

C.E.T.L. Newsletter

1125 Fountain Drive

Atlanta, GA 30314

P.O. Box 355

404.758.1677

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Faculty Development Commission Members

Alexa Henderson, Administrative Advisor
Ismail Abdullahi
Raymond Brown
Janet Fisher (Rodean)
Joyce McGriff
Ajamu Nyomba
Diane Plummer
Melvin Webb
Melvin Williams
Shirley Williams-Kirksey

CETL Staff

Janice Liddell, Director
Christy Garrison-Harrison, Staff Assistant
Savarda Snell, Student Assistant



CETL/Undergraduate Studies Sponsor 2nd "Learning Across the Curriculum" Summer Workshop

Since the CETL Newsletter did not appear last semester, you are not yet aware of the wonderful CETL summer in which many CAU core faculty were engaged. This was the second year for the "Learning Across the Core Curriculum Summer Workshops". Again the format was a comfortable and collegial series where faculty and facilitators exchanged ideas, insights and information related to several major teaching/learning areas of the core curriculum. These were: "Test Construction and Test Taking" (led by Dr. Isabella Jenkins); "Speaking Across the Curriculum" (led by Dr. Shirley Williams-Kirksey and Professor Carol Mitchell-Leon); "Critical Thinking Across the Curriculum" (Dr. Norman Fischer); "Integrating Technology into the Undergraduate Course" (Dr. Alicia Simon); "Writing Across the Curriculum" (Dr. Constance Chapman and Dr Yakini Kemp of FAMU). The following faculty attended these lively and congenial sessions:

Biology	Deborah Cook	Mass Media Arts	Brenda Wright
Business	Anne Borders Patterson		Deidre McDonald Williams
	Frederick Fresh		Jackie DeBose
	Joyce McGriff		Claudette Alexander-Thomason
Communication Arts	Patricia Davis		Veta Christy
			Shawn Evans Mitchell
			Jeannette Foreman
			Alice Stephens
Curriculum	Janet Fisher	Mathematics	Alexander Fluellen
	James Young		Temesgen Kebede
	Lucia Lu		Negash Begashaw
English	Constance Chapman		Negash Medhin
	Laura Fine		Anthonia Ekwoucha
	Omega Moore		Gary Chung
	Alma Vinyard		Frederick Semwogerere
Foreign Languages	Charleise Young	Political Science	John Ekwoucha
	Lauren Lukkarila		
	F. Joseph Lowery	Psychology	Vicki Mack
	Rosalind Arthur		Debra Couch
History	Barbara Moss	Public Administration	Henry Elonge
	Lester Rodney		
	Linda Tomlinson	Sociology	Demetria Slaughter
	Valethia Watkins		
		Speech and Theatre Arts	Antoinette Marques
			Niaz Khan

Technology Mini-Grants

One of the most exciting and innovative initiatives sponsored by CETL is the Technology Mini-Grant Award. These awards are providing the recipients with the assistance to develop multimedia and interactive products, which can contribute to more effective teaching and improved student learning. One such project is that of the Speech and Theatre Department. Four members of that department are producing a fifty-minute PowerPoint presentation designed to engage students actively in the art of effective oral communication.

Dr. Raymond Brown, chairperson of the Physics Department, is involved in a project that will "provide students

with a visualization of a very basic integration problem." According to Dr Brown, "the objective is a product providing a computerized short description and animated visualization of the process of performing an integration to obtain the volume of a sphere." Sounds like fun! All joking aside, this project will, no doubt, improve Dr. Brown's students' abilities to learn and apply calculus to real physical processes.

Other recipients of the 2001 Technology Mini-Grant awards are Dr. Ajamu Nyomba, Department of Economics; Dr. Constance Chapman, Department of English; and Dr. James McJunkins, Department of Communication Arts.

If you are interested in developing an individual, departmental, or even inter-disciplinary technology teaching aid, you won't want to miss the upcoming deadline for the 2003 Technology Mini-Grant Awards. You have plenty of time to get your ideas ready. The **deadline for these applications is March 1, 2002**. Announcements will be made on April 1 and projects need not be completed until August 15. Enroll in courses with **DELITE** to get ideas and technology assistance. See Technology Mini-Grant guideline and application on page 2.

