



CETL Conversations

10th Year Anniversary Edition

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Volume 9

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Director's Forum

*Dr. Pamela G. Arrington, Director,
Centers for Excellence in Teaching and Learning (CETL),
Alabama A&M University (AAMU)*

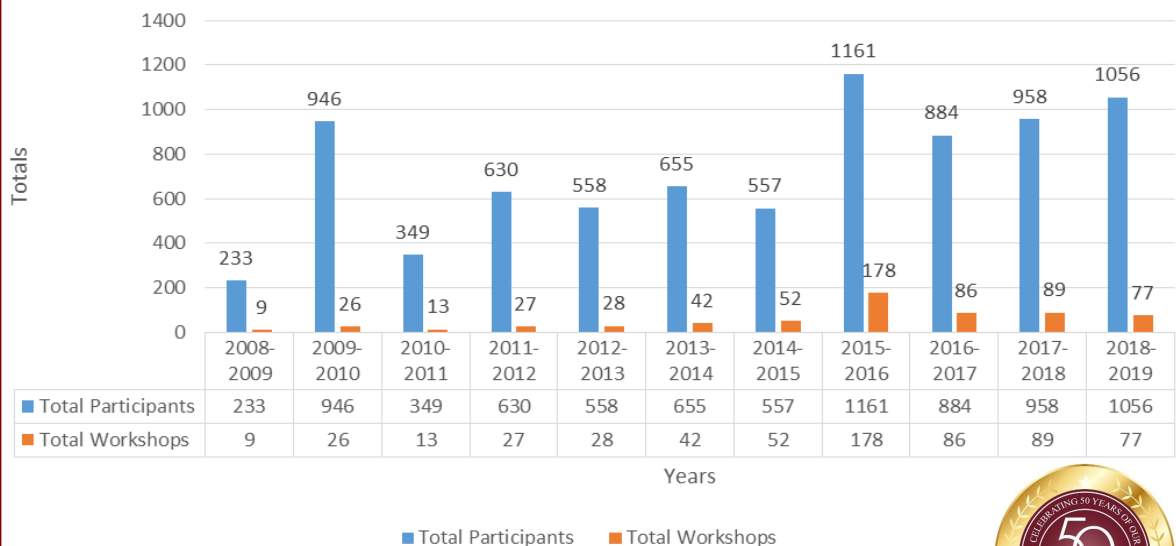


Greetings Everyone,

The Centers for Excellence in Teaching and Learning (CETL) is the organizational unit within the Division of Academic Affairs charged with providing professional development programs for faculty and staff. In academic year 2018-2019, CETL celebrated its ten years anniversary. Since 2008, CETL staff have held steadfast to one overarching goal, improve student learning by improving the quality of teaching at the university. Over the past decade, they have achieved this goal by sponsoring professional development workshops for faculty and staff; certifying online courses; certifying online instructors; and providing specific development for faculty who teach general education courses.

With the help of external and internal teaching and learning expert consultants, since its beginning, CETL staff have orchestrated over 600 trainings and workshops for faculty and staff.

CETL Total Participants and Workshops
2008-2019



Cont.

Besides sponsoring professional development trainings and workshops for faculty and staff, another professional development program component sponsored by CETL is the faculty learning community. For each faculty learning community, during the summer semester faculty attend at least three required trainings and workshops on active learning strategies, current students' profiles, and integrating technology into teaching and learning practices. The workshops are designed to expose faculty learning community cohort members (cohort members) to teaching practices that engage and motivate today's students. Each fall semester, members of the faculty learning community implement active learning strategies into their teaching practices. During the spring semester faculty learning community cohort members assess their individual and collective results and formally present their findings to other colleagues by organizing workshops within their departments. In addition to implementing active learning strategies in their classrooms, some cohort members are actively engaged in applied research to assess the impact on student learning outcomes after incorporating active learning strategies in their classes (Okafor, F., 2019). In my opinion, one of the lasting benefits of the faculty learning community is that throughout the year faculty learning community cohort members establish lasting relationships with each other. Cohort members provide encouragement and support to each other as they try out new teaching strategies in the classroom (Wilkie, M., 2018). Many of the cohort members extol the benefits of being a part of a peer faculty mentoring group.

Similarly, for the past two years, CETL staff have implemented a yearlong new faculty orientation program. This year will mark the third yearlong new faculty orientation program. In addition to becoming acclimated to the Alabama A&M University (AAMU) culture of teaching and learning, new faculty form a peer mentoring group where they gain support and encouragement from their peers and internal experts as they navigate teaching, research, advising, and service responsibilities. For some of the new faculty, it is their very first time as a faculty member. Both the faculty learning community program and the yearlong new faculty orientation program create opportunities for faculty to meet formally and informally and engage in conversations about teaching and learning practices at AAMU without fear of criticism.

