

C.E.T.L. Newsletter

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From the Director

Greetings, Colleagues. It is indeed an honor and a challenge to be the Interim Director of the Center for Excellence in Teaching and Learning (CETL) at Clark Atlanta University. While the position is new to me, I feel qualified to serve for several reasons. First, I have a good understanding of the purposes of CETL. I have also benefited from the services offered by CETL and would like to encourage more faculty members to utilize the center. Further, I am particularly interested in maintaining CETL's focus on student learning and expanding its utility to the student body. Finally, I believe CETL can play a pivotal role in the promotion of academic excellence at Clark Atlanta University.

First of all, I have a good understanding of the purposes of CETL. In October 2001, I was appointed by the Provost to serve on the CETL Faculty Development Commission. In addition, for the past year, I have served on CETL's Travel Grant Evaluation Committee. These positions have increased my awareness of CETL's role in promoting faculty growth and in creating an intellectual and educational environment for our students. CETL programs and activities are designed to facilitate faculty's achieving the University's mission of teaching, research and scholarship, and service. CETL also serves to promote better learning practices among students. This includes facilitating student-centered teaching and the use of technology to advance students' critical-thinking skills.

Since summer of 2000, I have benefited from the services provided by CETL. I attended the Learning Across the Curriculum and integrated strategies learned into my teaching. The technology workshops helped to improve the quality of my Web site and its utility to my students. I also received a Technology Mini-Grant in 2001 and piloted a course which utilized the Internet and other computer-based resources.

My pursuit of effective teaching strategies since I have been at the University has been recognized, for example, through Dr. Earvin's invitation to participate in the Institute for Improvement of Teaching and Learning at Aberdeen Woods in May 1998, and through my being the recipient of the First Annual Aldridge-McMillan Achievement Award for Outstanding Performance in Teaching during the 1999-2000 academic year. I was also nominated for the award in 2000-2001, though I was ineligible to compete.

My professional development has been advanced through the use of CETL. In February 2001, I was part of a three-member team, organized by Dr. Liddell, which presented a session on "The Active Learning Continuum at an HBCU: The Case of Clark Atlanta University" at the "Engaged in Learning: Building Student Responsibility Through Active Learning" conference of the Collaboration for the Advancement of College Teaching and Learning in St. Paul, Minnesota. The session was rated as one of the best at the conference, and the reviews by participants were communicated to CETL.

Through CETL, I also participated in the New York University Faculty Resource Network summer workshops in 2000 and 2001 and as a Scholar-in-Residence in summer 2002. The workshops provided invaluable information on quantitative reasoning for undergraduates and on curriculum development. The Scholar-in-Residence position allowed me to work on a manuscript which will be submitted for publication later this semester.

Through my membership on the Faculty Development Commission, I became aware of the relatively poor participation of faculty in CETL workshops and activities. Also, as a member of the Travel Grant Evaluation Committee, I was appalled, not only by the few applicants for travel grants, but also by the poor quality of some of the applications.

As the director of CETL, I will devote a major part of my focus to creating strategies and incentives to encourage greater faculty participation in workshops and to increase the number and quality of applications for travel grants. Some proposed strategies include:

- Continuing CETL's focus on specific groups of faculty, e.g., workshops directed at Schools;
- Identifying additional funding for faculty;
- Providing transportation from main campus to Fountain Drive for CETL programs; and
- Conducting workshops on travel grant application process for all applicants.

I am also particularly concerned with continuing and expanding CETL's focus on student learning. In my view, CAU is close to a crisis state as regards the pursuit of academic excellence by students. Mediocrity is pervasive and facilitated by grade-inflationary practices, such as extra credit and allowance for make-up work. One of my goals as director of CETL will be to institutionalize better practices in student learning. It seems to me that faculty should be required to participate in activities that promote effectiveness in teaching and learning. There are faculty members who pursue good teaching strategies, but they may be in the minority. Given the "student-centered, quality-driven" focus of the new administration at the University, the timing is appropriate for CETL to pursue initiatives that will support faculty members in their efforts to promote better practices in teaching.

Some of the proposed initiatives include:

- Facilitating the transition from high school to college by increasing the focus of the Freshmen Orientation Week on study skills and study habits;
- Developing a closer relationship among CETL, Undergraduate Studies, the Student Retention Program and the Center for Academic Achievement; and,
- Increasing the focus on learning techniques, test taking, etc., of the First-Year Seminar course.

