pandemic Report: Mapping the Intersection of Poverty, Race and COVID-19. The major finding was that Poor Americans Died From COVID at Twice the Rate of Rich People: Study. Major news outlets covered the event. **Dr. Bond cochairs the United Nations Sustainable Development Solutions Network (SDSN USA)** that launched in 2012 at Columbia University, under the auspices of the UN Secretary-General. She was part of the research team from UN SDSN that conducted the research for the Poor People's Campaign. This research will inform the June 18 March on Washington in DC at the Mall.

Americas University Presidents Meeting (AUPM): April Thursday, April 21, 2022:

As co-chair of the UN SDSN USA, Dr. Bond helped moderate the Americas University Presidents Meeting which included over 100 presidents of college and universities throughout Latin America and the United States. This meeting of university presidents strengthens the partnership between the United Nations and universities around the world in pursuit of sustainable development.

Children and Youth Literature in the Classroom: Teaching Place & Displacement in Africa & the Middle East on Saturday, April 2, 2022:

Dr. Bond is the Liaison to the Center for African Studies and help developed the 7th Annual Howard University and Georgetown University gathering for educators, librarians, and pre-service teachers. Howard’s Center for African Studies and School of Education, and Georgetown’s Center for Contemporary Arab Studies featured a workshop on the important topic of teaching about international migration and internal displacement through the lens of people’s experience.

- a. The session featured authors of two award-winning books:
 - i. Omar Mohamed, author of *When Stars are Scattered*, a graphic novel written from a child’s perspective on life in a Kenyan refugee camp, and
 - ii. George Butler, author of *Drawn Across Borders: True Stories of Human Migration*, illustrating a dozen places in the past decade by a wonderfully talented reportage artist.
 - iii. The session included a discussion of pedagogy and resources for classroom use around the topic of humanizing this widespread global issue. Attendees received a copy of one of the books.

2022 RAMP Symposium: ADDRESSING WORLDVIEW CHALLENGES: THE NEW NORMAL (Revisited).

Dr. Scott Jackson Dantley and Dr. Helen Bond presented the Precollege Program and Access to Careers in Engineering (PPACE) Project-Year 2 Key Findings. (Feb. 2022). Virtual

Presented the INCLUDES Sourcebook at a Smithsonian March 26, 2020 Diversity Summit Panel highlighting the role of technology in STEM and diversifying the teacher workforce in STEM education.

Global to Glasgow Scotland: Dr. Bond spoke on a Forum to the lead up to The 2021 United Nations Climate Change Conference, also known as COP26 in the city of Glasgow, Scotland where leaders attended to discuss climate change. The 2021 Zero Emissions Solutions Conference brought together leaders and scientists from businesses, governments, and academia from around the world. Happening on the sidelines of COP26, the ZESC will host up to fifteen sessions across the first week of COP featuring distinguished speakers who will showcase solutions relevant to the high-level champions thematic days including policy technology solutions for: finance, energy, youth, and nature. You can read about it here: <https://zeroemissions.network/event/zesc-at-cop26/#speakers>

Sustainable Development Goals, Racial Justice and Racial Equality. Dr. Bond participated in the March 15, 2022 expert workshops on the topic of the race and the SDGs. The UN Human Rights Council invited Dr. Bond to share her research on race and the SDGs and give expert testimony to the United Nation's Special Rapporteur on Contemporary Forms of Racism to inform her upcoming report to the U.N. Human Rights Council on “the Sustainable Development Goals (SDGs) and the fight against racial discrimination” at the 50th session of the Human Rights Council in June 2022. The UN Human Rights Council is a UN body whose mission is to promote and protect human rights around the world and is headquartered at the UN Office at Geneva in Switzerland.

Washington, DC and Global: Hosted a 2-day virtual STEM Education Summit Alumni Workshop in July 2021 with the Smithsonian Science Education Center that included past participants of the Smithsonian’s STEM Education Summit. At the Alumni Workshop, K-12 teachers, school/district/state administrators, university faculty members and educators from non-profit organizations shared reflections of their implementation of logic models, and discussed challenges, strategies and shared vision to diversify the K-12 STEM teaching workforce.

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: Applying Technology-enhanced Teaching Strategies to the New Normal in 2021 and Beyond”.: 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).

