If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.

- John Dewey
Message from the Director

The mission of CLT has always been to foster a stimulating learning environment by promoting excellence in teaching at AUC, facilitating the effective application of technology to the teaching and learning process, providing support and resources and by engaging in outreach activities. We do this by offering a supportive environment for faculty members who wish to learn, consult, innovate, collect feedback from students, or integrate technology in new ways. We also support the institution’s strategic goals of quality of education and innovation. This year the Center for Learning and Teaching (CLT) celebrates 17 years of sustained growth within, and commitment to, our AUC community as we embark on our Centennial year.

CLT has grown to offer more focused, faculty-centric services with the establishment of two units, namely in the areas of educational development and assessment and a newly reimagined digital education unit, working with an expanded team and empowered project leads to strategically serve our mission. With our new Associate Director for Digital Education and Assistant Director for Educational Development and Assessment we will continue expanding our teams’ impact within evolving and existing programs and services.

Educational Development and Assessment

In 2018-2019, CLT offered over 100 varied workshops within daylong and half-day institutes with over 1000 attendees, including new faculty development tracks in collaboration with the ALA such as the “Writing for Transfer” track and the “Teaching in the Liberal Arts” track. We held a two-day spring symposium which garnered the highest attendance of any CLT event to date and are planning a reimagined Annual CLT Symposium Event in the Spring of 2020.

CLT strives to support all faculty members to create and deliver engaging courses both face-to-face and using digital strategies and approaches. Faculty members from across the university joined our year-long immersive learning communities with the piloting of the Faculty Institute of Learning and Teaching and the Design Thinking for Educators Program. CLT continues to provide professional development activities for new and experienced faculty members this year.

CLT worked closely with the Office of the Associate Provost for Transformative Learning and Teaching on quality of education action plan projects such as extensive focus groups exploring senior student insights and perspectives around the learning experience at AUC across 13 departments. The team at CLT conducted focus groups for multiple task forces contributing to a deeper understanding of key challenges and identifying AUC’s strengths and opportunities for growth.
CLT also consulted on and helped design, administer and analyze a variety of institutional projects, such as the Taskforce for Quality of Graduate Education.

With experiential learning at the heart of our plans for 2019-2020 we aim to explore faculty partnerships to foster real life connections and experiences both within and beyond the classroom. We continue to provide support to the Provost’s initiative on quality of education at AUC and other key pillars of innovation and creativity.

**Digital Education**

Last year, our digital education team supported extended education programs to develop more than 20 blended and online courses and modules. Of note is the first fully online Arabic Digital Media Diploma successfully launched through our partnership with the Adham Center at the School of Global Affairs and Public Policy. CLT also worked with the Arabic Language Institute and the Academy of Liberal Arts to offer a sequence of blended learning courses for undergraduate students launching fall 2019.

We continued to offer our 6-week blended learning certificate to help prepare faculty members for designing blended and online courses. We held a Digital Education Community event in October, and will explore digital literacies through a pilot initiative over the coming academic year.

Finally, I would like to acknowledge how inspired and proud we are of our exceptional team of professionals at CLT who have shown unwavering support for the mission of AUC and contributed to our success at CLT as we evolve as a regional leader in supporting excellence in teaching and learning. We hope that, yet again, this year will be an opportunity to support our community of committed educators and engaged students. With faculty members and students leading the way as change agents, we will continue to move forward together through the evolving landscape of learning and teaching at AUC.

Spring 2019

We aim to explore faculty partnerships to foster real life connections and experiences both within and beyond the classroom.
Mission
Our mission is to help create a stimulating learning environment, by promoting excellence in teaching, facilitating the effective application of technology to the teaching and learning process, providing support and resources, and engaging in outreach activities to contribute to enhanced teaching and learning strategies.

Vision
Our vision is to be a center of excellence in learning, teaching and educational technology at the national, regional and international level.

Strategic Priorities for 2019-2020

Supporting faculty members to develop as professional educators through the introduction of innovative teaching strategies.

Integrating instructional technologies and establishing strong roots for AUC’s digital education initiative.

Establishing CLT as a regional hub and leader in educational development and digital learning.