This academic year is shaping up to be another banner year for CETL, capitalizing on successful past professional development programs while launching new ones. In 2019-2020, we will launch our fourth faculty learning community, which means a total of 44 faculty members will have participated in a faculty learning community. This provides a cadre of faculty members equipped with the latest scholarship on teaching and learning to teach general education courses. We will continue our yearlong new faculty orientation. We expect that like in years past, faculty and staff will acclaim the benefits of having participated in these professional development programs tailored to meet their training and development needs.

New this academic year, we will launch two STEM learning communities comprised of two groups of 25 freshmen biology majors. The freshmen will take English, biology, biology laboratory, mathematics, psychology, and orientation classes together. STEM learning community faculty members have designed cross disciplinary assignments for the two student cohorts. We look forward to assessing the results of this initiative.

It has been my sincere joy to be a part of the CETL legacy. Sadly, this academic year, 2019-2020, will be the last year of CETL as we know it. Many of the online trainings and webinars will continue, however, the face to face trainings and workshops, yearlong new faculty orientation, and yearlong faculty learning community will end due to the end of Title III funding for professional development programs for faculty and staff. It is my hope that given the successes of CETL sponsored programs over the past ten years, many of the programs CETL spearheaded will continue to influence the culture of teaching and learning at AAMU.

Again, welcome to the 2019-2020 academic year!

Very Respectfully,
Pamela G. Arrington, Ph.D.



CETL 10 Year Anniversary Celebration



Published by AAMU Public Relations

Faculty and staff integrally involved in the formation and ultimate success of Alabama A&M University's Center for Excellence in Teaching and Learning celebrated CETL's 10th anniversary on February 4 in the Clyde Foster Auditorium.

For a decade CETL has housed the most effective tools for engaging and instructing current students. Moreover, the Center provides professional development for faculty and staff, offers use of instructional technology and distance education.









CETL History

About CETL

Consistent with the overall mission of the university, The Alabama A&M University Centers for Excellence in Teaching and Learning (CETL), a division of the Office of Academic Affairs, provides the learning technology necessary to prepare students from diverse populations with the needed academic tools to compete in society. It enhances the culture of teaching and learning and sponsors professional development programs for faculty, undergraduate and graduate teaching assistants at A&M, being cognizant of the times and the history of the university. The centers create opportunities for those involved in instruction to meet formally and informally to learn and to support each other in the scholarship of teaching and learning. Enhancing the quality of undergraduate and graduate education is a priority in the Strategic Plan of the University. The mission statement is a living document (declaration) which evolves out of the past, present and developing culture of Alabama Agricultural and Mechanical University.

Core Values

- Teaching as a Form of Scholarship
- Improved Student Outcomes
- Professional Development and Research
- A Focus on Evidence of Student Learning
- Community of Learners

Structural Framework

Center for Faculty Development -has the primary responsibility for organizing workshops, training programs, faculty consultations designed to ensure the constant and continuous growth of the faculty. The Center is charged with taking the lead role in ensuring a university wide climate of teaching excellence, instructional innovation and the scholarship of teaching. Faculty will be provided with resources and a creative environment to develop new courses with a focus on improving innovative content and methods of instruction as well as developing fresh teaching styles and delivery techniques. In such an environment faculty are encouraged to openly and honestly discuss pedagogy concerns and ways to improve their professional developments needs without fear of criticism as a part of their dedicated commitment to enhancing student learning outcomes.

CETL Staff

Current CETL Staff

Dr. Pamela Arrington	2017-Present
Mrs. Sophya Cyrus-Johnson	2008-Present
Dr. Rhonda Jackson	2014-Present
Ms. Kris Reed	2010-Present

Past CETL Staff

Dr. Juarine Stewart-Cowan	2008-2016
Mrs. Judi Fitchard-Haygood	2010-2012
Mrs. Tess Olten	2011-2014
Mr. Everett Alexander	2012-2016
Mrs. Deitra Bone	2013-2015



Inaugural CETL Participants (10 Years)

1. Andrea Hawkins	15. Jorge Vizcarra
2. Barbara Cady	16. Kozma Naka
3. Colmore Christian	17. Martha Palmer
4. Congxiao Liu	18. Michael Ayokanmbi
5. Connie Mack	19. Mira Kruja
6. Corine Williams	20. Nahid Sistani
7. Cynthia Benion	21. Padmaja Guggilla
8. Diane Leisher	22. Peace Dunu
9. Emeka Dunu	23. Sheri Stanley
10. Fayequa Majid	24. Showkat Chowdhury
11. Gerald Vines	25. Venkata Atluri
12. Jay Gangasani	26. Vernessa Edwards
13. Jitendra Kapoor	27. Xiang Zhao
14. Jody Jones	28. Xiaoqing Qian

Participants



Ashley Gordon



Brian Ruble



Fayequa Majid



Gerald Vines



Jacquette Johnson

Testimonials

I attended the new faculty orientation and signed up for as many workshops as I could during my first year. It was so helpful to have resources to learn teaching techniques and meet other faculty. This year I joined FFLC, and the meetings have been very informative. It was also great to have a place to commiserate with other instructors. I watch the Monday Morning Mentors and sometimes the webinars. I love all of the resources that CETL makes available.

