

# 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  
Medha Talpade, Technology Coordinator  
Christy Garrison-Harrison, Staff Assistant  
Savarda Snell, Student Assistant

## **CETL welcomes Dr. Walter D. Broadnax, 2nd President of Clark Atlanta University**



### **Director's Word**

On September 30, our Bush Hewlett grant ends. And while we will be applying for a renewal in November, the end of this first grant period gives me pause and cause for reflections, similar to the end of an old year or an old era. The end of this grant period has left me asking myself whether I have done all that I should have done or could have done to serve the professional growth needs of our faculty over these three years as the director of CETL. I know I have done all I knew and learned to do, and often even more than I had the resources with which to do. But have I succeeded in meeting the faculty development needs of the CAU faculty? Or does our faculty even believe they need professional development? Only you can answer those questions and I hope you will by taking the short survey in this issue of the newsletter.

I must also wonder whether the faculty has done all that they can do to benefit or even contribute to a vibrant worthwhile faculty development center. We figured that each of the 320+ faculty at CAU has participated in approximately .04 activities of CETL. Additionally, we figured that if each of our faculty

members attended even one of the fourteen or so monthly activities (seven monthly symposia; seven monthly brown bag forums), one of the summer workshop series, applied for one travel or technology mini-grant, we would have had a most successful and lively Center. Of course, we didn't always achieve that goal.

Hence, we want to know now what it is you want in your Center for Excellence in Teaching and Learning or whether you even want such a Center. Did you participate in any CETL activities last year; if not, why not? More importantly, why not make a point to attend at least one session this year. Or go one better, whether you are an expert or not, why not coordinate or facilitate a session that can contribute to the scholarly, professional, or personal development of faculty in your area or at the University. CETL will be glad to assist you.

Please complete the survey inside this issue and return it to us. We really do want to hear from you. Of course, until we secure more funds, certain programs that had become standards for CETL will be limited or inactive—technology and travel

grants are the two primary initiatives. However, I believe in the short term and for the long haul, we can and need more creative ways to fund faculty development and our programs. We certainly need University non restrictive funds to support CETL, but equally important, we need to think COLLABORATION. Several units are holding grants with faculty development components. We are hopeful that these units will want to collaborate with CETL to make these development opportunities available to other interested faculty. If your unit is one of these, please let us know so that we can work together for the common good of the CAU faculty.

CETL exists only because you, as faculty, exist. If you have no needs or desires related to faculty development, then perhaps we need to bear that in mind. On the other hand, your faculty development needs—as you express them-- will assist us in designing our upcoming proposals and programs. Again, please complete the survey and allow CETL to reflect you and your needs.

Janice Liddell, Ph.D.  
Director  
CETL



**NYU Faculty Resource Network, Scholar-in-Residence Program  
--Ajamu Nyomba**

The Faculty Resource Network Scholar-in-Residence Program (SIR) at New York University (NYU) provides an opportunity for faculty from institutions in the Network to spend a month engaged in research, revising and developing curricula, and producing manuscripts for publication. Visiting Scholars are usually able to confer with Research Consultants from NYU who provide collegial interchange, friendly and constructive criticism, and information about NYU and New York City.

During my participation in the SIR program at NYU, my research was directed to elaborate an analytical framework appropriate for the economic analysis of steel drums. Specifically, my task was to articulate and refine the concept of “culture capital,” focusing on the quantitative and qualitative characteristics inherent in both steel drums and in the practitioners involved in the manufacture and playing of the instruments. These characteristics are an integral part of the human resources of the Caribbean and can contribute to the process of economic development in the region. This framework could facilitate a discussion of policy prescriptions for the countries in the region to benefit from the development of various industries associated with the manufacture of steel drums and accessories for steel drum bands.

My month-long stay at NYU was extremely beneficial. It gave me the time to direct my focus almost exclusively on my research, but more importantly, it provided me with access to a wealth of materials and resources. The ideas underlying my research have been germinating for a while; however, given the demands of my teaching and other activities, I have not been able to direct enough of my focus to that area.

The SIR program provided me with an opportunity to focus more directly on my research. In addition, even though my consultant did not materialize, the resources available at NYU, in particular, and in New York, in general, were extremely useful to my project.

The interaction with other SIR participants was also very useful. I was the only economist in the group, but some of my colleagues, like myself, were also practitioners in the arts. I benefited from the informal intercourse with those members of the program. And we were all able to profit from the rich international cultural milieu of NY. For my work, especially, the NY “laboratory” demonstrated that culture does indeed matter.

Finally, I attended two “Mini-Seminars” at NYU’s Faculty Technology Center that were very useful for my teaching methods at CAU. For several years I have been designing and using web sites and other technology aids in the courses I teach. Last academic year I received a mini-grant and piloted a web-enhanced Principles of Macroeconomics course. The seminars I attended, Case Studies of NYU Blackboard and the Introduction to Digital Video, opened the range of choices and technology available for web-based/enhanced courses.

Overall, the SIR program gave me the time and resources to advance my ideas on culture capital. It allowed me to focus on my research for one month, in a scholarly environment, with an abundance of material relevant to my work. I was also able to gain from interacting with scholars from different institutions and academic disciplines. As a result, I am closer to completing a paper to submit for publication than I was before the SIR program. I also gained some insights into instructional technology that could be useful for my teaching methods at CAU.