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>• Link to my Tenure E-Portfolio • Click here: http://hbond.pbworks.com/w/page/145794480/The%20Official%20Electronic%20Portfolio%20of%20Helen%20Bond%2C%20PhD</p>	
<p>1. Principal Investigator (PI) Howard Subaward (2021-22) 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: 1. Institutional Higher Education Survey (IHE) to survey 2. Source Book (in development)</p>
<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.</p>

The Education for Justice (E4J)
<https://www.unodc.org/e4j/en/secondary/non-electronic-games/labyrinth.html>

Game materials for download



Instructions

English · Russian · Uzbek

Teacher's Manual

English · Russian · Uzbek

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)
\$1-2 Million Dollars to CfAS at Howard University

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.


The Center for African Studies at Howard is a comprehensive Title VI National Resource Center.
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.

Center for African Studies Title VI grant 2018-2022

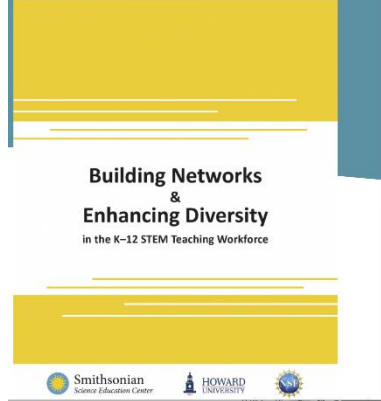
Funded by: US from the US Department of Education.

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.

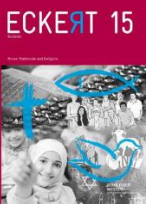
Since 2015, I have collaborated with Georgetown University's Center for Contemporary Arab Studies, Howard University's School of Education and CfAS to help organize the **International Youth and Children's Literature Symposium/Workshop.**

SELECTED Publication Highlights Only!	Title	Date	Editor/Publisher	Impact	Peer- Review
Research and Grant Summary: <i>SEE THE FULL LIST OF PUBLICATIONS ON PAGES 18-29 OF THIS CV.</i>					
I. Bond, H. Women’s Studies: Special Issue Journal	<i>If Colored girls could rise to fame.</i> “ Special Issue: 'Nevertheless, she persisted': Girls, Literature for Girls, and the Politics of Persistence.”	(accepted- In process 2022). Review process delayed due to pandemic related delays	Miranda Green-Barteet Associate Professor University of Western Ontario Departments of Gender, Sexuality, and Women’s Studies and English & Writing Studies mgreenb6@uwo.ca	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	✓
Bond, H. (2022). Making Peace with Children: Truth and Reconciliation Commission Report For the Children of Sierra Leone . In L. Yéo (Ed.), Peace Studies for Sustainable Development in Africa: Conflicts and Peace Oriented Conflict Resolution (pp. 229-269).	<i>Making peace with children</i> ISBN: 978-3-030-92473-7	July 2022	Springer publishing house's prestigious series “Advances in African Economic, Social and Political Development” https://www.springer.com/series/11885 .	This book series presents a snapshot of a major challenge, and shares subjective views on various areas of conflict in Africa and the diverse – theoretical and practical – efforts to achieve peace. Following an essential review of several real-world conflict contexts on the African continent and attempts to come to terms with them critically as a first step, the book explores the lessons learned to date with regard to peace studies in Africa.	
Bond, Helen; Crete, Elena; Khung, Delaney; Kuester, Arend; O’Riordan, Tasmine; Torres, Gerald; et al. (2022): Lessons from COVID-19 for Climate Change. figshare. Journal contribution. https://doi.org/10.6084/m9.figshare.19745623.v1	Lessons From Covid-19 for Climate Change Journal contribution.	Published 2022 Press release	London New York Berlin, 2022 Springer Nature and the UN Sustainable Development Solutions Network (SDSN) have today published a white paper featuring some of the most compelling ideas explored in a series of interdisciplinary roundtables which aim to spur new perspectives on, research in, and interdisciplinary approaches to global crises. from crises, requires ongoing interdisciplinary research, drawing from a diverse range of voices and the expertise of multiple disciplines. The white paper also provides the background to the roundtables and the	 <p>LESSONS FROM COVID-19 FOR CLIMATE CHANGE</p> <p>Applying an interdisciplinary approach in developing strategies to motivate behavior change, tackle misinformation and address inequality in times of crises</p> <p>These topics were chosen because COVID-19 highlighted the crucial importance of</p>	✓

