

C.E.T.L. Newsletter

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Director's Word

BUSINESS AS USUAL AT CETL

In the midst of the turbulence caused by the "right-sizing" and other media-attracting proceedings at the University, the Center for Excellence in Teaching and Learning (CETL) continues to promote scholarly teaching and learning, not only on campus, but also among the nation's Historically Black Colleges and Universities (HBCUs), Tribal Colleges (TCs) and Minority Serving Institutions (MSIs).

The "business as usual" posture of CETL should not be misconstrued as an indication of indifference to the staff terminations, program closings and the resulting protest and concern among students, faculty and staff at CAU. Au contraire, it should be seen as being indicative of the optimism, cautious nonetheless, with which the institution's future should be perceived. The tumultuous times should be taken in context of current economic conditions in the nation, the historic financial problems faced by HBCUs, and similar situations at major universities across the country.

Further, this should be a time for introspection. A time to look at the man or woman in the mirror. Have you been doing your part to make CAU "one exceptional University"? Are your teaching and research activities "student centered and quality driven"? Or, are you at CAU solely to advance your professional development and personal finances at the expense of our students and our future as a people? This is a good way to start the cleansing needed to move the University forward.

CETL's programs and activities are geared to make CAU "one exceptional University" which is "student centered and quality driven." Among CETL's activities and programs this fall include the Lester J. Rodney UNCF/Mellon Foundation Faculty Career Enhancement Program, "Getting on Board: Enhancing the Careers of New and Junior Faculty at CAU," Program for New and Junior Faculty at CAU, the recently initiated 2003-04 Faculty Resource Network (FRN) Enrichment Seminars, and the "Theories and Practices of Scholarly Teaching (ST)

and the Scholarship of Teaching and Learning (SoTL) Symposium", held on campus on October 16-17.

The Lester J. Rodney UNCF/Mellon Program is in its second year at CAU. Directed by Dr. Alice Stephens, Assistant Professor in the Mass Media Arts Department, the program serves to assist new and untenured faculty in their teaching and professional development activities. The FRN Seminars are based on New York University's Faculty Resource Network summer seminars, in which CAU faculty have been participating since 1995. (See page 2).

The St and SoTL symposium launched CETL's scholarly teaching and the scholarship of teaching and learning project for faculty at HBCUs, TCs and MSIs.

The symposium was cohosted by Clark Atlanta University, the American Association for Higher Education (AAHE) and the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), and sponsored in part by the Bush-Hewlett Faculty Development Program, the Josiah Macy Foundation and the Professional and Organizational Development Network (POD).

The brainchild of CETL's director, Dr. Janice Liddell, the symposium brought together important scholarly communities from HBCUs, TCs and MSIs, in an effort to spread the principles and practices of scholarly teaching and the scholarship of teaching and learning across disciplines and types of institutions. Participants in the symposium included about sixty (60) faculty members and faculty development administrators representing ten (10) colleges and universities, from the Atlanta University Center and from as far away as New Mexico.

The keynote speaker for the symposium was Dr. Yolanda T. Moses, nationally renowned scholar and immediate past president of AAHE, who spoke on "Linking Scholarly Teaching and the Scholarship of Teaching and Learning for Transformational Change."

Other session facilitators were Dr.

Alice Stephens, Associate Professor in the Mass Media Arts Department at CAU and Director of the CETL's Lester J. Rodney UNCF/Mellon Foundation Faculty Career Enhancement Program, and Dr. Dorothy Zinsmeister, Professional Organization Development Network (POD) member and Senior Associate for Academic Affairs, Board of Regents, University System of Georgia.

Dr. Stephens facilitated a panel discussion on "Scholarly Teaching and Learning: The Experience at HBCUs and MSIs," and Dr. Zinsmeister led the hands-on session, "Implementing ST and SoTL at Your Institution."

The Symposium demonstrated that CAU is on the cutting edge, in terms of the pedagogical approaches of the faculty, training for which was provided, for example, by CETL's "Teaching and Learning Across the Core Curriculum" initiative. That program equipped faculty who teach the core courses with skills for Scholarly Teaching, including designing and constructing effective syllabi and assessment instruments, and incorporating critical thinking, communication (speaking and writing), and technology across the curriculum.

Over the next three years, CETL plans to continue developing and expanding a cadre of CAU faculty who are engaged in Scholarly Teaching and the Scholarship of Teaching and Learning, including making public successful teaching and learning methodologies that focus on the learning styles of African-Americans and other minorities.