**UNCF/Mellon Foundation Faculty Career-Enhancement Program  
A Program for Junior CAU Faculty**

CETL is pleased to announce that it is a recent recipient of the UNCF Mellon Foundation Faculty Career-Enhancement Program with its initiative “*Getting on Board: Enhancing the Careers of New and Junior Faculty at CAU*,” a program for humanities and social science faculty.

We are excited by the opportunity to target a cohort of the faculty that is often ignored as we plan for the future of CAU. Clark Atlanta University’s new and junior faculty have the opportunity to participate in a semester-long program which will consist of a series of workshops whose focus will be on strengthening the teaching and scholarship capabilities of these faculty. We anticipate that this intensive and comprehensive program of career enhancement will greatly strengthen teacher effectiveness and improve learning outcomes for our students. For their full participation these faculty members will earn a five hundred dollar (\$500.00) stipend and a five hundred dollar (\$500.00) travel grant to any conference of their choice.

For the purposes of this grant, we define junior faculty as *any who has been on the CAU faculty for five (5) or fewer years*. If you are a junior faculty member in the humanities or social sciences and wish to participate in this program, please let us know immediately by calling the CETL office (404.880.8014). We are planning a meeting for early September and we hope to see you there.

## Faculty Kudos

The faculty at CAU is a faculty on the move. During AY 2001-2002, many of our faculty members engaged in some very exciting, productive and provocative activities and did so on the local, national and international levels within and outside their disciplines. CETL congratulates all of these active faculty and highlights a few here:

**Dr. Daniel Black**, Department of English, received notice that his first novel, *They Tell Me of a Home*, will be published by Gardenia Press.

**Dr. Robert Bullard**, Environmental Justice, published or co-published a host of articles in various journals and collections; among them "The Costs and Consequences of Suburban Sprawl: The Case of Metro Atlanta: in the *Georgia State University Law Review*"; "African Americans and the Quest for Environmental Justice" in *Health Issues in the Black Community*; "It's Not Just Pollution" in *Our Planet Magazine*; "Global Environmental Racism" in *Response Magazine*. Conducted several presentations at local, regional and national conferences;

**Dr. John M. Browne**, Department of Biological Sciences, received The Annual Dr. Carter G. Woodson Leadership Award, 2002, from the CAU School of Education;

**Dr. Deborah Cook**, Department of Biological Sciences, was funded \$5,000.00 for finding Homologues of Cellulose Synthase genes (CESA) in *pinus taeda*;

**Dr. Sarita Davis**, School of Social Work, presented at the national American Evaluation Association (AEA) and the local Atlanta area Evaluation Association quarterly meetings. As well, she gave the keynote address at Cornell University's 16<sup>th</sup> Annual Kelly Conference. She also had an article accepted for publication in the *Journal of Teaching in Social Work*;

**Dr. Beverly Edmond**, Department of Public Administration/Associate Provost, received a Mellon mini-grant to conduct research on "African American Women and the Glass Ceiling: A Federal Perspective";

**Dr. Isabella Finkelstein**, Department of Biological Sciences, received funding for the AUC MARC U\*Star Program for \$3,500,000.00 and received both the Aldridge-McMillan (2001-2002)-\$500.00—and the Vulcan (2001)-\$1,000.00—awards for teaching excellence;

**Professor Christopher Hickey**, Department of Art, was promoted to full Professor and received the Aldridge-McMillan Award for Research for 2001-2002. He published illustrations for "Agnes Scott: The Promise, President's Report 2001"; "Wind v. Wind: The Emory Connection," *Emory Magazine*; "Ludwig van Beethoven: The Complete Sonatas for Piano 2001-2002" of Ludwig van Beethoven for promotional Poster and Brochure, Emory; and exhibited "Prevailing Human Spirit," at the Society of Illustrators Museum of American Illustration, New York, NY;

**Dr. Bob Holmes**, Southern Center for Studies in Public Policy, in his capacity as State Representative, Georgia General Assembly, secured \$500,000 for the CAU School of Library Sciences; wrote several proposals for more than \$600,000 that were funded, including "The Role of the HBCU in Community Development," \$71,500 from the Federal Highway Works Administration; contributed chapters and papers to various publications and continued to serve as a member of several organizational boards;

**Dr. Khan Ishrat**, Department of Chemistry, served as Assistant Dean, Project Kaleidoscope, 2001 Summer Institute in Snowbird Utah and as a member of the National Academy of Science, National Research Council's Standing Committee on Undergraduate Science Education. This past summer he also served as co-convenor of the Faculty Resource Network, New Chemistry Seminar;

**Dr. K. Sean Kimbro**, Department of Biological Sciences, received funding for \$345,148.00 for his "Genomic and Proteomic Study of Cancer Disparities in Ethnic Populations";

**Professor Phyllis Lawhorn**, Department of English, completed a fifth edition of the textbook, *Ideas in African-American Thought*, a composition reader;

**Dr. Janice Liddell**, Department of English/CETL, spearheaded UNCF/Mellon Foundation Faculty Career- Enhancement Program: A Program for Junior CAU Faculty which was funded for \$81,000.00; published several poems in two collections; produced her play, *Hairpeace*, for the National Black Arts Festival, assisted in planning the wedding of her son, Jelani, a former CAU campus baby; earned a Sabbatical for January 2002- January 2003;