Another strategy that could encourage better learning practices is the use of the various honor societies on campus. At CAU, membership in honor societies is a reward for achieving academic excellence. I believe that membership in honor societies should also be a challenge to students to soar to higher heights, as well as to assist other students in achieving excellence. This could be facilitated by developing a more coherent structure for honor societies, providing more opportunities for honors visibility on campus, and increasing the resources available for the activities of honor societies. CETL could be very useful in these regards. For example, CETL could sponsor annually a week of honors activities with all the pomp and ceremony that increases the visibility of honor societies and promotes academic excellence.

In summary, I would like to concentrate on several priorities as Interim Director of CETL in order to continue the Center's focus on faculty development and student learning. That includes developing strategies to encourage more faculty participation in the activities of CETL, maintaining CETL's focus on student learning, and promoting academic excellence through activities that utilize the honor societies at CAU. I am looking forward to your support.

■

Ajamu Nyomba, Ph.D.
Interim Director
CETL

From the desk of Christy Garrison Harrison

It is a privilege to be able to speak to you. I wanted to take a moment to introduce you to the Center for Excellence in Teaching and Learning's Interim Director, Dr. Ajamu Nyomba. Dr. Nyomba is currently a member of the Clark Atlanta University Economics Department.

Dr. Nyomba originally hails from Trinidad. He moved to Georgia in 1974 to attend Clark College. In 1979, he received his B.A. degree in Economics, graduating magna cum laude. He was also the recipient of the Alfred Turk Award for being the top graduate in Economics. After attending the University of Texas for five years, he began teaching at Clark College in 1984. He is very much dedicated to the students at CAU and is quite active with a variety of community outreach programs.

From 1992 to 1996, he was Coordinator of the Math/Science Regional Center for the Clark Atlanta University Upward Bound Program. Some of the activities that he has participated in include being a member of the CETL Travel Grant Evaluation Committee and functioning as the Provost's Appointee to the Faculty Development Commission of CETL. He has also served on the Promotions and Tenure Committee for the School of Arts and Sciences, the Faculty Handbook Committee, the University Senate, the Academic Council, and the Special Events Advisory Committee. Some of the community programs on which he has worked include chairing for two years The Atlanta Project, Cluster One, and he currently serves as Advisor to the Caribbean-Oriented Students Association (COSA) at CAU, which he cofounded in 1978.

Dr. Nyomba brings energy, dedication, and excitement to CETL. We've got great plans for CETL and we intend to spend 2003 continuing to bring to YOU, the faculty, numerous opportunities for professional development.

We look forward to seeing you soon!

■

CETL CALENDAR

Thursday, March 27, 2003:

"Women's History Month Brown Bag Luncheon Symposium" featuring Dr. Barbara Moss, Professor, History Department

12:15 – 1:30 pm, Student Center, room 231

Don't miss the opportunity to have a great discussion with your colleagues while enjoying a brown bag lunch offered by Sodexo Services for the low price of \$6.95 (or bring your own lunch).

RSVP your attendance and whether you would like to purchase the "Brown Bag Lunch" by March 24, 2003, by calling Christy Garrison Harrison at (404) 758-1677

Wednesday, April 16, 2003:

Evening Symposium sponsored by the School of Library and Information Services

5:30 – 7:30 p.m., 1125 Fountain Drive.

RSVP your attendance by Monday, April 13, 2003. Call Christy at (404) 758-1677.

Note: We are not currently accepting Travel Grant applications. We will announce any upcoming deadlines for Travel Grant and Technology Mini-Grant Applications in our very next issue!

The Enactive Approach to Education

As Posited by *Dr. Ralph Ellis*, Professor, Philosophy; Clark Atlanta University

Throughout the twentieth century, cognitive theorists, philosophers and neuroscientists modeled the mind after mechanical systems, in which each component can only react to other components, and thus the entire mechanism reacts to inputs, as in the recently popular computer model of consciousness. But in the 1990s, a "Kuhnian revolution" began to occur, and this passive-reaction/mechanical model began to be replaced with a self-organizational or dynamical systems account. In this new "enactive" approach, mental processes are not only caused by interactions of their micro-constituents, but they also seek out, appropriate and replace the micro-constituents they need in order to keep the overall pattern of the process going in the organism's definitive patterns, using the familiar dynamics of multiple-realizability that are found in biological systems. Because the system has control over the selection and replacement of its own micro-components, the system can act as opposed to merely reacting.

On this "enactive" model of conscious processes, computers, which do not "act" in the sense just defined, cannot be conscious. Conscious beings, unlike computers, understand the world by imagining the various ways in which we could act in relation to it. For example, we know that if we were to push our hand into a solid table, the hand would not go all the way through; if we were to run our hand across it, the movement would be smooth rather than rough. All these imaginings of possible actions go into the human understanding of objects, which is different from computer understandings, since computers (at least computers as we presently know them) do not act in this self-organizational sense, but are passively driven by micro-components that merely react to each other and to causal inputs.