Sustaining the high quality delivery of CLT services and programs for faculty members through efficient and effective professional development of CLT members.
Programs and Services

Educational Development and Teaching Enhancement
- Pedagogy Consultations
- Faculty Professional Development (Workshops, Institutes, Fora, Symposia)
- Teaching Enhancement Newsletter
- Teaching Assistants and Graduate Students Professional Development Program

Formative Assessment
- Mid-semester Formative Assessment
- Departmental and Institutional Custom Formative Assessment
- Classroom Observations and Consultations
- Classroom Action Research

Digital Education and Technology Integration
- Blended/Online Learning Course Design
- Open Education Design and Support
- Technology Integration Consultations
- Student Technology Assistant Program
- Design and Development of Multimedia Instructional Material
- Turnitin Administration, Training and Support
- On-Demand Faculty Technology Assistance
- In-class Student Technology Training

Outreach
- Professional Development Support to Other Institutions
- Academic Ties with Local, Regional, and International Institutions
I still consider my visits to AUC as among the most powerful learning experiences of my career. I always point to your [CLT] and staff as the most impressive in the Middle East.

Mary Deane Sorcinelli, Co-Principal Investigator, Undergraduate Education STEM Initiative, Association of American Universities (AAU); Senior Fellow, Institute for Teaching Excellence & Faculty Development, University of Massachusetts Amherst
The Year in Numbers

CLT provided pedagogical and technological support to more than 300 faculty members who attended workshops, consultations, training sessions, and participated in several events organized by CLT.

<table>
<thead>
<tr>
<th>105</th>
<th>Faculty workshops/sessions*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200+</td>
<td>Cumulative attendance for all events</td>
</tr>
<tr>
<td>17</td>
<td>Online and blended courses developed by CLT</td>
</tr>
<tr>
<td>49</td>
<td>Faculty members used STA services</td>
</tr>
<tr>
<td>45</td>
<td>New Turnitin accounts created</td>
</tr>
<tr>
<td>92</td>
<td>Faculty members consulted with CLT for Turnitin</td>
</tr>
<tr>
<td>228</td>
<td>Mid-Semester assessments for 99 faculty members</td>
</tr>
<tr>
<td>3700+</td>
<td>students impacted by MSA surveys and SGIDs</td>
</tr>
</tbody>
</table>

* Including repeated sessions and CLT symposium
| **20** | Blended learning course attendees certified |
| **277** | Faculty consultations |
| **326** | Teaching Assistants attended TAPD sessions |
| **78** | Teaching Assistants and Graduate students attended TAGS sessions |
| **100** | Video conferencing sessions supported by CLT |
| **7** | Design Thinking Bootcamps for faculty and students |
| **48** | Faculty members and AMICAL attendees |
| **67** | Student attendees |
| **16** | Staff members |
So many ideas that I want to implement in my own teaching: how to discuss grading with my students, ideas to try open pedagogy in my class, ideas for multimedia assignments in my classes, and resources for fact-checking. I also saw different ways of involving students in sessions and thought about how important it is to design student engagement.

- Symposium attendee
CLT Centennial Symposium
Inspiration and Innovation: Enriching the Learner Experience

CLT joined the AUC community in celebrating 100 years of AUC. Over two days, symposium attendees explored how various AUC faculty have been integrating digital education in their courses and learned about how CLT supports teaching and learning at AUC. Participants also engaged in lightning talks, panel sessions and interactive faculty-student discussions. More than 170 participants including AUC faculty, students and guests from other universities attended the symposium. Invited keynote speakers for the event, Alec Couros (Professor, University of Regina, Canada), and Catherine Cronin (Strategic Education Developer, National Forum for the Enhancement of Teaching and Learning in Higher Education, Ireland) each offered a keynote speech and a workshop open to the AUC community and external guests.