The belief at CETL is that CAU will weather the present financial storm and maintain its position as a first-class institution for people of color. Nevertheless, we affirm the importance of faculty raising the appropriate questions, not only about the decision to cut faculty and programs, but also about the decision-making which gave rise to the financial quagmire. CETL is thus conducting business as usual, but at CAU business as usual with financial (mis)management must be called into question.

Ajamu Nyomba, Ph.D.
Interim Director, CETL

FACULTY DEVELOPMENT OPPORTUNITIES

- **2003-2004 Aldridge-McMillan Faculty and Staff Achievement Awards, Deadline, November 21, 2003.** The deadline for nominations for the Aldridge-McMillan Faculty and Staff Achievement Awards is just over one week away. Nominations may be made by faculty, staff, students and alumni. Nomination forms are available on the web page of the Center for Excellence in Teaching and Learning, under Academics, on the CAU Website. For additional information, contact Ms. Joyce Outler in the Provost's Office at (404) 880-8754 or CETL's Interim Director, Dr. Ajamu Nyomba at (404) 758-1677.
- **National Association of African-American Studies & Affiliates. Deadline, November 21, 2003.** NAAAS & Affiliates will be holding a joint national conference from February 16-21 in Houston, Texas. Abstracts are not to exceed 2 pages in length and should relate to any aspect of African-American, Hispanic and Latino, Native American or Asian experience. All aspects and perspectives will be considered. For more information, e-mail: Dr. Lemuel Berry, Jr., Executive Director, NAAAS & Affiliates, at naaasconference@earthlink.net or visit: www.NAAAS.org.
- **Schomburg Center for Research in Black Culture, Deadline, December 1, 2003.** Schomburg Center for Research in Black Culture is offering fellowships for up to six months or a year in residence of \$25,000 and \$50,000 for 12 months on projects relating to African, Afro-Caribbean, and Afro-American history. Fellows are required to be in full-time residence at the Center during the award period. Contact (212) 491-2228 or visit <http://nypl.org/research/sc/scholars/index.html> for more information.
- **Office of Black Women in Church and Society at ITC, "WOMANIST SCHOLARS PROGRAM."** Course offered Spring 2004. The Womanist Scholars Program at ITC recognizes and promotes the scholarly activities of academicians in the area of Black women religion and spirituality. The program enables Womanist scholars to pursue research projects of the individual's design. Scholars also engage in teaching, lectureships and consultation on issues concerning Black women, religion and spirituality. Included in the program is "Women in the Civil Rights Movement." For information: (404) 527-5713
- **Cornell University Mellon Postdoctoral Fellowships, Deadline, January 3, 2004.** Cornell University is offering Mellon Postdoctoral Fellowships for the 2004-2005 year. One-year postdoctoral teaching-research fellowships in Asian studies, feminist, gender and sexuality studies, History of Art, Philosophy, and Science & Technology Studies desired. Fellowships are limited to citizens of the U.S., Canada, and permanent residents. Applications and letters of recommendation must be postmarked by January 3, 2004. For more information, contact Program Administrator, Mellon Postdoctoral Fellowship Program at (607) 255-9274, humctr-mailbox@cornell.edu or visit www.arts.cornell.edu/sochum, for more information.
- **The J. Franklin Jameson Fellowship, Deadline, January 15, 2004.** The J. Franklin Jameson Fellowship is offered to American history scholars worldwide who are within 7 years of having received their Ph.D. degree. Stipend: \$5,000 (duration: 2-3months). For more information, contact the American Historical Association at (202) 544-2422, or visit www.theaha.org/prizes/Jameson_fellowship.htm
- **The American Center of Oriental Research Fellowship, Deadline February 1, 2004.** The American Center of Oriental Research (ACOR) Fellowship offers opportunities for research in Jordan for the year 2004-2005. Awards for stipends, residence at ACOR, travel and other research expenses range from \$1,000 to \$25,000. For more details, visit their Web site at www.bu.edu/acor.