Only self-organizing systems, of which biological organisms are examples, can "act" in the sense that is relevant here. This theory is compatible with what is known about mechanistic science, but also adds another dimension to the explanation of some types of systems -- those in which the whole replaces its own parts while maintaining the shape and purposes of the whole. In this type of system, the mind is not, as so many 20th century

theorists believed, a mere epiphenomena of its micro-components, which themselves are merely passive. Instead, it plays a role in rearranging the micro-components to maintain the larger homeostatic patterns of the organism. The conscious control of our own actions is not a mere illusion, and the effects of consciousness on thinking processes can be both subtle and profound. The educational implications of this new approach are significant.

The human mind works best in an active mode. To facilitate this active mode requires more than the old notion of allowing students to engage in "activities." Many activities may have entertainment value, yet still may fail to foster the self-questioning process that is at the heart of what is meant by the enactive mind. Even fun activities are not fully "active" in this sense if they still encourage a passive-absorbing approach to the actual information to be learned.

The mind is not designed to function as a passive receiver and reactive processor of information inputs, as if it were a computer. Studies reporting methods used at the Harvard learning lab show that when students' frontal lobes are activated by means of formulating their own questions about what they read (in the Harvard system, the students are actually asked to write relevant questions in the margins of their textbooks), not only is critical thinking fostered, but even memory retention is greatly enhanced. For the same reason, when lobotomized patients lose the ability to formulate their own questions about a situation, they have trouble assimilating new information and adjusting to new situations. Passive learning modes have a somewhat similar effect, almost literally "lobotomizing" students; it is primarily the frontal lobe that shuts down when we force the brain to attempt to function in a passive-receiving mode, which it does not do efficiently. The cerebellum also suffers in the passive mode, and it is now known that the cerebellum is crucial for orchestrating the timing of the brain's many other functions. Some studies have shown that taking a critical thinking course increases students' IQs by an average of 10 points.

The brain can even change its own chemistry by functioning in an active problem solving mode, as when the brains of rats that are required to learn mazes exhibit on dissection significantly more acetylcholine, more glial cells, and greater brain mass, than the brains of control rats not forced to exercise their own problem-solving skills. Thus the evidence is mounting that the human mind is constructed to function in an active rather than passive way. Only when self-generated questions are formulated and allowed to motivate the search for answers is the brain functioning fully according to design. The passive absorption method is an attempt to alter this natural design. In purely mechanical systems, such as digital computers, no component moves unless acted upon by some other component; everything is passive. Biological systems, by contrast, act on the endogenous motivation to maintain the structure of the whole across replacements of components, and by shifting to alternative mechanisms when preferred ones are unavailable.

Since action in the sense intended here is motivated generally by the organism's emotional purposes, neurophysiologists who study emotion also have been influenced by the new enactive model, and this new approach to emotional neurophysiology has educational implications congruent with the ones just mentioned. Panksepp and other physiologists now find that it is not necessary to "reinforce" exploratory behaviors with direct or indirect consummatory rewards. The brain has an endogenous exploratory drive, and the active, questioning mind will be motivated to organize information processing to serve this need for exploration and cognitive complexity. This explains why one of the least motivating conditions in the classroom is the one where students are discouraged from their own self-initiated exploratory tendencies."

“Nine Concepts for Productivity”

by Christopher Hickey, Professor and Interim Chair, Department of Art

Twelve faculty members from the Humanities and Social Sciences were selected to participate in the UNCF /Mellon Foundation Faculty Career Enhancement Program for New and Junior Tenure-Track Faculty hosted by CETL. The overall goal of the program is to support the difficult transition from nontenured to tenure status.

Early in the 2002 fall semester, Dr. Ernestine Pickens and I were asked to serve as two of the program facilitators. We were charged with developing presentations to the UNCF/Mellon Foundation fellows on strategies they might use to pursue research projects while balancing responsibilities for teaching and service.

I was initially baffled as to how my experiences in art would translate to a predominantly non-art group of scholars. After some reflection I was able to identify nine strategies with universal relevance. These strategies represent an approach to research formulated from my experiences at the University over the past twenty-three years. The concepts presented here are in no particular order of importance with the possible exception of number nine. For purposes of presentation to the UNCF/Mellon Foundation fellows, I titled these ideas the “Nine Concepts for Productivity.”