**Dr. David Logan**, Department of Biological Science, received a Faculty Participation Award, Oak Ridge National Laboratory, Summer 2002, Studying Functional Genomes in Life Sciences Division of ORNL;

**Dr. Vicki Mack**, Department of Psychology, received funding support from the American Psychological Association to implement a Recruitment and Training Program in Psychology. The \$5,000 awarded to her will be used to purchase computer equipment for student use in the department and to organize symposiums on research and graduate school preparation;

**Professor Gwen Morgan**, Department of English, received the Vulcan Materials Company Teaching Excellence Award for 2002;

**Dr. K. S. Murty**, Department of Sociology and Criminal Justice, published an article, "Reservation Policy and Affirmative Action Program: A Comparative Analysis" in *Constitutional Jurisprudence and Environmental Justice*, prepared the SPSS Manual for the DLITE workshops;

**Professor Belinda Peters**, Department of Art, was elected as the Faculty Assembly Representative to the CAU Board of Trustees; exhibited in the "16<sup>th</sup> annual National Works on Paper," at the University of Texas; and in "Watermark 2001, Works on Paper" National Juried Exhibition, Southeastern Community College, Whiteville, North Carolina;

**Dr. Ernestine Pickens**, Department of English, received the 2001-2002 Aldridge/McMillan Award for Research and edited Charles Chesnut's *Frederick Douglass* (CAU Press);

**Dr. Jeffrey Porterfield**, Department of Sociology and Criminal Justice, served as Managing Editor of the *Phylon* Journal;

**Dr. Juarine Stewart**, Department of Biological Sciences, received a UNCF-Bristol Meyers Program grant for \$5,000.00;

**Dr. Melvin Webb**, Department of Biological Sciences, was appointed to the National Blue Ribbon Panel on Building Engineering and Science Talent (BEST) and received \$10,000.00 with the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring for Academic Year 2001-2002;





## The Science Reform Movement and CAU

Comments by Dr. Ishrat Khan

As part of my work on the National Academy of Science, National Research Council's Standing Committee on Undergraduate Science Education (NAS-CUSE), I have been reading a lot of materials and published information on how to change and improve undergraduate science education. This is a very tough proposition, since to bring about change and implementation of effective pedagogical methods (which have been demonstrated to work at many different institutions), one has to get the buy-in from science faculty. This is a difficult task, nationally and locally, and needs to be addressed from many angles. There is, however, because of Federal funding, several demonstrated and effective pedagogical approaches which have been developed by fellow science educators and world-class researchers. These individuals and their approaches are out there and available to CAU and it's

a matter of bringing some of these ideas here and really getting the science faculty exposed to these cutting-edge approaches. I will add that the Chemistry Department is well-connected to the National Science Education reform movement and that we have already implemented some approaches in our courses with success. The problem for complete departmental reform has been resources, and we have missed the boat with the CETL resource at CAU. I hope that we will take advantage of CETL (we should not work in isolation; I personally found this very frustrating). Additionally, I recommend that CETL bring in national leaders in the science reform movement as part of seminars and workshops for science education and reform.

*(CETL looks forward to working with Dr. Khan and the Chemistry faculty in the future.)*



## Vulcan Materials Company Excellence in Teaching Award

Since 1991, Vulcan Materials Company has endorsed the value of private higher education through an annual award to an outstanding faculty member at each of the member institutions of the Georgia Foundation for Independent Colleges, Inc., a consortium of private Georgia colleges of which CAU is now a member. The exceptional teachers who are recipients of this award are recognized by their institution and also receive a \$1,000.00 grant from Vulcan Materials Company in honor of their dedication to excellence in the classroom. CAU was well represented this year with an award recipient for both 2001 and 2002. On July 10, Dr. Isabella Finkelstein, also the recipient of the 2001-2002 Aldridge-McMillan Teaching Excellence Award was issued the 2001 Vulcan Award, while Professor Gwendolyn Morgan received the award for 2002. As the selected winner and runner-up for the Aldridge-McMillan Teaching Excellence Award by a committee of their peers, these recipients were also awarded this prestigious Vulcan Teaching Excellence award. CETL congratulates both of them for work well done.



### Faculty Development Opportunities

If you know of faculty development opportunities, please send them to [charrison@cau.edu](mailto:charrison@cau.edu). CETL will e-mail a listing of upcoming faculty development opportunities by the second Monday of each month. The schedule will be as follows: September 9; October 14, November 11; December 9; January 13; February 10; March 10; April 14. We advise all faculty to access their CAU e-mail regularly as this will be the only way we will update and distribute these opportunities for presenting at or attending workshops, conferences, etc., deadlines for publications, grant proposals, etc. We want all faculty to be able to take advantage of the many valuable opportunities that are available. Submit any opportunities that you become aware of by the first Monday of each month and they will be included in the update.