			<p>collaboration between Springer Nature and SDSN, more information on the wide range of participants and further detail as to why interdisciplinary approaches are so important for identifying solutions to crises. It also includes a list of supporting research to encourage further reading on the topics raised.</p>	<p>tackling misinformation and motivated ignorance, demonstrated that individual behaviours can benefit society collectively, and has shown how structural inequalities predetermine who is most affected and how - all issues that have clear parallels to the climate crisis. The white paper features a variety of expert voices and interview quotes, and concludes that identifying ways to proactively address complex global challenges that emerge. The Learning from Crises series, which asked what we could learn from the COVID-19 pandemic that could be applied for climate action, consisted of two cross-sectoral, multidisciplinary expert discussions and concluded with a virtual event hosted alongside COP26 with keynote speakers Magdalena Skipper, Editor in Chief of Nature and Professor Jeffrey Sachs, President of SDSN.</p>	
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<p>Bond, H. (2022). Fredi Washington: The Imitation of Race. In P. Ballamingie & D. Szanto (Eds.), <i>Showing Theory to Know Theory: Understanding Social Science Concepts through Illustrative Vignettes</i>. Showing Theory Press. https://doi.org/10.22215/stkt/bh08</p>	<p>Published in collaboration with eCampus Ontario, Carleton University, and the University of Ottawa, the textbook is targeted at early undergraduate learners in the social sciences.</p> <p>Website https://ecampusontario.pressbooks.pub/showingtheory/</p>	<p>2022</p>	<p>May 2, 2022 (Ottawa) — The new peer-reviewed textbook, Showing Theory to Know Theory: Understanding social science concepts through illustrative vignettes, is now available for adoption and classroom use.</p>	 <p>Development and production of the textbook was funded in part by eCampusOntario's Virtual Learning Strategy, under a \$50 million program to make digital, openly accessible learning material available through the organization's catalogue. The book is also hosted by several digital repositories, including MERLOT and the OER Commons, and may be accessed directly via a dedicated website at showingtheory.net.</p>	<p>✓</p>
<p>BOOK</p> <p>Smithsonian Science Education Center, Bond, H. Irving, M., Todd, Reginald L. Bohler, P. Peters, T.P., Jackson-Osagie, E. A., Shepherd, P., Saenz, G. P., Teague, S. (2022). <i>Building Networks & Enhancing Diversity in the K–12 STEM Teaching Workforce: Smithsonian Science Education Center Sourcebook</i>. Retrieved from https://ssec.si.edu/includes-sourcebook</p>	<p>Networks & Enhancing Diversity in the K–12 STEM Teaching Workforce: Smithsonian Science Education Center Sourcebook.</p>	<p>2022</p>	<p>Dr. Helen Bond (PI on Howard's side) The Smithsonian Science Education Center in collaboration with Howard University received a Planning Grant from the National Science Foundation (NSF)'s Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (INCLUDES) and Discovery Research PreK-12 (DRK-12) (Grant Award #2040784) for the project titled, Building Networks and Enhancing Diversity in the K-12 STEM Teaching Workforce. In this planning grant, the Smithsonian Science Education Center and Howard University had three tasks with the goal of promoting the K-12 STEM teaching workforce diversity.</p>	 <p>This Sourcebook provides some practical, research-based ideas to help teams develop a logic model and implement it in an activity system by introducing the perspective of Cultural-Historical Activity Theory. We hope this Sourcebook supports schools and districts that seek guidance about broadening participation through the shared vision of diversifying the K-12 STEM teaching workforce by moving</p>	<p>✓</p>