Other Events
Open Access Week @AUC: Knowledge Production in Egypt and the Global South

CLT collaborated with AUC library to organize Open Access Week @AUC: Knowledge Production in Egypt and the Global South which was held November 26-27, 2018. Invited speaker Sukaina Walji from the University of Cape Town gave a workshop on Open Educational Practices and a keynote speech on open education in Global South contexts.
This year CLT launched the Faculty Institute of Learning and Teaching (FILT), a year-long immersive learning community that aims at cultivating reflective and innovative teaching in AUC faculty members. Through CLT, faculty members had the opportunity to engage in a newly launched year-long program of workshops, activities and events within a learning community. This program is primarily for new AUC faculty members and those who are new to teaching. This pilot program was also open to full-time faculty members who have been at AUC for some time and were interested in teaching innovation and enhancing student learning. During this academic year 11 faculty members actively participated in FILT, which included 12 workshops of 2-hours each, micro-teaching and feedback sessions, peer observations and mid-semester feedback, with some assigned readings and reflections.
The value of last year’s long program and effort is sowing its fruit now and will show more over time with how well we actually carry things over in our courses later on. I may not have been avid in writing reflections, but maybe I am more towards applying things and learning-by-doing. Again, thank you so much. Your spirits are in the course, it wouldn’t have been possible without you.

-Momenbellah El-Husseiny, Department of Architecture, School of Sciences and Engineering
Design Thinking Events

AUC, through The Center for Learning and Teaching, and the Hasso Plattner Institute - School of Design Thinking in Potsdam Germany, signed a two-year Memorandum of Understanding in July 2018. Under the scope of the MoU, CLT and HPI are collaborating on the design and delivery of future Design Thinking bootcamps at HPI D-School and AUC. Over the past year the events below took place at CLT:

**Borderless Design: Collaboratively designing creative solutions to our challenges**
A daylong workshop, facilitated by CLT, to connect AMICAL colleagues in building creative solutions to common challenges using Design Thinking.

**Research and Creativity Convention 2019 Design Thinking Teaser**
A hands-on design thinking event that introduced participants to this creative approach to problem-solving, where they learned the tools, mindsets, and frameworks of design thinking.

**Design Thinking for Educators Fellowship**
As part of the AUC Centennial, and with the support of the Offices of the APTLT and APRCI, CLT designed an immersive yearlong fellowship program for educators as design thinking coaches and innovation enablers. Design Thinking fellows are expected to integrate this innovative approach to problem solving into the curriculum to foster real-life experiential learning opportunities for students.

"Basically the framework is unique and it helped understand the process inside out. Also, having participants from different disciplines added to the overall experience."

- HPI-AUC2018 Bootcamp Participant
Educational Development and Assessment

Consultations
CLT provides faculty members with one-on-one consultations that help them explore opportunities for enhancing their teaching and integrating technologies into their courses. This year CLT conducted 277 consultation sessions for faculty members from various disciplines.

Workshops
CLT workshops and institutes aim at promoting good teaching practices and supporting thoughtful integration of technology to enhance learning. This year, CLT offered 105 workshops attended by more than 1200 faculty members from various departments. CLT offers workshops as part of its certificate tracks, the Teaching Enhancement Certificate (TEC), as well as stand-alone workshops and fora.

"I find the services and workshops to be very well done and the staff are excellent - Sociology, Egyptology and Anthropology"
Faculty member

Certificate Tracks
CLT certificate tracks offer faculty members opportunities to earn certificates of participation upon completion of four workshops within a specific track. This year, CLT offered tracks on:
- Community-Based Learning
- Course Design
- Web-Enhanced Learning
- Assessment for Learning
- Teaching for Liberal Arts (in collaboration with ALA school) New
- Teaching and Writing for Transfer immersion track (in collaboration with RHET department) New

CLT also offered a half-day institute titled "Designing for Active Student Engagement and Participation New"

Teaching Enhancement Certificate (TEC)
This year CLT facilitated 10 TEC sessions for more than 100 faculty members. Attendees included 20 new faculty members who attended the sessions as part of new faculty orientation.
CLT continues to support faculty members with the use of Turnitin in their courses and provide consultations on academic integrity issues. This year CLT created 45 new Turnitin accounts for faculty members, provided 27 consultations, and handled 46 troubleshooting incidents for both faculty and students using Turnitin. In addition, CLT conducted 54 one-on-one training sessions and 3 group trainings for faculty members.

New Chalk Talk

“New Chalk Talk” is CLT’s bi-weekly newsletter with short contributions by faculty and CLT staff members on innovative pedagogies and technologies. Below is a list of this year’s issues. To read the full New Chalk Talk issues, please visit the CLT website.