Clark Atlanta University Center for Excellence in Teaching and Learning

BUSH-HEWLETT FACULTY DEVELOPMENT PROGRAM

**TECHNOLOGY MINI-GRANT APPLICATION
COVER SHEET**

Name of Applicant _____

Position or Title _____

Status (Full Time or Part Time) _____

Department _____

Course & Number of Students Served _____

Type or Title of Project _____

Purpose of Project and Anticipated Student Outcomes (use back if necessary)

Faculty Member's Signature _____

(Teams should include a cover sheet for each team member)

Chairperson's rationale for support (how will this project contribute to the objectives of your academic unit; use back if necessary)

Chairperson's Signature _____

**Clark Atlanta University
Center for Excellence in Teaching and Learning**

**BUSH-HEWLETT FACULTY DEVELOPMENT PROGRAM TECHNOLOGY MINI-GRANT
APPLICATION GUIDELINES**

I. PURPOSE

Faculty members are expected to develop multimedia and/or interactive products such as web pages, presentation (PowerPoint) units, multimedia products, etc., to be used in any undergraduate course(s). Faculty are encouraged to work in teams of five or fewer. Project must be able to justify a team approach as well as the number of persons on the team

II. ELIGIBILITY

Applicants for **CETL** Technology Mini-grants (including all members of a team application) must participate (and be able to document participation) in one or more of the following, prior to submitting an application:

- 1) **CETL** Learning Across the Curriculum Workshops
- 2) **CETL** Technology Workshop
- 3) CAU Center for Distance Learning (CDL) Workshop

III. BUDGET

Fifteen (15) mini-grants will be awarded for 2001. Be sure to include a detailed budget for the project. Each grant will provide a \$500.00 stipend and may provide up to \$500.00 in resources depending on the project design. (In the case of team applications, each member will be awarded a \$500.00 stipend; however, resource funds will be based on project design and must be documented.) Grants are awarded for one time only and are nonrenewable. The stipend will be awarded upon completion and **CETL** review of the project. Resources purchased with these funds are the property of **CETL** and must be submitted with completed project. These resources will be made available to all CAU faculty through the **CETL** Resource Center.

IV. PROCEDURE

All applications must be submitted to **CETL** no later than the designated deadline. (See deadline for submission) The application must include the complete Mini-Grant Cover Sheet and a one-page description of the proposal project. The description must include the following:

1. Purpose of the project: State, in lay terms, the objectives and rationale for developing the project. Be sure to include the anticipated student outcomes as they relate to the project (i.e., how will project affect student learning, especially in areas of reading, writing, speaking, thinking and quantitative reasoning).

2. Description of project: a detailed description in lay terms, including some elements that will be included in the product, such as video, clip art, sound, discussion format, e-mail, links. Provide an outline and time line for project design and its completion. In case of team application, be sure to designate the role of each team member.

- V. **Deadline for Submission:** Application should be submitted no later than 5:00 p.m. on the first Friday in April. Awards will be announced within one month. Projects and project reports must be completed and submitted by 5:00 p.m. on the second Friday in August.

VI. CRITERIA FOR SELECTION

A committee comprised of members of the CETL Faculty Development Commission will review all applications. They will consider the following:

- 1) inclusion of multimedia and/or interactive features,
- 2) appropriateness for an undergraduate course (Generally, half of the total mini-grants will be awarded for projects related to core courses.)
- 3) inclusion of elements related to any of the following: reading, speaking, writing, critical thinking and quantitative reasoning,
- 4) characteristics of good design,
- 5) student outcomes,
- 6) faculty status (priority given to full-time faculty, but adjuncts should not be discouraged from applying).

VII. FOLLOW-UP REPORT

All projects must be completed by the second week in August. A CETL Evening Symposia will feature presentations by all recipients for that year. Upon completion of the project, each recipient must submit the following:

- a disk and hard copy of project,
- a one-page reflective report describing the development process, completed product, how the product enhanced your teaching, and affected student outcomes,
- a copy of the course syllabus that incorporates the product,
- a copy of pre- and post-student surveys (designed to measure outcomes).

CETL Faculty Development Commission

CETL welcomes back the returning Faculty Development Commission Members for the 2001-2002 academic year. These members are: *Dr. Ismail Abdullahi*, School of Library and Information Studies; *Dr. Janet Fisher Rodean*, School of Education; *Dr. Alexa Henderson* (Administrative Advisor), *Professor Belinda Peters*, School of Arts and Sciences; *Dr. Diane Plummer*, School of Arts and Sciences; *Dr. Melvin Webb*, (President of Faculty Assembly); *Dr. Melvin Williams*, School of Social Work; *Dr. Shirley Williams-Kirksey*, School of Arts and Sciences.