### Position Available as Interim Director of CETL

Congratulations to Dr. Janice Liddell who received a Sabbatical for one year from January 2003-January 2004. She will be pursuing several creative writing projects, including completion of a new play, *Diante's Hell*, and several other works in progress. While she is on leave, CETL will need an energetic, progressive, faculty-centered individual who understands the importance of faculty development in higher education and the mission of the Center for Excellence in Teaching and Learning at CAU to fill her shoes. If you believe this is a position for which you would like to be considered, please submit your vita and a letter explaining your history with faculty development/CETL and why you believe you are the right person to assume this interim position. Send all materials to the CETL Administrative Advisor, Dr. Alexa Henderson, by Friday, October 18.

**The Aldridge -McMillan Faculty/Staff Achievement Awards:**

The Aldridge-McMillan Faculty /Staff Achievement Awards were initiated in 1999 to provide a formal mechanism for recognizing CAU employees for efforts above the normal scope of their duties and responsibilities. The awards are the brainchild of two illustrious Board of Trustees members, Drs. Delores Aldridge and Elridge McMillan. In addition to the idea for the awards, both have also contributed significantly to the monetary prizes associated with them.

In keeping with the high standards required by the awards’ founders, the faculty awards are issued annually to deserving faculty in the areas of *teaching, scholarship/creative activities, service, and overall achievement*. For staff, the areas are *process improvement, customer service and community service*. The winners for AY 2001-2002 were:

**Faculty:**

- Teaching Excellence:** *Dr. Isabella Finkelstein*
- Scholarship/Creative Activities:** *Dr. Christopher Hickey and Dr. Ernestine Pickens*
- Service:** *Dr. Shirley Williams-Kirksey*
- Overall achievement:** No winner

**Staff:**

- Process Improvement:** No winner
- Customer Service:** No winner
- Community Service** *Ms. Alimah Maolud*

The deadline for nominations for this prestigious award for AY 2002-2003 is **Friday, November 15**. You may pick up nomination forms from your chairpersons or unit heads **after September 15**. You may also obtain nomination forms from the CAU website.



**The NYU Faculty Resource Network\*\*: Summer School for Professors**

\*\* Faculty interested in participating in this FRN program for next summer should keep their eyes and ears open around the end of the calendar year. The deadline for applications is generally in late February or early March.

<p>New York University is the annual sponsor and host of one of the largest faculty development programs in the U.S, the Faculty Resource Network Summer Program (FRN). Some 200 professors from 40 diverse institutions of higher learning meet each summer at NYU to discuss research, teaching and learning in a host of academic areas. This program is one of the most vibrant and worthwhile programs to which faculty can apply.</p>	<p>and research opportunities to more than 3,200 faculty members from historically black colleges and universities (HBCUs), research institutions, and community colleges. In 1998 FRN also conducted a program here at Clark Atlanta University which was conceived and planned by Dr. Janice Liddell and coordinated by Dr. Liddell and Dr. Janice Sumler-Edmonds.</p>	<p>programs, seminars, workshops and symposia, beginning in 1995 when Professor Roland Welmaker attended as a Scholar-in- Residence and culminating this past summer with Drs. Josephine Bradley, Paul McGeady, Barbara Moss, Alice Stephens, Medha Talpade, Trevor Turner and Professor Belinda Peters attending a variety of seminars and Dr. Ajamu Nyomba participating in the month-long Scholar-in-Residence program. A listing of other CAU faculty and the numbers of programs they have attended since CAU entered the Network in 1995 are:</p>
<p>Since its founding in 1984, the FRN has provided professional development</p>	<p>To date, CAU has been a consistent presence in the NYU FRN Summer Programs. Fifty-seven CAU faculty members have participated in 94</p>	

Mary Arnold Twining—English/Humanities (1)	William H. Boone —Political Science (1)
Adrienne C. Bradford—Psychology (1)	Josephine Bradley—Africana Women's Studies (4)
Phyllis Briggs-Emanuel—English (2)	John Browne—Biology (1)
Mervin R. Capeles—Foreign Languages (2)	Melani Carter—(1)
Sarita Chukwuka—Social Work (1)	President Thomas W. Cole—(1)
Ora Cooks—Curriculum (1)	Margaret Count-Spriggs—Social Work (4)
Vicki Crawford—History (1)	Bennison Dejanés—Political Science (1)
Sarita Davis— Social Work (1)	David Dorsey—English/Afr. Am. Studies (3)
Dean Larry Earvin—Arts and Sciences (2)	Marian M. Elbert—Office of the Dean (1)
Ralph Ellis—Religion and Philosophy (2)	Laura Fine—English (1)
Isabella Finkelstein—Biology (2)	Evelyn Gilliard--Curriculum (1)
Esther Green-Merritt—Curriculum (1)	Cedric Grant—International Affairs and Dev (1)
Alexa B. Henderson—History (2)	Eugene Herrington—Counseling and Psych Services (3)
Collette Hopkins—Res. Cent. for Science & Tech. (2)	Jacqueline Howard-Mathews—Africana Women's Studies (1)
Ishrat Khan—Chemistry (2)*	Janice Liddell—English/CETL (7)
Bernice Liddie Hamilton—Social Work (1)	Iris Marie Mack—Mathematics (1)
Gretchen Maclachlan—Political Science (3)	Barbara Mason—Curriculum (1)
Paul McGeady—Chemistry (5)	Michele McNichols—Curriculum (2)
Thandelike Mvusi—History (1)	Omega Moore—English (1)
Barbara Moss—History (1)	Ajamu Nyomba—Economics (3)
Justine K. Nzeba—Res. Center for Sci/Tech. (2)	Belinda Peters—Art (1)
Ernestine Pickens—English (3)	Sylie Rabeamampionona-Adrianarison—Internat. Programs (1)
Melani J. Richburg—Counseling and Psych. Serv. (1)	Alice Stephens—Mass Media Arts (2)
Janice Sumler-Edmonds—History (3)	Medha Taplade—Psychology (1)
Linda Tomlinson—History (1)	Trevor Turner, Education (1)
C. Reynold Verret—Chemistry (1)	Alma Vinyard, English (1)
Roland B. Welmaker—Library Sciences (1)	Alma Rene Williams—History (1)
Myron Williams—Chemistry (3)	Brenda J. Young-- English/Humanities (1)