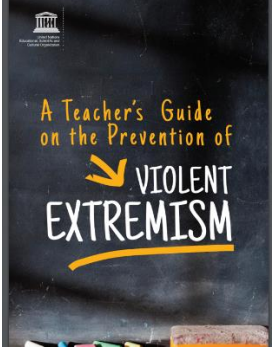
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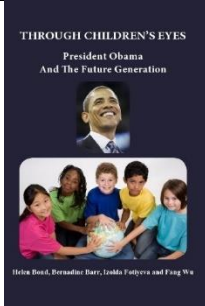
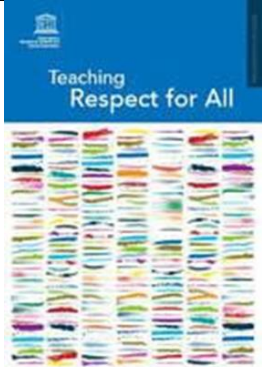
<p>Bond, H. (2021). The All-Black Town Movement for Self-Determination. <i>Black Freedom Struggles: An Africana Reader</i> (Ed. Latif A. Tarik). Dubuque, IA: Kendall Hunt, 350 pages.</p>	<p><i>Black Freedom Struggles: Africana Reader</i></p> <p>Link: Black Freedom Struggles: Africana</p>		<p>My chapter about all-Black towns and sustainability has been published in Black Freedom Struggles: Africana Reader edited by Dr. Latif A. Tarik, an alumnus of Howard University. The Table of Contents can be viewed online.</p>	 <p>Undergraduate course reader with the theme of Black Freedom Struggles for Africana Studies Programs throughout the United States of America and the African Diaspora to be marketed by Kendall Hunt Publishing. Construction of Book: 8 ½ x 11 manuscript, eBook with print option, website with supplemental materials for instruction.</p>	
<p>Journal</p> <p>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.</p>	<p><i>The Eckert. Bulletin 15: Textbooks and Religion</i>, p. 76-78. The Georg Eckert Institute for International Textbook Research . ISSN1865-7907.</p>	<p>2016</p>	<p>URL: http://www.gei.de/publikationen/eckert-bulletin/eckert-bulletin-15-2015.html.</p>		<p>✓</p>

BOOKS


Research and Grant Summary:

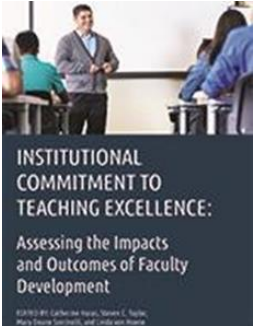
Title	Date	Editor/Publisher	Description	Impact	Peer-Review
<p>Bond, H. King, L., Anger-Delimi, K., Eschweiler E. (2020). <u>Trash Hack Action Learning for Sustainable Development</u>. Paris: UNESCO.</p>	<p>2021-22</p>	<p>UNESCO The United Nations Educational, Scientific and Cultural Organization is a specialized agency of the United Nations aimed at promoting world peace and security through international cooperation in education, the sciences, and culture. 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 align="center">✓</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.), <i>No Sustainability without Justice: An Anthology on Racial Equity and Social Justice</i>.</p>	<p>Sept. 2021-22</p>	<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. 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>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 those employed in higher education. These essays discuss racial equity as a necessary condition for a sustainable campus.</p>	 <p>The Association for the Advancement of Sustainability in Higher Education</p> <p align="center">Right click on Document Object and then OPEN.</p>  <p align="center">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 style="text-align: center;">  <p>Instructions English · Russian · Uzbek</p> </div> <div style="text-align: center;">  <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>Impact: Worldwide Kyrgyzstan http://en.unesco.kz/teacher-s-guide-on-the-prevention-of-violent-extremism</p> <p>Bangkok: https://bangkok.unesco.org/index.php/content/teacher%e2%80%99s-guide-prevention-violent-extremism</p> <p>Paris: https://en.unesco.org/news/unesco-launches-teacher-s-guide-prevention-violent-extremism</p> <p>United Kingdom: A Teacher's Guide on the Prevention of Violent Extremism Save the Children's Resource Centre</p> <p>INEE: https://inee.org/collections/preventing-violent-extremism</p>		<p style="text-align: right;">✓</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.	Oct. 2012	The Key Publishing House publishes quality academic, professional, trade and textbooks; create and disseminate knowledge that widely influences and enhances life.	<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 Editor-in-Chief of The Journal of Negro Education, USA		✓
Bond, H., Gloria A., Baker, E., Baguma, G. K., Starl, K. (2014). <i>The Teaching Respect for All</i>	2014	<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	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. <i>Teaching Respect for All</i> was piloted in Brazil; Côte d'Ivoire; Guatemala; Indonesia; Kenya and South Africa. <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.	 <ol style="list-style-type: none">1. https://unesdoc.unesco.org/ark:/48223/pf00002279832. http://www.unesco.org/new/en/member-states/single-view/news/teaching_respect_for_all_a_new_implementation_guide/3. https://reliefweb.int/report/world/teaching-respect-all-implementation-guide4. https://www.gcedclearinghouse.org/resources/teaching-	✓