Nine Concepts for Productivity

1. Peer Review

Consider peer review from the perspective of internal and external reviewers. Establishing a group of supportive professionals within your department or division can provide valuable feedback for ongoing research projects. Faculty members in the sciences often form research groups to look at a particular problem. Within the group they can share observations and develop hypotheses based on multiple viewpoints. Faculty in the humanities and social sciences can benefit from a similar approach. A secondary benefit from involving faculty colleagues in your research is that this involvement educates the very peers that will ultimately be making an assessment of your promotion and tenure status. The more your department faculty knows about the quality and relevance of your research, the more objective their review of your work can be.

In an effort to have your research validated beyond the confines of Clark Atlanta, it is also critical to develop external peer review. Most commonly, this would take the form of journal evaluators, professional juries of creative work, and participation in discipline-specific associations. The feedback from these external reviewers is critical in establishing a presence in your field of expertise.

2. Collaboration

A natural outcome of involving peers in reviewing your research activities is identifying areas of research that may lend itself to collaboration. The process of working through a project with a colleague can lead to innovation. While one can expect to find more opportunities to collaborate with faculty within the same discipline, many opportunities exist through establishing relationships outside of your discipline. A great example of this is seen in the collaborative possibilities created between computer science and design through the development of the World Wide Web.

3. Target Research Toward Department Objectives

If at all possible, try to target your research activities toward established departmental objectives. The ability to show that your research focus supports departmental and institutional priorities will lead to enhanced institutional support and has repercussions for promotion and merit pay. Aligning your research with department objectives also results in the enhancement of teaching as your own professional development leads to content revisions in department course offerings.

4. Year-Round Involvement

Avoid the temptation resulting from the academic calendar to save your research time for the summer. Even if you have time only to work a little each week on your research area, this is better than waiting for the summer months.

5. Consistency

It's one thing to find a way to work throughout the year and another to find a way to stay committed to research over a career. In the normal flow of an academic's career, a scholar will experience teaching, research, and service as an ever-shifting balancing act. It is very possible to have a series of years where the research opportunities are simply overwhelmed by responsibilities for teaching and service. The key to staying active in research is to find a balance among the three over long periods of time.

6. Resist the “Service Monster”

Teaching (number of contact hours a semester) may be the most readily identifiable reason for why faculty cannot conduct viable research, but service has the greater potential to divert a faculty member. While all faculty have a responsibility for involving themselves in service activities (university governance, ad hoc committees, university life, etc.), you must be wary of the potential of service activities to become overwhelming. The teaching expectations in the humanities and social sciences can be extreme. As demanding as they are, courses do follow a predictable pattern. Service assignments, however, are often open-ended and often times much more involved than they appear initially. These assignments are important for the business of the University and can be a great way to meet colleagues throughout the University, but beware the costs and don't outweigh the benefits.

7. Define Your Professional “Self” Beyond CAU

Make it a point to develop professional relationships beyond Clark Atlanta. The life of the University is organic, constantly changing. By defining and nurturing your professional “self” both within and without the University, you build a support network to inspire you in good times and sustain you in times not so good.

8. Stay Current in Your Field

Do what you need to do to stay current in your field – read the literature, attend the performances, readings, exhibits, etc. Use the resources of the Center for Excellence in Teaching and Learning to help with travel and study projects. Attend professional meetings and become an active participant in your professional organizations. These activities will keep you active and credible in your field and ultimately in the classroom.

9. PASSION

Without this last concept for productivity, the previous eight mean nothing. Single-minded commitment to your field of study will go a long way toward developing a creative environment.

Summary

Application of these nine strategies, whether you are seeking tenure or already tenured faculty, is a recipe for an invigorated experience of your professional life and an enlivened University for faculty and students alike. ■

Using the Colloquium as a Pedagogical Tool in Teaching Culturally Specific Topics: The Case for Teaching African-American Images in Advertising

by Joyce McGriff, Ph.D., Assistant Professor of Marketing

Advertising can be described as a powerful influencer in the identity-formation stage among youth and young adults in American culture. Erik Erikson (1950) describes youth transitioning to adults as “ever ready to install lasting idols and ideals as guardians of a final identity.” But what if those idols or images are a distortion of the actual experiences of African Americans in society? One possible consequence is harm to the identity. Advertising by its nature is designed to drive a consumptive transaction: persuade and seduce observers into a complete affiliation with a product or service. Often the affiliation with the product and message is intricately woven into the psychological processes of the observer and others who bear judgment of African Americans based on the images portrayed in the media and advertising. The distortions of the African -American experience in advertising are rooted in a long history (Bogle 1989 and Riggs 1986). These distortions continue to be perpetuated by non-African Americans, as well as unenlightened African Americans in the profession of advertising.