\*Co-convenor of Faculty Resource network, New Chemistry Seminar, June 2002

### Faculty Moving Forward with Technology



Many of our faculty members are embracing technology with such fervor that they can scarcely remember what they did before computers and other technologies or how they did what they did. They are integrating and enhancing existing courses with it; some are even teaching totally web-based courses. So many of them are also managing their courses through the use of technology—from taking attendance, distributing syllabi, giving and grading tests, e-mailing students, to submitting mid term and final grades. The computer age is very much the present age for these faculty members and CETL is pleased to have provided the opportunity for some of these faculty to explore, enhance and experiment with their courses and the use of technology to improve teaching/learning effectiveness. Several faculty members took advantage of the CETL Technology Mini-Grant which assists faculty in the development of multimedia and/or interactive products that can be used in an undergraduate course. Each participating faculty received any supplies needed for this development, including software, plus a \$500.00 stipend. The recent awardees of mini-grants are Drs. Yan Gao, Janet Fisher, Medha Talpade, Mary Twining and Professor Ithari Toure. As a sample of the good work of these faculty members, see below the final report of Dr. Mary Twining and her group on their project, “Humanities for the Business Person”:

#### Report on Bush-Hewlett Faculty Development Technology Mini-Grant

Mary Arnold Twining, Ph.D.

The project purpose is to develop an on-line and classroom course syllabus and components for a course titled, “Humanities for the Business Person.” The course is planned to include cultural events which the students would attend, evaluate, report on and discuss on line with their instructor and fellow students. The final section of the course consists of learning to apply the critical theory to art and business as expressions of the culture.

The faculty members involved in the grant group were: Mary Arnold Twining, Humanities and English, Henry Whitlow, Business and Decision Science, Laura Haynes, Undergraduate Humanities and literature, David Cann, Religion and Philosophy and Undergraduate Humanities, and Juliet Blackburn-Beamon, adjunct professor of Humanities and Chair, Art Department, Morris Brown College.

- Objectives:**
- 1) to hold discussions to conceptualize the course
  - 2) to complete a syllabus
  - 3) to formulate, collate, copy reader of selected essays
  - 4) to establish projects for preparatory on-line research, cultural events, reports, on-line discussions
  - 5) to establish a website, post the syllabus and selected articles as well as rehearse on-line discussion.
  - 6) to host a video teleconference

- Results:**
- 1) Discussions were spirited, revelatory and illustrative of the need for interdisciplinary conversations, and to establish our future course of action.
  - 2) Syllabus for CHUM 207 Humanities for the Business Person completed for pilot course Fall 2003. Syllabus is posted on the WebCT site (see number 5 below).
  - 3) Reader assembled from articles submitted by all members of the faculty grant group. (See Attached)
  - 4) Projects formulated, cultural events outlined, assignments for pre-event research on-line, event attendance, reports and online discussion established (see syllabus)
  - 5) Website established on WebCT, syllabus posted and on-line discussions rehearsed at Distance Learning Center. The Website is available on WebCT by entering: hwhitlow for ID and hwhitlow for password .
  - 6) Video conference demonstration and instruction held July 17, 2002, at the Distance Learning Center with graduate students and grant group faculty as a part of the demonstration during which the demonstration group communicated with a remote site through the video conference mechanism for which the visuals and audio were excellent and well defined. (See attached)
  - 7) Articles with color pictures on business and art are being scanned into sites which will function as hyperlinks which the students can read but not download. They are available through the WebCT site.

**Problems :** Early online research and discussion among grant group faculty in the Business School laboratory could not continue as all the computers in the room were stolen. Subsequent on-line, video conference, discussion tutorial and rehearsal carried off without a problem in Distance Learning Center.

**Future Plans:** To continue to develop the course once it has been tested for applicability of reading materials, online and field assignments.  
To continue to develop the reader as an E-book to be shrink-wrapped with the printed material (which might not be suitable for electronic media)  
To refine the use of field, reading and online assignments to establish the balance that works best

It is the considered opinion of the Faculty Grant Group, after the conferences with the Deans, research, intense discussions and work assembling the course that this course, with its emphasis on Business ethics and the arts as expressions of this culture, can have a far-reaching impact on Business Schools elsewhere as well as at CAU and the use of technology can facilitate this.