We especially welcome to this body our new commission members: *Dr. Raymond Brown*, Provost appointee; *Dr. Joyce McGriff*, School of Business *Dr. Ajamu Nyomba*, Provost appointee). We look forward to working closely with this body and its individual members over the next two years.

Each academic division is represented by a commission member. Should you have any faculty development concerns or needs, you may contact your commissioner or you may contact **CETL** directly.

CETL Initiates Major Retention Project

In the fall of 2000, President Thomas W. Cole established a University Retention Task Force and appointed a comprehensive mix of faculty members, staff and administrators to serve on it. This Task Force was given the charge to discern and implement strategies across the University to address the very serious issue of retention.

During the summer of 2001 **CETL** took a leadership role in this effort by coordinating two very lively and productive groups in efforts related to teaching effectiveness and retention. The first group included Dr. Shirley Williams Kirksey and Ms Shirley Adams and met at Juniata College at the Council for Undergraduate Research (CUR) Proposal Writing Institute (July 14-18); the other group, which convened at the American Association of Higher Education's (AAHE) Summer Academy in Breckenridge, Colorado (July 18-22), included Drs.

Daniel Black, Joyce McGriff, Professor Belinda Peters and Ms. Susan Gibson. Dr. Janice Liddell, as Director of CETL, facilitated and accompanied both groups. These two groups developed complimentary proposals and action plans for dealing with retention at CAU.

The CUR proposal addressed issues relating to students; particularly, focusing on common academic and social characteristics of the high-risk minority students and determining the role that campus/environmental and noncognitive factors play in influencing retention of the first-year student. The AAHE Summer Academy proposal addressed teaching effectiveness. Specifically it focused on improving undergraduate student academic performance through the incorporation of the "Seven Principles for Good Practice in Undergraduate Education" throughout the university curriculum. Both of these complimentary plans/proposals included the collection and analysis of data.

The combined team met numerous times during the fall semester of 2001 to collaborate on a viable institutional plan and process for addressing these important issues. These meetings culminated in a proposal that the University begin with a comprehensive phase of data collection. Utilizing focus groups among internal university stakeholders, the aim would be to assess

fully and completely the issue of retention from their respective perspectives. Ten (10) focus groups were recommended: students, alumni, Board of Trustees, operational administrators, program coordinators, deans, department chairs in two separate groups: those with historically high retention rates and those with historically low retention rates, faculty, and staff. These groups would be facilitated by the combined teams and would utilize an outside, objective moderator. In early November, representatives from the combined teams met with the Executive Cabinet and presented the proposal, which was favorably received. The team awaits final approval before it can begin the actual work.

On November 28 the team was the presenter at the **CETL** Faculty Evening Symposia where it engaged a small but lively audience in the "Chat for Change: Retention as a Faculty Priority" session. The team also invited other faculty to join in this important work which has fundamental implications for the future improved academic health of the University, especially as the University prepares for institutional accreditation by SACS. Faculty interested in working with this project should contact Dr. Janice Liddell at **CETL** (404.880.8180).

CETL Travel Grants September 2002 and January 2002 recipients

We are pleased to announce that 8 faculty received travel grants.

Professor David Marcus \$993.00	Dr. Yan Gao \$888.50
Dr. Norman Fischer \$673.00	Dr. Janet Melnyk \$1,082.00
Professor Terry Herrington \$1,042.79	Dr. Phillip Dunston \$954.00
Dr. Medha Talpade \$554.00	Dr. Barbara Moss \$448.00

Faculty interested in applying for travel grant awards should do so in accordance with the travel grant guidelines. The upcoming deadline is **March 15, 2002**. Please remember that grants are awarded to faculty who teach undergraduate students and are aimed at providing travel opportunities with the potential of enhancing teaching effectiveness and improving student learning. You will find a copy of the guidelines and application form on page 7.

Congratulations, Dr. Melvin Webb



The faculty judges of the Aldridge-McMillan Faculty Teaching Award will be pleased to know how accurate their 2000-2001 adjudication was. Recently, Dr. Melvin Webb, the recipient of that award, was also one among ten individuals and ten institutions to receive the sixth annual Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring. President George W. Bush presented these awards at a special ceremony at the White House on December 12, 2001. In addition to being honored guests at this highly celebrated event, recipients of this award also received a grant of \$10,000 and a commemorative presidential certificate.