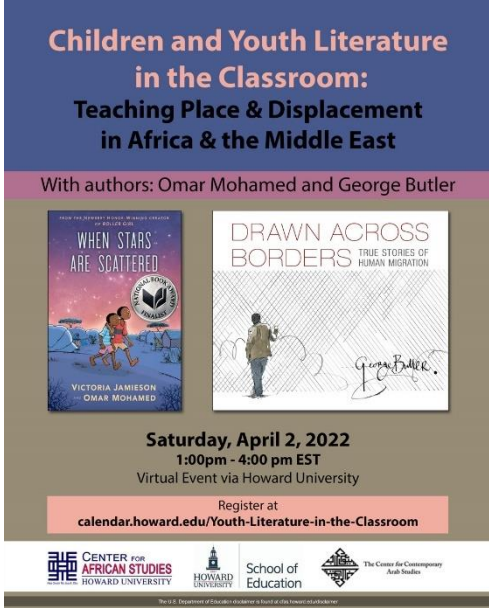
[respect-all-implementation-guide?language=zh-hans](https://www.unodc.org/e4j/en/secondary/non-electronic-games/labyrinth.html)



				<p>respect-all-implementation-guide?language=zh-hans</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>


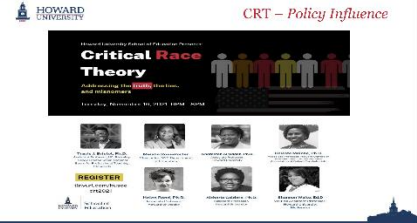
SAMPLE BOOK CHAPTERS					
<p>Bond, H (2021). <i>Beyond the veil: In search of the Duboisian double consciousness in the works of Mildred D. Taylor</i>. In T. L. Mielke, S. Hardstaff and M. H. Martin (Eds.), Essays on Mildred Taylor (Edited Collection)</p>	<p>(accepted in process, 2021).</p>	<p>University Press of Mississippi</p>	<p>In T. L. Mielke, S. Hardstaff and M. H. Martin (Eds.), Essays on Mildred Taylor (Edited Collection)</p>	<p>To be published by (New York). Oxford, Mississippi: University Press of Mississippi Essays on Mildred Taylor (Edited Collection</p>	<p>✓</p>
<p>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</p>	<p>(2017).</p>	<p>http://www.acenet.edu/news-room/Pages/ACE-Issues-White-Paper-Examining-Institutional-Commitment-to-Teaching-Excellence.aspx</p> <p>http://www.acenet.edu/news-room/Pages/Teaching-Excellence-Through-Faculty-Development.aspx</p>	<p>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.</p>	 <p>INSTITUTIONAL COMMITMENT TO TEACHING EXCELLENCE: Assessing the Impacts and Outcomes of Faculty Development</p> <p><small>©2017 ACE. Edited by Susan C. Tanner, Mary Evans, Jennifer, and Linda van Houten</small></p>	<p>✓</p>


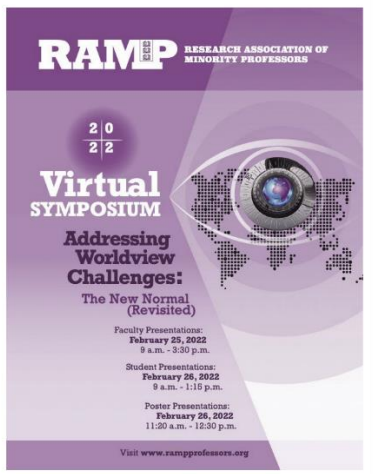
SAMPLE MONOGRAPHS					
<p>Lynch, A., Bond, H., Sachs, J. 2021. In the Red: The US Failure to Deliver on a Promise of Racial Inequality. New York: SDSN.</p>	<p>2021</p>	<p>This research seeks to explore the following question: How far are states from achieving the SDGs, if their progress is measured by the experiences of those left furthest behind?</p>	 <p>See Data, Indices and Maps</p>	 <p>Click here to read</p>	<p>✓</p>
<p>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.</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 research 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>