**If you are interested in applying for a technology mini-grant, please obtain an application from the CETL office. The deadline is September 16, 2002.**



### The CETL Bush-Hewlett Travel Grants

In May, CETL funded seven faculty members to travel to conferences all across the country. To the tune of \$6,469.60, these faculty traveled from Connecticut to California; from Vermont to Texas. The faculty members who were awarded grants were:

<b>Dr. Michael Bleicher, Department of Mathematics</b>	<b>\$777.00</b>	<b><i>Mathfest 2002</i></b>
<b>Professor Ralph Ellis, Religion and Philosophy</b>	<b>\$678.00</b>	<b><i>Society for Philosophy in the Contemporary World</i></b>
<b>Professor Jeanette Foreman, Mass Media Arts</b>	<b>\$747.64</b>	<b><i>AEJMC Convention: "Catch the Wave"</i></b>
<b>Professor Terry Harrington, Physics</b>	<b>1135.00</b>	<b><i>Active Physics Earth Comm. and Active Chem.</i></b>
<b>Dr. Yan Gao., Foreign Languages</b>	<b>\$755.96</b>	<b><i>2<sup>nd</sup> Conference on Technology and Chinese Language Teaching in the 21<sup>st</sup> Century</i></b>
<b>Dr. Alice Stephens, Mass Media Arts</b>	<b>\$1225.50</b>	<b><i>2002 Austin Film Festival: The Writer's Conference</i></b>
<b>Professor Brenda Wright, Mass Media Arts</b>	<b>\$1150.00</b>	<b><i>Teaching Students How to Analyze and Assess New Media Annual Conference</i></b>

Congratulations to all of the recipients. A report on Dr. Yan Gao's invaluable conference experience follows.

**\*CETL has a limited number of partial travel grants for AY 2002-2003. If you are interested in securing partial funds for travel for this academic year (limit may be \$500.00, depending on the number of applicants), be sure to submit your application by September 6, 2006. Secure application forms from CETL.**

#### CETL "Learning Across the Core Curriculum" Summer Workshops

For the third consecutive summer, CETL has sponsored its series of week-long sessions aimed at undergraduate core faculty. These sessions are designed to assist faculty to improve their teaching skills and enhance the learning outcomes of their students. The workshop consisted of five daily topics, important to the teaching and learning process. These were "Syllabus and Test Construction," facilitated by Dr. Isabella Jenkins. The other "across the core curriculum areas were "Writing," taught by Dr. Constance Chapman; "Critical Thinking," by Dr. Norman Fisher; "Speaking," Dr. Shirley Williams-Kirksey and "Technology," by Dr. Alicia Simon.

The participants this year were as follows:

##### **Week I (June 10-14)**

Professors Emmanuel Asihene, Art; Vicki Crawford, History; Susan McFatter, English; George Napper, Criminal Justice; Scott Shinabarger, Foreign Languages and Ms Phyllis Thakis, Center for Academic Achievement (CAA)

##### **Week II (June 17-21)**

Ms Betty Chaney, CAA; Professor Terry Harrington, Physics; Ms Lillian Johnson (CAA); Professors Viktor Osinubi and Mae Garcia Williams, both from English.

CETL is planning a retreat in the very near future to discuss the effects of the three-year "Learning Across the Core Curriculum" series on teaching effectiveness and student learning outcomes. If you were a participant during any of the three years and would like to be a part of this culminating activity, be sure to contact the CETL office.



## Clark Atlanta University and the Salzburg Seminar Experience: Through The Mellon Foundation Fellowship Program

CETL is pleased to announce that CAU is, again, a part of the Mellon Foundation's Fellowship Program conducted in partnership with the Salzburg Seminar. The Salzburg Seminar is one of the world's foremost international educational centers, committed to broadening the perspectives of tomorrow's leaders. At its historic facility at Schloss Leopoldskron, home of the Salzburg Seminar since 1947, the Seminar provides participants with the experience of engaging in a weeklong global dialogue, which frequently leads to lifelong professional relationships with peers from around the world.

The Mellon Fellowship Program underwrites the costs of tuition, room and board, as well as travel for its Fellows. In 2003, a total of 56 participating schools will be competing for a pool of 28 Mellon fellowships. CETL would like to see other CAU faculty join CAU Salzburg Seminar alumni professors Michael Bailey (deceased), Herschelle Challenor, Christopher Jesperson (no longer at CAU), Monsumola George-Taylor and Josephine Bradley (whose trip is upcoming) in benefiting from this exciting experience. The 2003 Salzburg sessions include the following topics: *The Role of NGOs in the Health of Communities* (2/26-3/5); *Professional Responsibility in the News Media* (3/19-3/26); *Contemporary American Literature* (4/2-4/9); *Migration, Race, Ethnicity in Europe* (6/17-24); *Capitalizing on Our Differences: Leadership Across Cultural Boundaries and Geographic Borders in a Global Society* (7/2-9); *The Cultural, Civic, and Economic Purposes of Higher Education* (7/12-19); *Social and Economic Dimensions of Human Rights* (8/6-13); *Digital Inclusion: Confronting the Information Technology Gap* (9/3-10); *Engaging Youth in Community Development* (10/22-29); *Environmental Policy and Public Dialogue* (11/16-23); *Changing Concepts of Security in Asia* (12/3-10). If you are interested in participating in the screening and nomination process for the CAU applicant(s), be sure to contact Dr. Liddell by Monday, September 30. Dr. George-Taylor's account of her Salzburg Experience is found elsewhere in this newsletter.