Dr. Webb says this award shows that a lot of great things are going on at CAU. "We are doing so much to prepare all of our students to go to the next level whether that level is graduate school or professional school or whatever." He goes on to say that students sell themselves short by not taking advantage of all that CAU offers. Although he is the actual recipient of this prestigious award, Dr. Webb acknowledges that it reflects a lot of work by a lot of people and speaks very highly for Clark Atlanta University. The money, he is careful to explain, will go to enhance ongoing programs in the sciences here at CAU.

These awards are administered and funded through the National Science Foundation and go to people and institutions who work with students in K-12, undergraduate or graduate level education. Dr. Webb states that the science programs at CAU have truly fulfilled the mission of these awards. Since 1991, he notes that in his program, 92% of the students have completed a B.S. degree; 84 students have completed the B.S./M.S. degree; five students have earned Ph.D.'s; one has earned an M.D. and one has earned a D.D.S.

Dr. Webb, we congratulate you and your programs for demonstrating at the national level the caliber of teaching that occurs at Clark Atlanta University. Keep up the good work!

The Clark Atlanta University Center for Excellence in Teaching and Learning

TRAVEL GRANT AWARDS**Guidelines of Travel Grant:**

The CAU Center for Excellence in Teaching and Learning (CETL), in cooperation with the Bush-Hewlett Foundation provides an opportunity for faculty who teach undergraduate courses to participate in developmental activities designed to enhance teaching effectiveness and to improve student learning. In the forms of travel grants, these opportunities permit faculty to attend conferences, workshops, seminars and the like, which are designed to equip them in the use of new pedagogies and evolving technologies that will assist in the incorporation of critical thinking and improved communication skills across the curriculum. As well, faculty may attend meetings whose programmatic thrust(s) may include, but not be limited to, any of the following:

- improving students' test-taking skills;
- improving faculty test-preparation skills;
- improving student communication skills.
- improving teaching effectiveness;
- improving academic performance of students;
- increasing retention rate;
- improving graduation rate;

Your application must include documentation that supports the appropriate programmatic thrust (i.e., conference program showing related sessions that will be attended).

One of the goals of this program is to encourage the interactions and exchanges between faculty as they relate to the pursuit of excellence in teaching and learning at CAU. Thus, recipients of the travel awards will be expected to make public to a major body of the faculty some beneficial aspects of their travel experiences as they relate to these travel award guidelines. This may be done in the form of a CETL sponsored seminar; an open seminar or forum sponsored by some other agency of the University, publication in CETL newsletter, etc.

Deadlines and Directions for applying

Five copies of your Travel Grant Application must be submitted to the CETL (1125 Fountain Dr.) no later than 5:00 p.m. on the following:

Fall Semester 2001	Spring Semester 2002	Summer 2002
September 7	January 11	May 10
November 16	March 15	

(You are encouraged to submit your application as early as possible prior to your anticipated departure. **However, no late submissions will be accepted after the stated deadlines.** Announcements of awards will be made by the first day of each month following the deadline.)

Applicant Eligibility

Only individuals with faculty status at the University are eligible to receive travel funds. Full-time teaching faculty will be given priority over part-time faculty.

Awards

Travel awards will cover the expenses below as they relate to travel under the grant guidelines.

- Round-trip domestic travel to meeting, not to exceed
- Ground travel, not to exceed \$50.00
- Lodging, not to exceed three nights
- Meals at approved per diem rates, not to exceed three days
- Conference registration fees

Seventy-five percent of funds will be advanced prior to travel. The remaining twenty-five percent will be awarded upon completion of grant requirements.

Grant Requirements

Faculty receiving travel awards will be reimbursed for documented expenditures up to, but not exceeding, the amount of the award. Reimbursement will occur only after the recipient has done the following:

1. Submitted originals of all receipts related to expenditures;
2. Submitted a one-two page typed report on the travel experience as it relates to the grant guidelines;
3. Submitted a schedule or document showing how his/her experiences will be shared with a major body of the CAU faculty—(see guidelines for suggestions—sharing must take place before the end of the semester immediately following that in which grant is awarded) No future award will be granted until and unless all requirements are fulfilled.