<p style="text-align: center;">SAMPLE PRESENTATIONS</p> <p style="text-align: center;">Name of presentation</p>	<p style="text-align: center;">Role**</p>	<p style="text-align: center;">Name of Conference/Presentation</p>	<p style="text-align: center;">Location</p>	<p style="text-align: center;">Dates</p>
<p>Panelist</p> <p>The Learning from Crises series, which asked what we could learn from the COVID-19 pandemic that could be applied for climate action, consisted of two cross-sectoral, multidisciplinary expert discussions and concluded with a virtual event hosted alongside COP26 with keynote speakers Magdalena Skipper, Editor in Chief of Nature and Professor Jeffrey Sachs, President of SDSN.</p>	<p>Assistant Secretary for Global Affairs, Loyce Pace invited Dr. Bond to participate in a The fireside chat to celebrate World Health Day on April 7 at the Department of Health and Human Services (HHS). The fireside chat brought government, multilateral, and academic leaders together to discuss the links between climate change and health equity.</p> <p>She was joined by:</p> <ul style="list-style-type: none"> • Melanie Nakagawa, Special Assistant to President Joe Biden and NSC Senior Director for Climate and Energy and • Dr. Carissa F. Etienne, Director of the Pan American Health Organization 	 <p>The graphic is a blue promotional banner for a 'World Health Day Fireside Chat' organized by the HHS Office of Global Affairs. It features four speakers: Loyce Pace (Assistant Secretary for Global Affairs), Melanie Nakagawa (Special Assistant to the President and NSC Senior Director for Climate and Energy), Dr. Carissa F. Etienne (Director of the Pan American Health Organization), and Dr. Helen Bond (Associate Professor, Howard University, Panama). The event is scheduled for Thursday, April 7, from 4:00PM to 4:45PM ET, and will be held via Zoom and Twitter Live. Logos for OGA, HHS, and PAHO are included at the bottom.</p>	<p>HHS and Virtual</p>	<p>April 7, 2020</p>



<p>Children and Youth Literature in the Classroom: Teaching Place & Displacement in Africa & the Middle East on Saturday, April 2, 2022:</p>	<p>Dr. Bond is the Liaison to the Center for African Studies and help developed the 7th Annual Howard University and Georgetown University gathering for educators, librarians, and pre-service teachers. Howard’s Center for African Studies and School of Education, and Georgetown’s Center for Contemporary Arab Studies featured a workshop on the important topic of teaching about international migration and internal displacement through the lens of people’s experience</p> <p>Howard’s Center for African Studies and School of Education, and Georgetown’s Center for Contemporary Arab Studies feature a workshop on the important topic of teaching about international migration and internal displacement through the lens of people’s experience. The sessions will feature authors of two award-winning books: Omar Mohamed, <i>When Stars are Scattered</i>, a graphic novel written from a child’s perspective on life in a Kenyan refugee camp, and George Butler, <i>Drawn Across Borders: True Stories of Human Migration</i>, illustrating a dozen places in the past decade by a wonderfully talented reportage artist. The session includes discussion of pedagogy and resources for classroom use around the topic of humanizing this widespread global issue. Attendees will receive a copy of both</p>	 <p>books.</p>	<p>Virtual</p> <p>7th Annual Howard University/Georgetown University gathering for educators, librarians, and pre-service teachers (<i>C&I preservice teachers attended</i>).</p>	<p>Saturday, April 2, 2022:</p>
<p>Americas University Presidents Meeting (AUPM): High-Level University Presidents Meeting</p>	<p>As co-chair of the UN SDSN USA, Dr. Bond helped moderate the Americas University Presidents Meeting which included over 100 presidents of college and universities throughout Latin America and the United States</p>	<p>Americas University Presidents Meeting (AUPM): This meeting of university presidents strengthens the partnership between the United Nations and universities around the world in pursuit of sustainable development.</p>	<p>Meeting will be held virtually High-Level University Presidents Meeting</p>	<p>April 21st, 2022, from 12:00 pm – 3:00 pm Eastern (EST).</p>

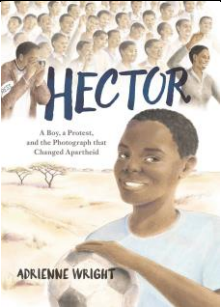
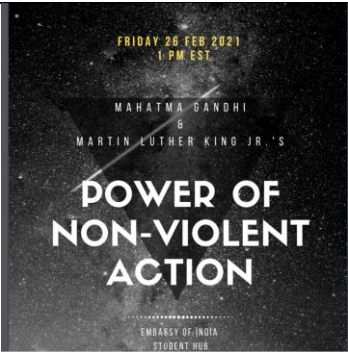