Awesome helpful individual and department training.

It's an excellent program for faculty to grow and learn, I hope it continues

The staff has always been supportive and accommodating. The sessions that I attended were very informative. I would like to congratulate the staff on a successful 10 years of providing excellent customer service and knowledge based programs.





CETL has enhanced my professional skills and has provided additional skills that have also enhanced my professional development in "Customer Services"; "Time Management"; "Communication with fellow Colleagues" and "Email Etiquette".

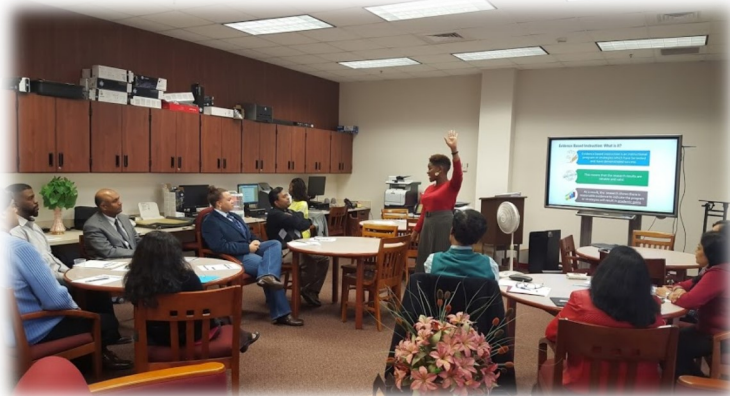
Thank you CETL and Congratulations on your 10th year anniversary!



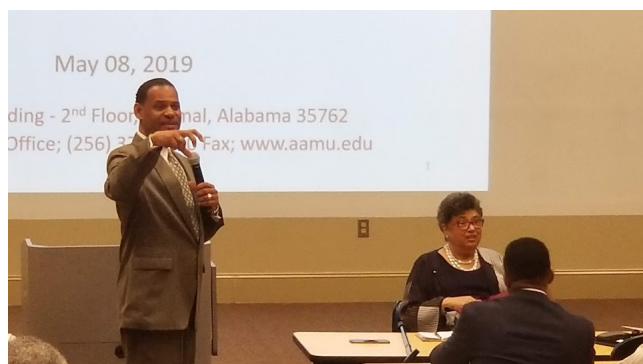
Participants	Testimonials
Alfreda Handy-Sullivan	My experience with CETL has inspired me to teach and inspire others. It has been well worth my time!
Corine Williams	All of the CETL opportunities have been informative and timely. I truly believe that it is important that these opportunities are ongoing so as to help strengthen the capability of the university to provide the best for its student body.
Emeka Dunu	The programs have been insightful and enriching.
Everett Alexander	My time with CETL was very enjoyable and I appreciated the opportunities that were given to me to help build up the various programs, courses and workshops that were held while I was there. Always appreciated the wisdom and enjoyable work environment under Dr. Stewart.
Janice Donegan	I have benefited greatly from the wonderful training with CETL. It has helped to enhance my work experience.
Janice Holman	Very helpful information in improving my job performance.
Jay Gangasani	I learned a lot of new tools through the distance education online course development work shops.....etc
Jessica Temple	FFLC is a great program!
Lee Harris	My participation has made me more open and willing to try innovative teaching strategies. CETL has made learning a pleasant experience.
Sadguna Anasuri	Appreciate the knowledge and services of CETL; happy to see that they have established an excellent rapport with faculty and assist in meeting their unique instructional needs. Thank you for everything you do.
Salam Khan	Very rewarding, excellent.
Sheri Stanley	I was a member of FFLC #3 and thoroughly enjoyed the experience. The FFLC was a great way to connect and share with professors across the campus about classroom challenges and learning strategies. Also, the monthly CETL programs and discussions are a great way to stay ahead in educational trends and relative in the classroom.
Sherryl Forman	The webinars were interesting and educational, also the local interactive sessions were fun and informative, for instance How to handle rude customers over the phone.
Talietha Battle	The information was helpful in performing my daily job task.
Teresa McGhee	I have enjoyed attending/learning new things during the workshops, even when there was "NO AIR" in the LRC, and Ms. Johnson was "burning up".
Torin Malone	Great topics and course offerings and excellent instructions.