### A SYNOPSIS OF THE SALZBURG SEMINARTRENDS AND INNOVATIONS IN HEALTH PROFESSIONS EDUCATION: BUILDING COMPREHENSIVE AND SUSTAINABLE REFORMS

SESSION 400

July 3-10, 2002

MOSUNMOLA GEORGE-TAYLOR, PH. D.



The dearth of health care providers in the society, especially in communities that serve disadvantaged individuals, cannot be more than it is today. Adequate preparation of these professionals to meet the health care needs of the population they serve is also a problem. Though this appears to be a crisis that is well-understood and documented in the United States of America, it is in fact a universal problem that spans the globe as evidenced by the presentations and discussions at the Salzburg Seminar: Session 400. Perhaps the shortage that was succinctly described as "Code Blue: Workforce in Crisis" in the Georgia State's Health Care Workforce Technical Advisory Committee May 2001 report should be adopted to describe the shortage all over the world as "Code Blue: World Health Care Workforce in Crisis."

What is/are the underlying reason(s) behind this shortage and inadequate preparation? In the U.S. and Canada, enough persons are not being recruited and graduated to become physicians, nurses, or other professionals in the area of health. Hence, the health care needs of all the citizens of these countries are not being met, particularly in the rural and poor communities in urban areas. In India, Pakistan, and the Philippines, professionals in the health field generally do not stay in their countries to practice their trade after graduation. They would rather practice in the United Kingdom or United States of America where they earn better salaries and live a lifestyle that is above the average of their home countries. Lack of respect and recognition for non specialized physicians was quoted as another reason why even they leave to

practice in other countries. In many eastern and western European countries as well as Russia, reluctance to practice in rural areas is one of the main reasons that the health care work force in such areas is lean. African countries such as Angola, Ghana and Nigeria and such South American countries as Argentina, El Salvador, Brazil, Colombia, Mexico, Panama, Peru do not have enough health care professionals to cater to the health care needs of their huge population in either the rural or urban areas. Every country on the surface of the earth has health care issues. No country is immune to this crisis!

What steps are we to take to address these issues? How are they going to be addressed? Salzburg Seminar Session 400 consisted of a cadre of faculty members as well as fellows who are professionals in different areas of health and provided these participants a forum where they discuss the issues and brainstorm on finding answers to these questions. We discussed many "ingredients" that have the potential of assisting in building a comprehensive and sustainable reform. We determined that each of us would select those ingredients that would constitute a "recipe" for effecting change at our different schools, communities, and countries at large. Armed with these, we shall go, do, and be. As one of my colleagues succinctly said, "After attending this seminar, the map of the world will never look the same again." While many of our countries seemed to be far apart geographically, we discovered that we are close enough to share many of the common plagues that affect humankind

## A Report on Attending ACTFL's Conference--Dr. Yan Gao Dept. of Foreign Languages

Thanks to CETL's generous travel grant, I was able to attend the panels related to enhancement of my teaching and to present a paper at the annual conference of **American Council on the Teaching of Foreign Languages** (ACTFL) in Washington D.C., Nov.16-18, 2001.

The first goal of my trip was to learn from colleagues about their research on theory and pedagogy. I spent all my time at different panels, including all panels on on-line and web-enhanced Chinese instruction. Compared with teaching any Indo-European language as a second language, teaching Chinese as a second language is fairly young in the field. Chinese is a tonal language, uses characters, and its phonetic system and written system are disconnected. All these factors make the learning very challenging. Colleagues in the field have been exploring and experimenting to make the learning less stressful and more effective. Three issues brought up at this year's conference are exceptionally interesting and challenging.

The first issue is on teaching Chinese characters. At present instructors usually teach characters through strokes and semantic and phonetic components. The analysis of semantic and phonetic components, based on a 2<sup>nd</sup>-century linguist Xu Shen, fascinates students and helps them in learning how to use a dictionary. However, not every component serves as either a semantic or phonetic component in characters. A large number of components are simply independent characters serving as meaningless components in other characters. The presenter suggested that we teach characters by first teaching individual components and then teaching how to net them together to form new characters.

The second issue is on teaching how to type Chinese characters through Chinese word processing software instead of handwriting. Students pointed out that Chinese class is the only course that still requires finishing homework by handwriting. Using a Chinese word processor requires

students to input correct sound systems and be able to choose the correct characters. The purpose of this experiment is to increase students' vocabulary and enhance their reading comprehension. When students are familiar with hundreds of characters in their second year, writing characters by hand will be introduced and it won't be too stressful at that time. With this method, the instructor needs to provide Chinese software and teach students how to use it.

The third issue is related to web-enhanced Chinese language instruction. Some presenters demonstrated the modules they created for their upper-level language and literature courses. One panel talked about how to initiate research topics, search for funding, and manage group projects. One presenter summarized the available Chinese on-line programs and resources and commented on their contents and qualities. One compared several web-based automatic translation services, commented on each service's strength and limits, and suggested some exercises that instructors may consider in their teaching.