Other Sources of Aid

The Faculty Development Grant fund is, of course, limited. While every effort will be made to assist as many faculty members to receive awards as will be possible, not all faculty will do so. Thus, be sure to seek alternative or supplemental assistance from other University or external resources.

(Travel grants supported by Bush Hewlett)

REQUEST FOR FACULTY TRAVEL GRANT

Applicant's Name _____
Position and Department Rank _____
Full Time _____
Part Time _____
Extension _____ E-mail _____

- I. CONFERENCE DESCRIPTION OR OTHER ACTIVITY (Attach copy of conference announcement and sessions which apply to proposal)
Title of Conference _____
Conference Sponsors _____
Location _____ Dates _____

- II. ESTIMATED EXPENSES (Attach documentation)
Transportation (mode & cost) _____
Lodging _____ nights @ \$ _____ a night _____
Food _____ days @ _____ a day _____
Conference Fees _____
Other costs: (Specify) _____
TOTAL _____

- III. RATIONALE (attach a one-page typed statement in which you explain: (1) Your role/interest in the conference; (2) Your immediate expected benefits; (3) How these benefits may be transferred to your students; (4) How you will share your experience with a larger faculty body

- IV. Chairperson's Rationale for Support (how does this travel opportunity contribute to the objectives of your academic unit?)

Chairpersons Signature _____ Date _____
Print Name _____

Do not write below this line

Faculty Development Committee Recommendation

() approved in the amount of \$ _____

() denied

Comments:

Professional Development Activities

If you are interested in more details concerning any of the professional development activities below, please visit CETL to peruse the relevant information for the activity or check the appropriate web site or other contact. A limited amount of funds exist for travel during spring semester. **Check with CETL for the next travel grant application deadline. Pick up guidelines and applications from CETL.**

JANUARY

1

*Deadline for receipt of Mellon Fellowship applications by Salzburg Seminar Offices. The Mellon Fellows Program was established to bring to the Salzburg Seminar academics from Appalachian and historically black institutions

1

*Deadline for nominations from University for the 2002 Academic Program of the Salzburg Seminar. Interested faculty should submit letter of interest to Dr. Janice Liddell, Director, CETL, by **November 30**.

4

*Deadline for online group discount registration for American Association for Higher Education Conference; 10th AAHE Conference on Faculty Roles & Rewards, January 24-27, 2001. (see www.aahe.org/fftr/2002 to register online.) **General online registration closes January 11, 2002.**

7

Application for Ford Foundation Fellowships for Minorities: Postdoctoral fellowship deadline. (see <http://national-academies.org/fellowships>)

7

*Clark Atlanta University's Office of Continuing Education and The Historic District Development Corporation's Studioplex on Auburn Avenue are hosting an evening reception to celebrate our COLLABORATION. Friday, December 7, 2001, 4:00 – 6:00 p.m. Studioplex on Auburn, Studio Room, 659 Auburn Avenue, NE Atlanta, Georgia 30314.

14

* International Alliance of Teacher Scholars, Inc., 2002 Lilly Conferences on College and University Teaching presents the Scholars of Teaching at the 8th annual Lilly Conference on College and University Teaching – South. February 8 & 9, 2002. Registration due: December 14, 2001. (see <http://www.iats.com> or call 909-777-0033)

15

*Deadline for papers for the 27th Annual International Conference on Improving Learning and Teaching at the University (IUT). The conference theme is *Learner-Centered Universities for the New Millennium: Education Reform and Teacher Training*. The conference dates are July 1-4, 2002, and it scheduled to be held at Vilnius Pedagogical University in Vilnius, Lithuania. (see iut2002@aol.com)

14-27

10th annual American Association for Higher Education Conference on Faculty Roles and Rewards, Phoenix Arizona. (see www.aahe.org)

31

Application deadline for The Andrew Mellon Foundation and UNCF "Faculty Seminars at Goree Island Institute" in Dakar, Senegal—July 15-23. (Contact Dr. Cynthia Neal Spence, Program Director, UNCF/Mellon Programs/ Spelman College/350 Spelman Lane SW/ Box 1349/Atlanta, GA 30314.

FEBRUARY

7

The Center for the Study of Higher Education Assessment Institutes (7-9), San Juan, PR (see www.ed.psu.edu/cshe/nctla.htm)

10

*Application deadline for participation in the American Studies Center on Ethnicity, Race, Religion, and American Identity, sponsored by the Salzburg Seminar.