- **Short-Travel Grants Program (STG), Deadline, February 1, 2004.** Grants of up to \$3,000 are available for up to two months of independent or collaborative research in Europe and Eurasia for postdoctoral scholars and professionals with terminal degrees. Successful projects must make a substantive contribution to knowledge of the contemporary political, economic, historical, or cultural developments in the region and must demonstrate how such knowledge is relevant to US foreign policy. Contact: (202) 628-8189 or visit www.irex.org for more information.
- **The University of Georgia Academic Year Symposium and Residence Options of the Governor's Teaching Fellows (GTF) program, Deadline, February 13/March 12, 2004.** The University of Georgia, Athens, is now accepting nominations for the 2004 and 2004-2005 Academic Year Symposium and Residence Options of the Governor's Teaching Fellows (GTF) program. The deadline for submitting materials for the 2004 Summer Symposium is February 13. The deadline for the 2004-2005 Academic Year Symposium is March 12. For instructions on eligibility requirements, the nomination process and the criteria for participating in the programs, visit www.uga.edu/ihe/GTF.html.
- **The Humboldt Research Fellowship Program, no application deadline.** The Humboldt Research Fellowship Program supports scholars and scientists of all nationalities and fields as they conduct research in Germany for a period of 6-12 months. Scholars design research plans and select hosts at German institutions. Applicants must be under 40 and have a Ph.D. degree. Scholarly/scientific excellence and the feasibility of the proposal are the primary selection criteria. Monthly stipends range from 2100-3000 European dollars. U.S. citizens and residents may also apply for: Summer Research Fellowship (3 months per year in 3 consecutive years) and 2 years Postdoctoral Fellowship (24 months). There is no application deadline. For more information, contact the Alexander von Humboldt foundation at avh@bellatlantic.net or visit www.humboldtoundation.de for more information.
- **Africa: Moving Forward into the New Millennium.** Proteus is seeking scholarly articles and essays for its 2004 spring issue which will examine issues facing Africa's changing natural, social, political and economic environment. Submissions from every discipline are encouraged as well as photos, poetry, and other artwork. For more information, contact Proteus Managing Editor, Marcia Gibbs @ (717) 477-1206.
- **The Library of Congress** is offering fellowships in Islamic Studies. Research in the humanities on globalization and Muslim societies is desired, especially creative, historical, and/or cross-disciplinary studies in linguistics, literature, history, jurisprudence, philosophy, archaeology, comparative religions, ethics, and theory of the arts. Open to scholars worldwide who have received a Ph.D. degree or other terminal advanced degree. Stipend: \$3,500 per month (duration: 5-10 months). For more information, contact the John Kluge Center at (202) 707-3302, scholarly@loc.gov, or visit their Web site at www.loc.gov/kluge.
- **Fulbright Grant Opportunities in European Affairs 2004-2005.** Grantee will conduct research on European affairs or US-EU relations. Preference will be given to the projects focusing on the organizations of the European Union, particularly on the process of institution building within the EU. Proven teaching and research experience are musts. Professionals with at least 5 years of experience are also recommended. Applications must arrange affiliation at a host institution and include a letter of invitation. Two to five months, with a start date between September 2004 and June 2005. Visit http://www.cies.org/us_scholars or e-mail dteutonico@iie.org for more information.
- **International Education for Research.** Applications for grants and research on international educational systems are being accepted for review. Contact: (310) 258-9451, kdickey@ierf.org, or visit www.ierf.org for more information.
- **TransCoop Program.** Applications for grants under the TransCoop Program for collaborative research among American, Canadian, and German scholars in the humanities, social sciences, economics, and law. Contact: Alexander von Humboldt Foundation, <http://www.humboldtoundation.de> for more information.