				
<p>A Poor People's Pandemic Report: Mapping the Intersection of Poverty, Race and COVID-19.</p>	<p>Dr. Helen Bond participated in a press conference at the Press Club with Rev. Barber of the Poor People's Campaign presenting research titled: A Poor People's Pandemic Report: Mapping the Intersection of Poverty, Race and COVID-19. The major finding was that Poor Americans Died From COVID at Twice the Rate of Rich People: Study. Major news outlets covered the event.</p>	<p>A Poor People's Pandemic Report</p> <p>PHAPP </p> <p>Mapping the Intersections of Poverty, Race and COVID-19 April 2022</p> <p>Cities do not understand the implications from which to act. The COVID-19 pandemic is a complex phenomenon that has not been fully understood in the US. It is not just a health crisis, but a crisis of economic justice. The pandemic is a stark reminder for every citizen of the negative economic consequences of the virus.</p> <p>However, there have been glaring omissions to consistently collect and disseminate data on poverty, income and inequality, as they relate to COVID-19 outcomes. Municipal and state health data is not systematically collected, or people who have died or been ill from COVID-19 in the US, therefore, there is no adequate way to know the poor by status of race or ethnicity. This has led to a major oversight of the pandemic's impact on health and well-being.</p> <p>The Poor People's Campaign has been working with the UN Sustainable Development Solutions Network (SDSN) to fill this gap. Scroll down to read our digital report, A Poor People's Pandemic: Mapping the Intersections of Poverty, Race and COVID-19 Below.</p> <p>Download the Executive Summary</p> <p>Dr. Bond cochairs the United Nations Sustainable Development Solutions Network (SDSN USA) that launched in 2012 at Columbia University, under the auspices of the UN Secretary-General. She was part of the research team from UN SDSN that conducted the research for the Poor People's Campaign. This research will inform the June 18 March on Washington in DC at the Mall.</p>	<p>Press conference and Research presentation</p>	<p>April 7, 2022</p>
<p>“The Sustainable Development Goals and the fight against racial discrimination”</p>	<p>The U.N. Human Rights Council on “the Sustainable Development Goals (SDGs) and the fight against racial discrimination” at the 50th session of the Human Rights Council in June 2022.</p> <p>Working with E. Tendayi Achiume is the inaugural Alicia Miñana Professor of Law, and former Faculty Director of the UCLA Law Promise Institute for Human Rights. She is also a Research Associate with the African Centre for Migration and Society at the University of Witwatersrand. The current focus of her work is the global governance of racism and the SDGs.</p>	<p>Sustainable Development Goals, Racial Justice and Racial Equality. Dr. Bond participated in the March 15, 2022 expert workshops on the topic of the race and the SDGs. The UN Human Rights Council invited Dr. Bond to share her research on race and the SDGs and give expert testimony to the United Nation's Special Rapporteur on Contemporary Forms of Racism to inform her upcoming report to</p>	<p>Virtual The UN Human Rights Council is a UN body whose mission is to promote and protect human rights around the world and is headquartered at the UN Office at Geneva in Switzerland.</p>	<p>15 March 2022, via Zoom</p>

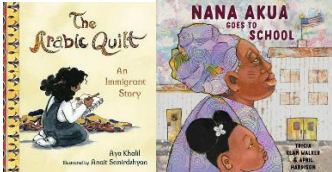
	xenophobia; and the legal and ethical implications of colonialism for contemporary international migration.			
Learning from Crises ZERO EMISSIONS CONFERENCE	<p>Presenter, Chair of Inequalities Roundtable</p>  <p>ZERO EMISSIONS CONFERENCE</p>	Virtual to the world	Nov. 5 (1-5) COP 26	
Critical Race Theory: Addressing the truth, the lies, and the misnomers	 <p>Critical Race Theory Addressing the truth, the lies, and the misnomers</p>	Critical Race Theory: Addressing the truth, the lies, and the misnomers.	In celebration of National Education Week	Tuesday, November 16th from 6:00-8:00 pm EST virtually.