15

*Deadline for March IDEA Seminar registration. March IDEA Seminar: Enhancing Student Learning: Setting Clear Expectations hosted by IDEA Center March 3-5, 2002.

MARCH

1

Application deadline: American Association for Higher Education (AAHE) Summer Academy (a team-based, project-centered experience focusing on undergraduate change initiatives that enhance student learning) (see www.aahe.org)

3-5

*March IDEA Seminar: Enhancing Student Learning: Setting Clear Expectations hosted by IDEA Center March 3-5, 2002.

14

The Center for the Study of Higher Education Assessment Institute (14-16), Scottsdale, AZ (see www.ed.psu.edu/cshe/nctla.htm)

26

American Association for Higher Education National Conference on Higher Education: Chicago Hilton and Towers. (see www.aahe.org)

APRIL

4-5

The Greenleaf Center for Servant-Leadership "Leadership Institute for Higher Education," Indianapolis, Indiana (obtain further information from 317.259.1241)

JUNE

20

American Association for Higher Education 2002 Assessment Conference: "Assessment -- A Shared Commitment" (20-23) (see www.aahe.org/assessment/2002)

AUGUST

2-6

Association of American Colleges and Universities "Science Education for a new Civic Engagements and Responsibilities (SENCER) Summer Institute 2002." Santa Clara University. (www.aacu-edu.org/SENCER)

21

The Teaching in Higher Education (THE) Forum: "Keeping the Touch in Technology." Louisiana State University and A & M College. (contact bdanos1@lsu.edu for more information)

CETL extends a hearty Happy New Year and hopes that among your New Year's resolutions is the commitment to attend more events at the Center. We have a host of exciting sessions planned that promise to assist you in becoming a better instructor. We also promise that you will have a great time with your colleagues at every event you attend. Do join us this semester at any (or all) of the events listed below.

CETL Spring Semester Calendar

January

- 16 **BROWN BAG FORUM***. *"Proposal Writing Workshop"*: Ms. Shirley Adams, School of Arts and Sciences Development Officer, will conduct an intensive session on the art and craft of proposal writing. All faculty who attend this important event should bring copies of rejected proposals for revision and/or proposal drafts. (12:00-1:30 p.m.)
- 30 **FACULTY EVENING SYMPOSIUM**. *"NYU Faculty Resource Network Participants: A Faculty Inspired"*: past New York University Resource Network Summer Program participants will share their experiences and assist other faculty in their quest for what might well become one of the best summer experiences for recipients (5:30-7:30 p.m.).

February

- 17 **BROWN BAG FORUM***. *"Technology in the Humanities"*: Two humanities faculty from divergent disciplines, Dr. Lester Rodney (History) and Prof. David Marcus (Music), will discuss how they have been able to incorporate technology in their courses and will offer innovative suggestions for scholars in other fields. (12:15-1:40)
- 27 **FACULTY EVENING SYMPOSIUM**. *"Engaging Students Through Technology: Departmental Initiatives"*: Recipients of the 2000-2001 CETL Technology Grants will share the outcomes of their technology projects and ways in which these projects are advancing student learning in their courses.

March

- 20 **BROWN BAG FORUM***. *"Successful Teaching in Large Classes"*: Dr. Melvin Webb, recipient of the 2001 Aldridge/ McMillan Excellence in Teaching award and a recipient of the 2001 Presidential Award for Excellence in Science, Math and Engineering Mentoring will lead a discussion on successful teaching in large classes. Faculty with classes over thirty won't want to miss these useful tips (12:00-1:30).
- 22 ***FACULTY EVENING SYMPOSIUM.—CETL's 2nd annual "Founders' Week Excellence in Teaching Symposium"**: will feature the first African American president of the American Association of Higher Education, Dr. Yolanda Moses. (Note: This symposium is on Friday evening—5:30-7:30 p.m. Location, TBA)

April

- 23 **FACULTY EVENING SYMPOSIUM**. *"Scholarly, Creative and Professional Work at CAU and How to Get it Done."* Selected CAU faculty from a variety of disciplines will discuss their successful writing and research experiences at CAU. (Interested in presenting? Contact us.)—Published books by faculty will be on exhibit; please donate or lend us yours by April 15.