CETL Sponsors Faculty Enrichment Seminar Series

Each summer since 1995, Clark Atlanta University (CAU) faculty members have been participating in the New York University Faculty Resource Network Summer Enrichment Seminars and Scholar-in-Residence Program. The Network Summer experience includes lectures, field trips, presentations, research, hands-on demonstrations, and interactive discussions, designed to expose faculty members to recent scholarship in their respective fields. In addition, faculty members have the opportunity to develop teaching and curriculum strategies to incorporate into their teaching.

During summer 2003, ten CAU faculty members participated in Network Summer, eight in Enrichment Seminars and two in the Scholar-in-Residence Program: Drs. Margaret Count-Spriggs, Vicki Crawford and Sarita Davis attended "The American Dilemma: Psychoanalysis and Race"; Drs.

Niaz Khan and Bernice Liddie-Hamilton attended "Reckoning with Race in the Media"; Drs. Ajamu Nyomba and Alma Vinyard attended "Carnival: Focus on Trinidad"; and Dr. Ranga Rao Sunkara, attended "The Practice of Ethics."

Dr. Constance Chapman and Dr. Alice Stephens participated in the Scholar-in-Residence Program. Dr. Chapman's project involved exploring ways to improve teaching in the English Department at CAU.

In order to encourage broader participation in the Faculty Resource Network (FRN) Summer Seminars and Scholar-in-Residence Program, CETL is sponsoring a series of Faculty Enrichment Seminars on topics covered in the FRN seminars. The first, "A Carnival: Focus on Trinidad," was held on October 8 and featured presentations by Drs. Phyllis Briggs-Emanuel, Alma Vinyard and Ajamu Nyomba. A group of about twenty (20) CAU faculty members had an

opportunity to experience some of what transpired at one of the summer 2003 FRN seminars.

The second seminar, which will focus on two FRN seminars held this summer, "**The American Dilemma: Psychoanalysis and Race**" and "**Reckoning with Race in the Media.**" This seminar will be held at the Bishop Cornelius Henderson Student Center, Room 231, from 12:00 noon to 1:00 p.m., on Thursday, November 20, 2003.

Look out for other Faculty Enrichment Seminars during the 2003-04 academic year.

"Faculty development activities should have as their primary purpose . . . the improvement of student Learning."

CAU Strategic Academic Plan

Collaboration Receives Grant to Increase Diversity Opportunities!

The Collaboration for the Advancement of Teaching and Learning has received a \$4,000 grant from the Professional and Organizational Development (POD) Network in Higher Education to create an internship for a graduate student of color to explore career opportunities in the improvement of college teaching, learning, and faculty/TA development. The Collaboration will provide a unique opportunity for a person of color to:

- learn about the fields of faculty and instructional development and the variety of career opportunities that can incorporate work in these areas at different types of institutions
- contribute in substantive ways to specific projects and produce concrete work products
- interact with a broad professional network that is committed to teaching and learning and receive mentoring and support in exploring job opportunities in these fields.

Please see their Web site at www.collab.org for further details on applicant qualifications, responsibilities and activities, and to apply. For specific questions, contact Cheryl Hilinski, Program Director, at hilinski@collab.org.

The Southern Learning Communities Network Open Houses 2003-04

November 21, 2003: Wofford College, Spartanburg, South Carolina. Contact Ellen Goldsby, Biology Department, at (864) 597-4622.

March 26, 2004: Georgia State University. Contact Gary Longstreet, Office of Undergraduate Studies.

For more information on Learning Communities, contact CETL (404) 758-1677.

ALPHA KAPPA MU at CAU

Attention Alpha Kappa Muans: CETL is attempting to identify CAU administrators, faculty, and staff who are members (active or inactive) of Alpha Kappa Mu National Honor Society. Please contact our office at (404) 758-1677.

To Your Health

<p>MIND AND BODY WELLNESS</p> <p>In any academic environment stress is simply unavoidable. At Clark Atlanta University this may be an understatement! But what does one do when one is stressed? The answer is simply THE ABSOLUTE THERAPEUTIC MASSAGE.</p> <p>MASSAGE is a natural and distinctive method of relieving muscular discomfort. It has been around for many years and has proven to be a vital health maintenance and enhancement procedure.</p> <p>With a variety of hands-on methods, the skilled massage therapist not only stretches and loosens muscles and connective tissue, but also improves and moves lymph fluids throughout the body. In addition, massage can stimulate the release of endorphins- the body's natural painkillers- into the brain and nervous system. The release of muscular tension also helps to unblock the overall flow of life energies through the body.</p> <p>Local massage therapist, Sister Basimah Shakir (CMT, NMT Reflexologist), is now offering massage specials to CAU faculty. Mention "CETL" to obtain a \$10 discount on your</p>	<p>first visit. Located in a quiet neighborhood in the West End, about 10 minutes drive from campus, Sister Basimah's Massage Therapy Center offers THE ABSOLUTE THERAPEUTIC MASSAGE.</p> <p>Why massage? The answer is because massage presents physical, mental and emotional benefits to the individual.</p> <p>Physical</p> <ul style="list-style-type: none"> • Provides deep relaxation and stress reduction • Relieves muscular tension and stiffness • Provides greater flexibility and range of emotion • Enhances athletic performance • Promotes deeper and easier breathing • Improves circulation • Helps to reduce swelling of the extremities • Relieves Tension • Helps enhance skin condition • Strengthens immune system <p>Mental</p> <ul style="list-style-type: none"> • Promotes relaxed state of alertness • Enhances calm thinking and creativity • Reduces mental stress 	<p>Emotional</p> <ul style="list-style-type: none"> • Creates a feeling of well-being • Improves self-image • Reduces anxiety levels <p>Increases awareness of mind-body connection</p> <p>MASSAGE can do a lot for you. At Sister Bassimah's, you can choose from any of the following Massage Plans (60 minutes at varying but affordable prices):</p> <ul style="list-style-type: none"> • Total Body Stress Release • Deep Tissue Massage • Aroma Therapy • Swedish Massage • Neuromuscular Therapy • Reflexology II • Hot/Cold Stone <p>Or, you can choose one of the Absolute Massage Specials:</p> <ul style="list-style-type: none"> • Sinus, Head and Scalp Massage • Hands, Arms and Shoulders • Half & Half • Royal Body Polish I • Royal Body Polish II • Reflexology I <p>For more information, contact Basimah Shakir:</p> <p>Office (404) 755-1809 Voice Mail (770) 915-0944</p> <p style="text-align: center;">● ● ● ● ● ● ● ●</p> <p style="text-align: center;"><i>"A Healthy Mind and a Healthy Body"</i></p>
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The Value of “Ah ha” Moments or What I Learned As a Scholar-in-Residence