According to Nathanson-Moog (1999), advertisements do influence peoples’ self- perceptions. Further, he contends, “advertising must represent stereotypes in order for specific market segments to be recognizable as distinct groups...however it is not the stereotypes that get people upset – and rightly so – it is when advertising promotes negative stereotypes.” Specifically, as Corea (1990) notes, portrayals of African Americans as “problems” are cultivated in media in general. Most contemporary advertisers are clever enough to not openly depict the “Coons, Mammies, Mulattoes, and Bucks described in Bogle (1989). However, there are insidious variations on these images and consistency with the *Basic Stereotypical Characteristics Attributed to Blacks* identified by Lawrence Reddick in 1944. The motivation for the colloquium is the fact that general course content in undergraduate advertising courses minimally addresses the impact and more specifically the consequences of negative stereotypical images of African Americans or other ethnic groups.

The Colloquium

The use of the colloquium or special topics seminar as an extension of presentation of relevant research and philosophical ideology in the Business School environment is perhaps an underutilized instructional tool. The American Association for Higher Education, through its Teaching Initiatives Project, endorses use of the pedagogical colloquium, as coined by Lee Shulman (1993). Further, Cambridge explains that Shulman envisioned the pedagogical colloquium as a means for the teacher/researcher “to expound on a course’s design, showing how the course is an act of disciplinary scholarship, and explaining how the course represents the discipline’s central issues and how its pedagogy will afford students the opportunity to engage in the intellectual and moral work of the discipline. Inspiration for the colloquium was generated from Gray (1996).

Stimulating Interest in the Advertising Colloquium Through Communications

The general content of Principles of Advertising courses routinely omits the psychological, historical and current significance of negative images of African Americans in advertising. The Advertising Colloquium was advertised for two weeks as “Understanding Advertising Images of African Americans: Issues and Challenges of African-American Images – a Business Perspective.” The attraction to the announcement was the use of a male African-American visual from an internet posted image of a black man with an enlarged black head, huge white eyes, large red lips, a colorful coat with tails suggesting a servant’s uniform and pointing his finger with the caption “Golly, it’s good!” The advertisement indicated that there would be film excerpts for *Ethnic Notions*, a film documentary outlining the historical source of the negative images of African Americans as created by whites. A second attraction was the film excerpt of the debate on the G. Heilman Brewing’s *Power Master Beer*, which pits the brewing company, which wanted to use outdoor billboards to advertise a high-alcohol content beer only in African American communities, against the religious and health leaders of those communities. Another component of the advertised presentation was the existence and current usage of images predicated on much of the historical imagery. The last offering in the colloquium was what the images really mean in current advertisements and how students as emerging managers can affect change in the quality of portrayals of African Americans. The sole intent of the advertisement for the colloquium was to arouse curiosity and incite the psyche to feel a sense of outrage at the depiction of the African-American male image posted on the World Wide Web. Advertising and other marketing students were asked to voluntarily attend. (In other words, it was indicated that no extra class credit would be granted for attending.)

The colloquium was held in the evening so that students would make special effort to attend. The anticipated attendance was about 35 to 40 students. Well over 125 students and nonstudents attended. During the period of advertising, approximately two weeks, 20 to 30 students inquired about the colloquium and expressed, in a variety of forms, outrage or disgust at the image in the posted advertisement. The intended result was achieved. Another possible explanation for strong attendance may have been the announcement that light refreshments would be served.

The Research Context of the Presentation

Discussion of the research relating to stereotypical roles in advertising for the presentation sparked much debate and discussion. The statistical information about the “Use of Black Models in Selected Magazine Ads (1988-1991),” conducted by the New York City Consumer Affairs Department, as reported by the *Philadelphia Inquirer*, identified mainstream magazines that routinely under represent African Americans as an additional negative condition to images of African Americans. The findings from a study by Atwan, McQuade, and Wright (1979) on the views of blacks by whites (blacks were perceived as being lazy, superstitious, ignorant, loud musical, poor, dirty, peace-loving, happy-go-lucky, very religious, feeling inferior, pleasure-loving, and militant) and views of themselves (perceptions of being industrious, intelligent, materialistic, ambitious, pleasure-loving, efficient, individualistic, neat, clean, and well- mannered) also sparked much debate. The students were dismayed at the findings of the research about whites’ views of blacks.

Closing Remarks

African-American business students want to feel empowered and culturally aware of the indicators of their portrayals in the broader context of society and, in particular, the advertising context. Many of the graduate students who attended the colloquium felt an especially significant relationship with the historical perspective, the social implications of harm to African Americans, especially young African Americans, who spend an inordinate number of hours each week consuming advertising through all forms of media. The research and advertisements that were presented supported the two general propositions: first, African Americans are harmed in their identity perceptions of themselves through advertising; and second that African-American managers, especially those in Marketing, can become the change agents and moral stewards of fair or more realistic representation of images that profoundly affect how African Americans are perceived domestically and globally, in relation to products and services marketed to society.