- Bring your lunch to BROWN BAG FORUMS; CETL will provide dessert and beverages.

*CETL to Host Founders' Week Excellence in Teaching Symposium



CETL is proud to announce its 2nd annual Founders' Week Excellence in Teaching Symposium to be held on Friday, March 22. The featured speaker will be **Dr. Yolanda T. Moses**, the first African American president of the American Association of Higher Education. Dr. Moses, as President of AAHE, has committed herself to ensuring that AAHE maintains its leadership role as a catalyst for American higher education transformation. Dr. Moses has many years of experience in higher education administration, faculty development, and curriculum reform. She is affiliated with numerous national and international associations concerned with higher education and community and regional development. She chaired the American Council on Education Commission on the Status of Women, and the United Negro College Fund National Advisory Board for Service Learning, and has been a member of many boards and service organizations.

A nationally recognized expert on cultural diversity, Dr. Moses is the author of numerous articles, monographs, and papers on issues related to cultural change in the United States and in the Caribbean, cultural change in higher education, and cultural diversity and public policy issues. Dr. Moses played a leading role in launching a national higher education diversity initiative, in cooperation with AAC&U, entitled "Racial Legacies and Learning: An American Dialogue." The project brought together a coalition of leaders from education, business, politics, the religious community, and grassroots organizations to discuss building "One America" in support of President Clinton's Initiative on Race.

Dr. Moses was selected by the Ford Foundation as one of four consultants in the country to evaluate its diversity projects in universities and colleges across the nation. Her writing, research, and lecturing in this area have taken her to New Zealand, Japan, India, Western Europe, and South Africa.

The Founders' Week Symposium is designed to celebrate both the founding of Atlanta University and Clark College and the consolidation of these two important institutions by also celebrating the most important activity that faculty perform on this campus—teaching. CETL invites all faculty, staff and students to attend this important event.

Reading Room Collection (new titles denoted with an asterisk)

Faculty this collection exists for you. Please utilize these valuable resources for your own teaching and learning

Aleamoni, Lawrence, ed. Techniques for Evaluating and Improving Instruction. San Francisco: Jossey-Bass, Inc., 1987.

*Alstete, Jeffrey W., Post Tenure Faculty Development: Building a System of Faculty Improvement and Appreciation Volume 27, Number 4. Washington, DC: Jossey-Bass Publishers, 2000.

Anderson, Erin, Campus Use of the Teaching Portfolio: 25 Profiles. Washington, DC: American Association for Higher Education, 1993.

Anderson, Rebecca S. and Bruce W. Speck, eds., Changing the Way We Grade Student Performance: Classroom Assessment and the New Paradigm. San Francisco, CA: Jossey-Bass Publishers, 1998.

Andre, Rae and Peter J. Frost, eds. Researchers Hooked on Teaching: Noted Scholars Discuss the Synergies of Teaching and Research. Sage Publication, 1997.

Angelo, Thomas, Classroom Assessment and Research: An Update on Uses, Approaches, and Research Findings. San Francisco: Jossey-Bass Publishers, 1975.

Angelo, Thomas A. and K. Patricia Cross, The Classroom Assessment Techniques. San Francisco: Jossey-Bass Publishers, 1993.

*Bean, John C. Engaging Ideas. San Francisco, CA: Jossey-Bass Publishers, 2001.

Bean, John C., Engaging Ideas: The Professor's Guide to Integrating Writing Critical Thinking and Active Learning in the Classroom. San Francisco: Jossey-Bass Publishers, 1996.

Becker, William E. and Michael Watts, eds. Teaching Economics to Undergraduates: Alternatives to Chalk and Talk. Cheltenham, UK: Edward Elgar, 1998.

Bennett, John B. and David J. Figuli, eds. Enhancing Departmental Leadership: The Role of the Chairperson. Oryx Press, 1993.

Bean, John C., Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom. San Francisco, CA: Jossey-Bass Publishers, 1996.

Bianco-Mathis, Virginia and Neal Chalofsky, eds. The Adjunct Faculty Handbook. Sage Publications, 1996.

Bligh, Donald A., What's the Use of Lectures? San Francisco, CA: Jossey-Bass Publishers, 2000.

Bonwell, Charles and James A. Eison, Active Learning: Creating Excitement in the Classroom. The George Washington University,

Bosworth, Kris and Sharon J. Hamilton, eds., Collaborative Learning: Underlying Processes and Effective Techniques. San Francisco, CA: Jossey-Bass Publishers, 1994.