at New York University

by

Dr. Constance Chapman, English Department

After more than twenty years of being drowned by dubious wordiness defined as expository discourse, I was finally able to begin some meaningful research that promises to become a catalyst for improving not only my teaching, but hopefully, the teaching of my colleagues at Clark Atlanta. This was thanks to a wonderful program administered by The Faculty Resource Network at New York University.

My project as a Scholar-in-Residence was to explore some ways to improve teaching in my department at Clark Atlanta University (CAU). Because one of our crucial concerns is attrition (according to the Center for Institutional Data Exchange and Analysis, 26% of Black students dropped out during the 2000-2001 academic year), I was indeed delighted when our new president Dr. Walter Broadnax arrived and announced that one of his missions was to promote a student-centered, quality-driven university.

I am aware that what students learn and how they perform is directly related to how they are taught. Those of us who have participated in the Scholarship of Teaching and Learning (SOTL) program have been working with ways to improve our teaching and the students' learning and are expected to stimulate our colleagues to adopt these methods. When I discussed this task with my mentor, Dr. Gordon Pradl, he suggested that I collect stories from other scholars relating times when students had revelations that improved their skills and attitudes as learners because of something the teacher said during lectures, or one-on-one interactions, or comments on students' papers - something that made a difference. Wolfgang Kohler called it *Aha-Erlebnis*, German for the “*ah ha experience*.” Jacques Lacan claimed it “is analogous to the mirror stage, which also involves a moment of sudden insight that leads to a significant change in the subject's mental organization” (Lacan, 1968). It is much like the illumining lightbulb that flashed in the head of Archimedes of Syracuse who, after discovering the law of hydrostatics as he bathed, leapt unclad from the bathtub and ran through the streets shouting, “Eureka.”

At first, I was puzzled by Dr. Pradl's suggestion but after I began interviewing other scholars-in-residence, I realized it was a brilliant idea for two reasons. First, because I interviewed every scholar, I was able to make a discovery early on. All of us were not only in the same program but we were all on the same page! Or, as the monograph we are planning suggests, “in the same room.” We had all reached a little higher, searched a little longer and tried a little harder to reach our students, to make them understand, to make them think. We had all “stepped out of the box” so that our students could succeed.

Secondly, how better to get university teachers to improve their instruction than to relate genuine instances when students shouted “eureka” metaphorically by demonstrating their “sudden” ability to think critically. Or when students finally understood a point that had been made repeatedly. Or when students changed their attitudes about studying or attending class. Or when a student finally made an argument he/she had been trying to convey come alive on an essay.

After all, it's not what we **say** to students, it's how they **react** to what we say. Vita, one of the other scholars-in-residence said it best. “I had an ‘ah ha’ moment when I realized that teaching had to be more than merely giving information in a multitude of ways. That's what a textbook does. What a human being does is to continue to convey information by finding ways to disperse that information and crawl over hard rocks to get there.”

CETL Receives Title III Funding

Beginning this semester, CETL joins the programs/units at CAU that receive funding from Title III. The goal of the CETL Title III Initiative is to complement programs by CETL and other academic support units that are designed to enhance the quality of the undergraduate academic program at the University.

The Initiative will focus on five areas during the 2003-04 academic year: technology infusion (in collaboration with AITC), assessment, academic strategic planning, retention and leadership management.

Look out for further information on the Initiative in the next issue of The CETL Newsletter, including deadlines for applying for travel grants.