Undergraduate students who commented on the colloquium presentation did not express the same levels of internalized visions that they could become change agents but that they certainly would look for negative stereotypical images and discuss them with their peers.



**SUMMARY REPORT OF IMPLEMENTATION OF TEACHING
ACROSS THE CORE CURRICULUM
DEPARTMENT OF FOREIGN LANGUAGES**

By Rosalind Arthur et al.

Spanish Section

Test Construction and Test Taking.

Our syllabi were rewritten to conform to Bloom's Taxonomy. Learning outcomes were more clearly reviewed and reiterated. Exercises, tests, and exams were designed to gear students towards achieving the new learning outcomes more effectively. Tests were designed to include 3 sections: listening comprehension, vocabulary and grammar comprehension and production. A variety of tests items were included to accommodate the different learning styles of our students, such as multiple choice, logical/illogical judgment tasks, true/false, matching, completion and essay.

Communication, Speaking and Writing

We reviewed the distribution of grading components for 101-202 and elected to include a writing component. Students now write two in-class essays at every level. The students are given information and allowed to do preparatory work in a guided fashion at home prior to the actual writing in class.

Some instructors have also selected the use of coded grading methods whereby essays are coded and returned to students, who use the code to make corrections and rewrite the essay for a final grade.

Given that the nature of our subject demands lots of speaking in instruction and practice, we adopt a variety of tools to meet this requirement. In addition to daily practice in class through use of interviews, group presentations, situational role-plays, we also require one-on-one oral interviews with the student both asking and answering questions. All the speaking between parties is extemporaneous. Though students are given topics ahead of time, they do not know exactly which topics or questions will fall to them specifically.

Critical Thinking

We changed our textbooks (from a traditional approach) to new texts, which are content driven and based on Culture. They offer more information about the people whose language is being studied and the exercises offer increased opportunities for interaction and critical thinking. Students are also exposed to interdisciplinary relationships.

Technology

For the first time we included technology as a component of the students' overall grade. In 101-102 we adopted an on-line workbook and an on-line lab manual to accompany the textbook so students were forced to interact with technology. The greatest benefit here is the immediate feedback that both students and instructors receive.

In 201-202 students are asked to select a topic and do a cyber search for information on the web, and do an activity with it at home.

French Section

The French section has also instituted common syllabi and examinations for its courses and adopted a new text package complete with audio packages, on-line quizzes, on-line laboratory assignments and Internet activities.

The most outstanding changes made by the French section are offering Web-enhanced courses to supplement their traditional teaching efforts. The section was also instrumental in modernizing the Foreign Language Laboratory. Currently, the state-of-the-art equipment, complete with the latest in computers, an overhead projector, earphones and adapters makes it possible for the lab to serve as a sophisticated classroom with internet access, thereby creating a facility for simulated total immersion in the target language. The use of CDs and overhead projectors has become very much an integral part of the French classes. The goal of the French section of the department is to utilize at least 60% of technology in teaching French. It appears they are well on their way.

German Section

The German section has also instituted changes in its syllabi, especially in the presentation of learning objectives. More on-line tests have been incorporated into testing, as well as several ongoing changes to classroom instruction methods and materials. For example, there has been increased student teacher interaction through e-mail. Students take tests on-line and e-mail results to the instructor. These changes have centered on a change in text along with the supplementary material that accompanies the text, such as CDs. Assignments are geared more towards critical thinking with specific exercises that require more analysis and logic.

Currently, a Web page for the section is under construction.

Chinese Section

This section has focused more on Web enhanced teaching and developing a WebCt course. Some difficulties encountered have been technological problems due to different Chinese characters and limited classroom space with suitable technology for teaching.

The Lester J. Rodney UNCF/Mellon Foundation Faculty Career Enhancement Program: *Getting on Board: Enhancing the Careers of New and Junior Faculty at CAU*

By Christy Garrison Harrison

CETL is proud to announce that it is the host of a three-year UNCF Mellon funded Faculty Career Enhancement Program: *Getting on Board: Enhancing the Careers of New and Junior Faculty at CAU*. The program was named for a beloved member of the history department, Dr. Lester J. Rodney, who passed away in 2002.

We are extremely excited by the potential of this extensive and comprehensive program and invite all humanities and social science faculty who are tenure track and who have been on the faculty of CAU for five or fewer years to be a part of this initiative. The program was developed by Dr. Janice Liddell, Director of CETL (on leave for 2003), and is administered by Project Manager, Dr. Alice Stephens, Associate Professor, Mass Media Department.