Breneman, David W., Alternatives to Tenure for the Next Generation of Academics. Washington, DC: American Association for Higher Education, 1993.

*Brookfield, Stephen D., Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting. San Francisco, CA: Jossey-Bass Publishers, 1987.

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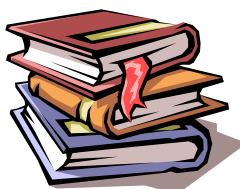
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ISSUES

“Issues” is a new feature for the CETL Newsletter. Through it we extend an invitation to faculty members to write short articles related to issues they view as important to teaching and learning at CAU, HBCUs, or in higher education, generally. We will publish one such article in each newsletter. As Director of CETL, I offer the first article and it is on an issue that is very important to me. Hopefully, this and subsequent articles will stimulate campus wide discussions; encourage further reading and research on pedagogical concerns and, ultimately, effect positive change at our Institution.

Are We and Other Minority-Serving Institutions Fulfilling Our Purpose?

The **New Directions for Higher Education** and the **New Directions for Teaching and Learning** series published by Jossey-Bass is a must-read for serious teachers. One particularly appropriate volume is that of summer 1998, titled *Minority-Serving Institutions: Distinct Purposes, Common Goal*. This collection of articles edited by Jamie P. Merisotis and Colleen T. O’Brien, both of The Institute for Higher Education Policy, offers insights to many who might be experiencing distress in their teaching here at CAU or at other “minority-serving” institutions (MSIs). These institutions might be HBCUs, tribal colleges or Hispanic-serving. The foundational principle on which all the articles in this volume rests recognizes that “mainstream institutions were built for non-minority populations” while “minority-serving institutions have attempted to structure and organize educational experiences for students within their own social and cultural contexts.” With this principle as a guide for discussion, the authors of individual articles are able to engage in a provocative treatise on the distinctive needs and circumstances of minority students and the how MSIs address them.

In the opening article, entitled “Minority-Serving Institutions: An Overview,” Eileen M. O’Brien and Catherine Zudah offer several reasons for the success which MSIs experience in educating “minorities” in comparison to the job done by “majority” institutions. Supposedly MSIs address more acutely the disparity imposed by the “continued segregation” of elementary and secondary schools. That is, they claim to make more efforts to compensate for the deficiencies which many minority students, especially those from areas of concentrated poverty, bring to the college classroom as a result of the inferior schools. O’Brien and Zudah suggest that many of these students are victimized twice: “because they are outstanding students at substandard or even average high schools, they enter college classes both under-prepared and over confident in their ability to succeed academically (8). This, of course, creates frustration for both student and instructor and often, neither knows the source of this frustration.

Likewise, many minority students are “breaking ground” as the first of their families to attend college.

As one might suspect, these first-generational students often are at risk primarily because they lack the understanding and support of more college-savvy family members. Many students at CAU fall into either or both of these categories, but I contend that many faculty members ignore or are ignorant of these important influences.

Whether we are teaching mathematics, economics, or English, we must take into account the profiles and personal histories of our students; their learning styles and our teaching styles if we are to be truly effective in what we do as teachers. Unfortunately, some instructors seem to believe that being different, pedagogically speaking, means being less—than what, I don’t know. Others seem simply to resist change, even if it’s for the better.

While certainly many of our students and many students at other MSIs are not “at-risk” and have no need for any special consideration. I dare say that many of those students would learn something even if a baboon were teaching them. I’m talking about getting the most out of *all* our students, especially those who, with deficiencies and all, we accept into our institutions.

If we pretend that all of our students can learn optimally using the same pedagogies and methodologies as those used at majority institutions, we are doing ourselves and our students a great disservice. One glaring disservice to ourselves is the alarmingly low retention rates that we and so many MSIs face. While the problems and the solutions of low retention rates are complex, it can certainly start in the classroom. Whether we are African American, white, or of another racial or ethnic group, we owe it to our students to be the best teachers they can have. If we don't yet know how to be that, then it's time we learned.

If this is an issue you haven't thought about, stop by and read this volume of **New Directions For Higher Education** or some other related work on teaching and learning in the CETL Reading Room.



Looking for a place to hold your faculty meeting or retreat? Try CETL. Call Christy Garrison-Harrison at 404.880.8014 to schedule your date.