**The Salzburg Seminar
by
Dr. Constance Chapman, English Department**

During the first month of September, 2003, I had the honor of being a fellow at the Salzburg Seminar in Salzburg, Austria. As you may or may not know, Salzburg is a beautiful city. It is the home of Wolfgang Amadeus Mozart and the place where the movie, "The Sound of Music" was filmed.

I was one of 52 fellows from 30 countries. We all gathered to discuss the topic "Digital Inclusion: Bridging the Technology Gap." Lectures and workshops centered on problems countries face regarding technology. Problems were varied and sometimes surprising. For example, a fellow from Pakistan noted that, although women are either discouraged or forbidden to pursue technological careers in many developing countries, that was not so in Pakistan. In fact, being technology literate worked to the advantage of women since they could learn and work in their homes, thus the taboos of mingling with men outside of the home did not have to be broken.

Also surprising was that there is a wide digital divide right here in the United States. This divide is not only apparent in low-income families but also in affluent families.

The reason for this divide is that many people use technology only to send e-mail and to play games. They never use their equipment to stay informed about various issues, or to conduct research.

Culminating the week-long session was the fellows' presentations of projects we had worked on during the week. Some projects were those that fellows had already begun in their homelands. After each presentation, there was time to make comments, give suggestions and ask questions. I presented a project titled *Information Literacy: A Necessary Skill for Student-Centered Learning*, a project I am conducting with Professor Jacquelyn Daniels in the Woodruff Library for my College Composition II class. This project was well received and quite a few fellows asked whether I would mind if they use the concept in their countries.

Professor Daniel and I plan to submit our project along with its findings to a professional journal and present a paper at an appropriate professional conference sometime next year.

I have produced a Power Point presentation that outlines the project. If you are interested in viewing it, please contact Dr. Nyomba at CETL.

FACULTY MEMBERS RECEIVE \$2500 EACH TO INTEGRATE TECHNOLOGY INTO COURSES

Computer technology has become an important tool in virtually all aspects of human endeavor, including instruction. It is clear that institutions and individuals have little choice but to embrace the use of computer technology if they want to be successful. University professors have little recourse if they want to increase their teaching effectiveness. Many textbooks have associated Web sites, CD-ROMs and other computer-based technological aids. At Clark Atlanta University, all classrooms in the General Classroom Building, currently under construction, will be equipped with the appropriate wiring for computer and other instructional technology.

It is in this light that the UNCF/Mellon Faculty Fellows Program in Technology was established at Clark Atlanta University to provide training and support for faculty to integrate technology into their course curriculum. The program, directed by Dr. Bettye Clark, is funded by the United Negro College Fund and provides stipends for faculty ranging from \$1200 to \$2500 depending on the levels of technology integration in courses. The objectives of the program include the following:

- To increase the number of faculty who are knowledgeable and skilled in effectively utilizing technology for instruction;
- To strengthen and advance the utilization of technology in teaching and learning at the institution;
- To enhance and widen faculty knowledge base and technology skills to enable them to become more accomplished scholars and teachers through the use of technology;
- To enhance and increase the development of the new 21st Century appropriate curricula, including distance education;
- To create a supportive educational environment that will attract and retain more 21st Century "Digital Age" prepared faculty; and,
- To increase opportunities for students to benefit from enhanced knowledge, new and improved pedagogical approaches and increased access to technology.

Of the over 50 faculty members who applied to the program this fall, the following seventeen received awards of \$2500 each: Drs. Ganesh Pandit and Jeff Phillips, Accounting; Professor Belinda Peters, Art; Drs. David Collart and Deborah Cook, Biology; Dr. Ollier Manley, Curriculum; Dr. Shelia Gregory, Educational Leadership; Drs. Hurang Hu and Sriprakash Sarathy, Engineering; Dr. Yan Gao, Foreign Languages; Dr. Okon Akiba, International Affairs; Professor Jeanette Foreman, Mass Communication; Drs. Raymond Brown and Swaraj Tayal, Physics; Dr. Medha Talpade, Psychology; and Dr. Niaz Khan, Speech Communications.

CETL congratulates the UNCF/Mellon Faculty Fellows and encourages other faculty members to seriously consider integrating technology into their courses and applying to the UNCF/Mellon Faculty Fellows Program in Technology.

Faculty who wish to participate in the program must complete an application form and comply with a set of guidelines for the selected category. The two categories are \$2500 stipend for the development of a Web-enhanced course and \$1200 stipend for the development and use of a Web page, syllabus, assessment tools and other forms of technology in classes.