The Program was designed to meet the following objectives:

- Assist new faculty to “hit the ground running” by providing an orientation to an academic culture and climate that holds dear the ideals of excellent student-teacher relationships and high academic standards;
- Facilitate learning for new and junior faculty by providing seminars on excellent teaching and learning strategies;
- Demonstrate to new and junior faculty that knowledge is integrated and social by providing opportunities and support for interdisciplinary collaboration;
- Promote scholarly teaching and the scholarship of teaching by encouraging new and junior faculty to take advantage of opportunities for research, presentations, and publication related to their teaching; and
- Demonstrate the value of the time of the teacher/learner/scholar by providing incentives to participate in the program.

Twelve participants were selected for each of the three years, but the program can accommodate up to eighteen participants. Each participant will be actively engaged in the project for one year, although each will also have some obligation to the project for at least five years in the form of assessment and feedback. Active engagement is the attendance at a minimum of six workshop sessions during the first semester and the implementation and formal tracking of teaching/research activities during the second semester. **Each participant will also receive a travel grant to any conference at the end of the year’s participation if the attendee has met all the criteria.**

Some of the workshop sessions that took place during the fall 2002 semester included:

<ul style="list-style-type: none"> • Syllabus Construction/ Test Conception and Construction: <i>Dr. Isabella Jenkins</i> <i>September 24-25, 5:00 p.m.-7:00 p.m.</i> All effective teaching begins here! Participants learned how their syllabus and test bank are two of the most important teaching tools of a good course and an effective instructor. They also learned the specifics of constructing an effective syllabus and a range of tests that support their syllabus. • Student-Centered Teaching <i>Dr. Isabella Finkelstein</i> <i>September 28, 9:30 a.m.-1:30 p.m.</i> This session focused on strategies and approaches that put our students at the center of their learning and of our teaching. Such issues as how to make students more responsible and accountable for their performances in the course and how to empower them to become independent learners were discussed. • Enhancing Courses with Technology: <i>Dr. Medha Talpade</i> <i>October 1-2, 5:00-7:00 p.m.</i> This session began at participants’ level of technological experience. Those who were technological novices, were offered simple ways to improve course management, instructional resources and teaching strategies by using the computer and the Internet. More advanced participants were given assistance in developing a variety of technological and instructional enhancements for their courses. • Managing Large Classes Successfully: <i>Dr. Melvin Webb</i> <i>October 12, 9:30 a.m.- 1:30 p.m.</i> 35, 50 or 100+ students in a class might seem daunting, but it doesn’t have to be. Dr. Webb discussed learning how to create community and engage in collaborative learning in a large class where many students can hide in their anonymity. • Research, Scholarship and Creative Productions: Getting the Work Done: <i>Mr. Christopher Hickey & Dr. Ernestine Pickens</i> <i>October 15-16, 5:00-7:00 p.m.</i> Whether the work is related to scholarly teaching; the scholarship of teaching; or is specific to the discipline, finding time and other resources in a teaching environment such as that of CAU can be challenging. This tag-team session, facilitated by two of the 2002 Aldridge-McMillan winners, offered creative strategies, suggestions, etc., on how to establish and achieve their goals in this area. 	<ul style="list-style-type: none"> • Developing Critical Thinking Skills Across Disciplines: <i>Dr. Norman Fisher</i> <i>October 26, 9:30-1:30</i> While critical thinking is as natural for human beings as is engaging any sensory perception, our obligation is to enable students to formalize the processes of critical thinking and to utilize them appropriately and effectively. This session showed you how to do so, using your discipline as the catalyst. • The Whole Student: <i>Dr. Tim Moore</i> <i>Oct.30-31 , 5:00 –7:00 p.m.</i> Scholarly teaching must involve sensitivity and knowledge of a student’s cultural and ethnic orientation. This workshop identified culturally sensitive learning methods and responses of students to teaching styles based on their cultural orientation. • Teaching Speaking Across Disciplines: <i>Professor Carol Mitchell-Leon</i> <i>November 5-6, 5:00-7:00 p.m.</i> Students should be able to speak effectively in all situations and circumstances. Learn how students can be assisted in gaining the confidence and the facility for effective and appropriate speaking. Ideas for speech-related assignments in various disciplines and useful tips for grading them were generated. • Teaching Writing Across Disciplines: <i>Dr. Constance Chapman</i> <i>November 26-27, 5:00-7:00 p.m.</i> This session focused on enabling students to conceptualize and organize ideas and then present them effectively in writing. Tips for writing topics and assignments in several disciplines and how to grade them were featured. • Scholarly Teaching and the Scholarship of Teaching: <i>Dr. Dorothy Zinsmeister</i> <i>November 30, 9:30 a.m.-1:30 p.m.</i> This session began with a reexamination of scholarship in various disciplines in an environment that focuses heavily on teaching. It concluded with workable definitions and directions for both scholarly teaching (how to impact the activity of teaching and learning in various disciplines) and the scholarship of teaching (the transmission/communication of these teaching discoveries in journals, books, etc.). This session was very important as it examined one of the developmental goals that CETL is pursuing, that of the scholarship of Teaching and Learning. <p>CETL is very much devoted to supporting, nurturing and more important, DEVELOPING the faculty component of the Clark Atlanta University family.</p>
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From Learning Across the Core Curriculum to Scholarly Teaching and the Scholarship of Teaching By Ajamu Nyomba