- How CLT Helped JRMC Beat the Course Design Blues. Firas Al-Atraqchi (JRMC)
- How to Escape Grading Jail. Kevin Gannon (Grand View University)
- Can Accreditation Stimulate Change? Zeinab Amin (MACT)
- Reporting Results of the Task Force on Quality of Undergraduate Education. Aziza Ellozy (Office of the Provost)
- “Was It Covered in the Prerequisite Course? I Totally Forgot!” The Prerequisite Memory Challenge. Nermeen Shehata and Khaled Dahawy (ACCT)

Turnitin Support

CLT continues to support faculty members with the use of Turnitin in their courses and provide consultations on academic integrity issues. This year CLT created 45 new Turnitin accounts for faculty members, provided 27 consultations, and handled 46 troubleshooting incidents for both faculty and students using Turnitin. In addition, CLT conducted 54 one-on-one training sessions and 3 group trainings for faculty members.
Teaching Assistants and Graduate Students (TAGS) Professional Development Program

In Fall 2017, CLT launched The Teaching Assistants and Graduate Students (TAGS) Professional Development Program as a collaboration between CLT and the Office of the Dean of Graduate Studies. The program offers professional development opportunities to TAs and graduate students seeking to enhance their professional, leadership and interpersonal skills to become future leaders in their fields. It also prepares TAs and graduate students to be future academics and teachers by introducing them to cutting edge teaching and learning frameworks and strategies. The program offers two certificates each semester, one from the Academic Growth Track and another from the Professional Growth Track. Facilitators of these workshops include AUC faculty members, qualified facilitators from the professional field and CLT staff.

The Teaching Assistants Professional Development (TAPD) Program

The Teaching Assistants Professional Development (TAPD) Program is designed to prepare Teaching Assistants (TAs) for their role and assigned duties. This training program consists of mandatory sessions offered twice at the start of each of the Fall and Spring semesters. Upon completion of these required workshops for both semesters, CLT grants TAs a certificate of attendance. This year, 326 TAs attended the training and received certificates. Sessions this year covered the following topics: Academic Integrity, Critical Thinking, Basic Classroom Skills, Problem Solving Skills, a session on “Asking the Right Questions”, a TA panel/Design session and an introduction to an online tutorial for Blackboard.

- “The thinking skills session is excellent, it was full of new ideas for me to change the way of thinking - "Thinking Skills" Certificate workshop attendee"

- “The most important things I learned today are the different ways of active learning. Really this is the best workshop I have attended so far. Great Work! - "Effective Teaching" Certificate workshop attendee"
2018-19 Assessment Highlights

CLT offers a variety of services to help faculty members assess the effectiveness of their teaching. This year CLT conducted 54 Small Group Instructional Diagnosis (SGID) sessions and 174 online mid-semester surveys for a total of 129 faculty members. In addition to mid-semester assessment, CLT conducts tailored assessments as requested by faculty, departments, or the institution.

In addition to formative assessment services, CLT works closely with the Office of the Associate Provost for Transformative Learning and Teaching (APTLT) on high impact quality of education action plan projects such as focus groups exploring senior student insights and perspectives around the learning experience at AUC, and focus groups exploring faculty and students perspectives on grading practices. CLT also consulted on and helped design, administer and analyze results from surveys and focus groups supporting a variety of institutional projects, such as the Taskforce for Quality of Graduate Education.
Classroom Action Research (CAR)

CLT helps faculty members plan for and implement Classroom Action Research (CAR) projects. In these projects, CLT is often heavily involved in designing and assessing the planned innovation or intervention in the classroom and reporting on it, with analysis and recommendations to assist instructors in using the research to better enhance student learning and their own teaching approaches in the future.

This year CLT conducted a CAR with Susanne Rizzo from the ELI department. CLT supported the instructor with redesigning the Reading Module course, by integrating a flipped classroom approach. This aimed at increasing class time dedicated for practical application of skills and concepts.

CLT also supported Andreas Kakarougkas via designing a CAR on his use of MITx materials in his BIOL course, which included in-class observations in Fall 2018 and multiple focus groups in Spring 2019.
Digital Education

Blended and Online Learning Courses

AUC defines Blended Learning (BL) as a combination of face-to-face and online learning where a percentage of class time (between 20 and 50 percent) is replaced with online activities. Online learning at AUC is defined as a model of instruction that has no required face-to-face components and no requirements for on-campus activities.