How can I apply what I have learned from the conference to my teaching to benefit CAU students? Even though I am not planning an immediate on-line Chinese course due to some technical difficulty such as correcting students' pronunciation and teaching characters on line, I want to try web-enhanced and computer-based instruction to improve the teaching and learning process. First, I plan to find some funding for some Chinese software on pronunciation and listening to help student's practice outside class. Second, I want to experiment on teaching Chinese characters through Chinese word processing software. Last week I attended a two-day (Dec. 6-7) workshop on how to use WebCT at the Distance Learning Center, and I am currently working with people at the Center on how to connect Chinese software with WebCT. I hope that with the technicians' help I can try something new with my students next semester.

## Personal Development through an ArtsCard

Since faculty development includes development as a teacher, a scholar/professional in the field *and* development as a person/human being, I feel the need to alert you to one of the best deals in town for personal development. If you are interested in the arts and cultural scene in Atlanta—whether it's Jomandi or the Alliance; the Symphony or the Opera; Callenwalde, the Botanical Gardens, Sci-Trek, or the Center for the Puppetry Arts, then the ArtsCard is for you. This card provides discounts for these and a host of other artistic/cultural venues and events in the city. Not only that, it only costs \$15.00! An ArtsCard definitely pays for itself and in a very short time. I paid for mine with one visit (three tickets) to a Jomandi play. But it doesn't stop there, I've also won tickets via the weekly ArtsCard newsletter giveaways to a couple of new films—Recently, courtesy of my most recent win, I saw "Who is Cletis Tout?" starring: Christian Slater, Richard Dreyfuss, Portia de Rossi, RuPaul, & Tim Allen at Phipps Plaza. This really is one of the best deals in town, especially if you are new to Atlanta—but even if you're not. I hope all of us at CAU take advantage of the personal development we can gain from this investment (and no, I'm not getting any personal gains out of this encouragement—just passing on what I think is valuable information). If you are interested in starting off the academic year with a promise for your own personal development, think about obtaining your ArtsCard through the information below.

**Purchase your \$15 ArtsCard for yourself or a gift for a friend at [www.ArtsCard.org](http://www.ArtsCard.org) or call 404-371-9560  
Now Available for purchase at Robert Ferst Center & 7 Stages box office**



**CETL  
FACULTY SURVEY ON FACULTY DEVELOPMENT AT CAU**

*We at CETL are so very excited by the potential of this upcoming academic year and of the new era on the horizon for CAU. We plan to be a visible and active entity during both. As the University-sponsored faculty development center, we hope you will make sure that CETL is an important component for you and your department during the upcoming year and the exciting new era. Please complete the following anonymous survey to assist us with better serving your needs.*

Demographic information—please circle the appropriate responses:

**Your rank:** Instructor; Assistant Professor; Associate Professor; Professor; Other—please indicate \_\_\_\_\_

**Years at CAU** 1-5; 6-10; more than 10

**Tenure Status** tenured; non-tenured

**School:** Arts and Sciences; Business; Education; Library Science; Social Work

**Gender:** Male; Female

**Age range:** Under 35; 35-49; 50-64; 65 or above

Please indicate which of the following CETL activities have been beneficial to you over the past three years  
Use the following scale to indicate the level of importance:

1. NP (never participated; please indicate in the **comment section** why you have not participated)
2. **Of little importance**
3. **Moderately important**
4. **Very important.**

\_\_\_ Bush Hewlett Travel Grants

\_\_\_ Bush Hewlett Technology Mini-Grants

\_\_\_ CETL Resource Center

\_\_\_ Monthly Brown Bag Forums

\_\_\_ Monthly Evening Faculty Seminars

\_\_\_ Summer Workshops, “Learning Across the Core Curriculum”

Please indicate the activities that you would like to see CETL sponsor in the future:

**Workshops on topics related to teaching and teaching effectiveness**

\_\_\_ Syllabus Construction and Implementation

\_\_\_ Teaching/Learning Styles: Fracturing Tradition

\_\_\_ Managing Large Classes Successfully

\_\_\_ Creating Learning Communities in the Classroom

\_\_\_ Teaching Communication and Critical Thinking Skills Across Disciplines

\_\_\_ Test Conception and Construction

\_\_\_ The Whole Student: Cultural Identity and the Learning Process

\_\_\_ Student Centered Teaching

\_\_\_ Quantitative Reasoning and Analysis Across Disciplines

\_\_\_ Using Rubrics in Effective Teaching

\_\_\_ The Scholarship of Teaching

- \_\_\_ Other (in **comment section**, please recommend topics and/or facilitators)
- \_\_\_ **Research Mini-Grants**
- \_\_\_ **Travel Grants**
- \_\_\_ **Technology Mini-Grants**
- \_\_\_ **Resource Center** (In **comment section**, please feel free to recommend books or other resources in your discipline that relate to teaching, research or service)
- \_\_\_ **Monthly Brown Bag Forums** (on reverse, please recommend topics --related to teaching, research, service or personal development; and/or local presenters)
- \_\_\_ **Monthly Evening Faculty Seminars** (on reverse, please recommend topics--see above-- and local, regional or national speakers for events)
- \_\_\_ **Other Activities** (teaching, scholarly, personal, etc., please be as specific in **comment section** as possible)

**Does your unit hold grants with faculty development initiatives? \_\_\_yes \_\_\_no \_\_\_I don't know**

**Comment Section:** If you have any further responses, comments or suggestions for CETL, please write them here:

**Thank you for your support and comments; please return to CETL by  
September 6, 2002**