After three years, the Center for Excellence in Teaching and Learning (CETL) is poised to move to another level in its efforts to provide faculty development programs and activities that enhance teaching and learning effectiveness at Clark Atlanta University. The Center, funded in part by a grant from the Bush-Hewlett Foundation Faculty Development Program, set out in 1999 with some well-defined objectives. Three years of workshops, symposia, and other activities directed to enhance the core curriculum have prepared the Center and faculty who participated in its activities for the transition to the next phase of its operation, when the focus will be on Scholarly Teaching and the Scholarship of Teaching.

The initial proposal submitted to the Bush-Hewlett Foundation outlined several objectives, consistent with the following three goals, for the first three years of CETL: (1) to equip faculty with new pedagogies to enhance teaching effectiveness and improve student learning; (2) to establish learning communities on campus that focus on teaching strategies which emphasize critical thinking, improved writing, and interdisciplinary learning; and (3) to engage faculty in dialog that promotes collegiality and peer-to-peer acknowledgment.

The major thrust of the CETL for the first three-year period was "Teaching and Learning Across the Core Curriculum." The First Strand began with four week long workshops held during the summer of 2002. These workshops were designed "to facilitate the integration of critical thinking, writing, speaking, and technological skills as learning outcomes into the core curriculum." In addition to these workshops, the Center hosted four daylong Saturday workshops in the fall of 2002 to apprise faculty of "Learning Across the Core Curriculum Initiative." Seventy-five faculty members participated in these workshops.

As proposed to the Bush-Hewlett Foundation for the three-year period 2003-2006, the Second Strand, "Scholarly Teaching and the Scholarship of Teaching," is a natural progression from Teaching and Learning Across the Curriculum. In the language of the proposal, "the systematic determination of viable teaching method is the initial step in the Scholarly Teaching /Scholarship of Teaching paradigm." Scholarly Teaching and the

Scholarship of Teaching in turn are sequential aspects of a process that could improve teaching effectiveness at CAU as well as assist faculty members in meeting research and publication demands of academe.

According to the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), *Scholarly Teaching* entails certain practices of classroom assessment and evidence gathering. It is teaching that is informed, not only by the latest ideas in the field but also by current ideas about teaching generally and specifically in the field. It is also teaching that invites peer collaboration. CASTL defines the *Scholarship of Teaching and Learning* as an act of intelligence or artistic creation which has become public, is an object of critical review and evaluation by members of one's community, and is used, built upon, and develops act of mind and creation.

For the faculty at Clark Atlanta University the proposed Scholarly Teaching and the Scholarship of Teaching initiative of CETL will present opportunities for CAU faculty to integrate the pursuit of teaching effectiveness with their need to conduct research and publish. Consistent with the dictates of Scholarly Teaching, the Teaching and Learning Across the Core Curriculum initiative equipped faculty with new pedagogies and evolving technologies which, in turn, facilitated the incorporation of critical thinking, writing and speaking in the core courses. It also included training faculty in the construction of effective syllabi, in the development of assessment instruments that require high-level thinking, and it demonstrated diverse teaching and learning styles.

Such training prepared faculty for the Scholarship of Teaching phase which will involve recording the results of teaching strategies pursued and making these available for critical review, evaluation and use by members of the scholarly community. CAU Faculty will therefore be able to narrow the perceived gap between teaching and research, since teaching itself will now become an area for research and publication. Further, the Scholarly Teaching and the Scholarship of Teaching initiative would benefit faculty since it should raise the issue about the scope of acceptable scholarship as it relates to the promotion and tenure processes at CAU.

The interim director and staff at CETL are excited, eagerly anticipating the increased participation of faculty in the new and continuing initiatives of the Center.

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