Participants	Testimonials
 <p data-bbox="228 709 370 737">Jody Jones</p>	<p data-bbox="516 415 1544 716">My participation in CETL over the last 10 years has changed and improved my approach to helping students engage in learning in the classroom. It has encouraged me to not be fearful of making mistakes and trying out new technologies. It has provided me with resources which have encouraged me to explore the most effective ways to engage students in their own learning process. I have also enjoyed the collaboration and comraderies with fellow CETL participants. Being able to share teaching experiences and gain additional insights and ideas through discussions with other faculty has been highly beneficial.</p>
 <p data-bbox="155 1117 440 1144">Laricca London-Thomas</p>	<p data-bbox="511 894 1544 1083">Participating in CETL events continues to provide me with the tools and skills that are necessary for being an effective educator today. I have gained knowledge on how to increase student participation, content engagement, retention, integration of technology, etc. I definitely recommend these services to all of my colleagues in an effort to better assist our students.</p>
 <p data-bbox="196 1488 402 1516">Padmaja Guggilla</p>	<p data-bbox="511 1346 1544 1373">It is a great venue to share and learn successful practices in teaching and learning</p>
 <p data-bbox="191 1885 406 1913">Reem Albashaireh</p>	<p data-bbox="511 1623 1544 1885">I learned more about the free tools and services that are available for our students here at Alabama A&M university. I learned many techniques that encourage students to participate in class activities, and keep them engaged. I had the opportunity to hear feedback from other instructors, they shared their teaching techniques, what works for our students, and what needs to be improved. Overall, I was so happy to be part of FFLC. I hope to implement new teaching techniques that I learned, and modify what I used before.</p>



Participants	Testimonials
 Showkat Chowdhury	CETL is an excellent program dedicated to improve the teaching experience at AAMU.
 Tamara Chowdhury	CETL activities helped in my professional development
 Vernessa Edwards	What has been a rich and rewarding experience for me, during my association with CETL, is having an opportunity to participate in a forum that provides interaction with other faculty as we, together, explore innovative pedagogical strategies to implement in our classrooms. These strategies and best practices have enabled me to enhance student participation which resulted in an improved learning environment.
 Wanda Lavender	CETL has provided me with a wonderful set of teaching strategies and skills which have benefited my students as well my professional career.
 Tess Olten	I came to AAMU and CETL in 2011 to start the ODEeL under the guidance and with the support of Dr. Juarine Stewart. I worked for three years with the A&M CETL to launch the first online degree programs at A&M and to deepen the technology integration into academics at A&M. I still hear the wise (and often funny) words and guidance of Dr. Stewart in my ear years later as I navigate programs at other schools. There is no doubt that her wisdom and humor have been the underpinning of CETL's success over the last ten years and will continue to impact CETL's continued success.



CETL STAFF

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CETLAAMU](http://www.facebook.com/CETLAAMU)

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~Center for Distance Education/e-Learning~

CDEeL

Do you need ideas for mapping out your online course's design? Would you like support with web-based instructional strategies and activities for your online or hybrid course? Well, the Center for Distance Education & e-Learning (CDEeL) is the place for you! CDEeL provides exceptional course development support through hands-on professional development experiences and offers faculty access to resources which can facilitate audio narration and video lecture for online instruction. Yes! We can do that!

In Fall 2015 we established the AAMU Online Instructor Certification (OIC) Program. This certification program, a requirement for all online faculty at the university, has been a great success thus far, with over 100 faculty members completing the program to date. Be sure to enroll, if you plan to be an online instructor.

Additionally, join us as we continue to offer meaningful professional development sessions focused on your instructional needs. We especially invite you to check out our newest signature series, the Course Design Café, a 50 minute strategy focused, session packed with practice and real time application..

To learn more about what the Center for Distance Education and e-Learning can do to support you, please contact us or stop by and see us at 300 Bibb Graves Hall.

~Rhonda Moore-Jackson, Ed. D.

Director

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~Center for Extended Studies~

CES

The Center for Extended Studies offers continuing education and professional development classes, programs, and services designed to meet the changing needs of the larger community. Short-term, non-credit classes and programs, geared to help individuals enhance job skills, prepare for a job change or for professional examinations, or just taken for personal enhancement, are offered throughout the year. Enrichment classes, designed specifically for middle and high school students, are available during the summer months. Continuing Education Units (CEUs) and Professional Development Units (PDUs) are also offered for campus continuing education activities.

CES also serves the non-traditional/adult student by serving as the central point of contact for the undergraduate Online Management and undergraduate Liberal Studies Degree programs, and is the clearinghouse for non-traditional/experiential learning credits. Non-traditional/adult students interested in completing their degrees and have significant college-level learning obtained from job training, work experience, military experience, or other experiences are urged to contact us.

~Kris E. Reed, M.S.

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