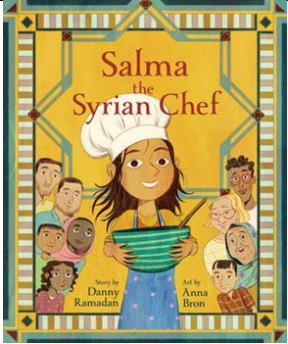
<p>Games for Justice: The Labyrinth</p>	<p>Creator Presenter</p>	<p>14th United Nations Congress on Crime Prevention and Criminal Justice in Tokyo, Japan on March 10, 2021</p>	<p>Virtual to Japan</p>	<p>March 10, 2021</p>
<p>In the Red: the US Failure to Deliver on a Promise of Racial Inequality, as well as SDSN USA's other work on diversity, equity, and justice</p>	<p>Dr. Helen Bond, Co-chair of SDSN USA, and Alaina Lynch, Research Manager of SDSN USA, joined the host of SDG Talks Podcast to discuss recent racial inequality report, In the Red: the US Failure to Deliver on a Promise of Racial Inequality, as well as SDSN USA's other work on diversity, equity, and justice</p> <p>SDG Talks Podcast connects changemakers around the world on their commendable work towards achieving the United Nations' Sustainable Development Goals. Guests share actionable steps the general public can take, with past episodes exploring leadership across the SDGs.</p>	<p>SDG #17 SDSN BREAKS DOWN USA RACIAL INEQUALITY INDEX</p>  <p>SDG Talks</p> <p>They also discussed how the findings of the report are built on historical inequality in the US. Reflecting on this, as has been done in the Never More Urgent and In the Red reports, is important, Dr. Bond says, because “you really cannot make policies for the present and look forward to a better future without really acknowledging what happened in the past.”</p>	<p>Virtual</p>	<p>September 28, 2021</p>
<p>Dr. Scott Jackson Dantley Dr. Helen Bond The Precollege Program and Access to Careers in Engineering (PPACE) Project-Year 2 Key Findings</p>	<p>2022 RAMP Symposium: ADDRESSING WORLDVIEW CHALLENGES: THE NEW NORMAL (Revisited). Feb. 2022</p> <p>The Research Association of Minority Professors (RAMP) is an educational and scientific research organization founded in 1975</p>		<p>Virtual</p>	<p>Feb. 2022</p>
<p>C1. Never More Urgent: A Preliminary Review of How the US is Leaving Behind Black, Hispanic, and Indigenous</p>		<p>HU Ideas Symposium Presents: From Protest to Policy: The Pursuit of Racial Justice</p> <p>A Virtual National Conference</p>	<p>Howard -Virtual</p>	<p>Wednesday, October 14 - Friday, October 16, 2020</p>

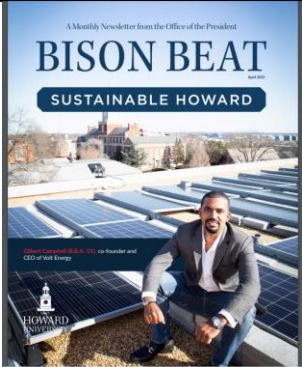


Communities				
In the Red: the US Failure to Deliver on a Promise of Racial Equality,	Presenter and Moderator		 <p>Virtual</p>	on May 5 th , 2021 from 11:30 AM - 1:00
Learn more about SDSN USA's recent report, Never More Urgent: A Preliminary Review of How the U.S. is Leaving Black, Hispanic, and Indigenous 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> 	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	9/16/20
<p>Global Read Webinar</p> <p>featuring Adrienne Wright</p>	Facilitator		Students were invited to attend and received extra credit to	Wednesday February 3, 2021 7pm EST

			do so.	
<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>	Keynote speaker		Sponsored by the Embassy of India	<p>February 26, 2021</p> <p>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>	Panelists		AACTE	<p>Meeting on February 24-26.</p> <p>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</p>	<p>Saturday, April 3, 10:00am - 2:30pm, as a virtual event.</p>

			Studies Center. Students were invited and received FREE BOOKS MAILED TO THEIR DOORSTEP!	
Global Read Webinar	Moderator/Facilitator		Sponsored by the Middle East Outreach Council 2020 picture book, <i>Salma the Syrian Chef</i> by Danny Ramadan and illustrated by Anna Bron. Students are invited	March 11 at 7:00 PM EST
	Presenter	Presenting the research Survey	Smithsonian	29 April 2021

<p>Advisory Meeting: Presenting IHE research Survey</p>			<p>Science Educati on Grant research h Activity</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>Professor Helen Bond, Ph.D., is currently co-chair of the Sustainable Development Solutions Network (SDSN)-USA, an organ of the United Nations. Professor Bond serves on the Leadership Council of SDSN USA. She works with SDSN USA from 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>Q: What are you working on right now?</p> <p>A: My research focuses on using education as a tool to promote global citizenship. I am currently the co-chair of the Sustainable Development Solutions Network (SDSN)-USA, an organ of the United Nations. I am also a member of the Leadership Council of SDSN USA. I am currently working on a book titled "Empowering Students: A Critical Component in Helping Youth Envision a Sustainable Future".</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>