CLT has been offering a six-week course on Blended Learning for AUC faculty members since Summer 2014. This year CLT offered the BL course twice for a total of 20 faculty members. CLT also designed and developed 17 courses this year, in collaboration with the department of Journalism and Mass Communication, the department of Construction Engineering, the Arabic Language Institute, the Biology department and the Graduate School of Education.

Adham Center Digital Media Diploma

CLT supported Adham Center to design an online Digital Media Diploma (DMD) including five courses. CLT designed and offered training bootcamps on designing and facilitating online courses for instructors. CLT also facilitated several Moodle training sessions, and provided extensive instructional design support to instructors towards the successful launch of two Digital Media Diploma courses in Spring 2019.

Arabic Language Institute Courses

CLT worked on creating three ALNG blended courses for ALI, and provided support with instructional design for those courses. Students enrolled in those courses can now learn face to face and online in a seamless experience.
Multimedia projects

CLT provides support to various faculty members to integrate multimedia projects and activities in their teaching. This year CLT staff offered 26 training sessions and helped design 18 multimedia projects. Examples of such activities include working with video creation web tools, visual timelines, Google Sites, as well as text and video annotation tools, supporting the use of interactive and visual tools for students to design projects, incorporating podcasts in courses, and creating blended learning courses on Moodle with interactive videos and content.

Student Technology Assistant (STA) Program

CLT established the STA Program in Fall 2002. STAs provide one-on-one training sessions to faculty members on the use of technology in their courses. Training sessions take place at the instructor’s convenience, in terms of pace, location and time. STAs offer support on educational technologies such as Blackboard and Moodle Learning Management Systems, Microsoft Office Suite, Google Apps, Panopto lecture capture software, classroom response systems such as Nearpod, and web 2.0 tools such as blogs and wikis. The STA program additionally gives classroom trainings on technology tools upon the professor’s request. This year, CLT offered 67 one-on-one sessions for 49 faculty members and 12 classroom training sessions for students.
Lecture Capture and Video Conferencing Services

CLT provides support for faculty members using Panopto for lecture capture. This year, 369 faculty lectures and 494 student presentations were captured with the help of CLT. The total number of active faculty Panopto users is 104 accounts. CLT also provided direct support with the recording of 64 lectures. In addition to lecture capture, CLT manages the planning and technical aspects of instruction-oriented videoconferences at AUC. This year CLT provided support for 112 video conference sessions.

“CLT is quite literally the only entity on campus that promotes pedagogical development and learning. CLT provides a "safe space" to learn, grow, and develop. This is vital to providing quality education. I sincerely appreciate everything they do.”

- Anonymous Faculty member
Outreach and Intellectual Contributions

AUC’s mission extends its scope beyond the AUC community to include outreach activities that aim at “making significant contributions to Egypt and the international community in diverse fields”. CLT participates in this mission by providing support and resources that stimulate learning and promote excellence in teaching via coordinating activities beyond the AUC community, reaching local and international educational communities. During the academic year 2018-2019, CLT faculty and staff members have been involved in 30 outreach activities by facilitating workshops and webinars, organizing and coordinating events, providing consultations, giving presentations and keynote speeches, and collaborating with multiple national and international institutions, to support more than 1300 participants. CLT faculty and staff members also contribute to local and international educational publications by publishing content in peer-reviewed and non-peer-reviewed journals, books and online platforms.

This year CLT participated in outreach activities 30

1300+ International Participants Reached
CLT Associates

In Fall 2015, CLT began the ‘CLT Associates’ initiative to enhance communication with various schools and departments. CLT Associates are faculty members who act as CLT ambassadors within their departments to help disseminate information about CLT programs and services while notifying CLT of departmental needs. CLT currently works with a total of 18 associates from different departments.

Chelsea Green, Assistant Professor of Music, Department of Arts

Adham Ramadan, Professor, Department of Chemistry and Dean of Graduate Studies

Nagwa Kassabgy, Senior Instructor II and Chair, Department of English Language Instruction

Tamer Shoeib, Professor, Department of Chemistry

Mona Amer, Associate Professor and Chair, Department of Psychology

Naila Hamdy, Associate Professor, Department of Journalism and Mass Communication

Diana Van Bogaert, Director, Legal English Training Unit, Department of Law

Heba EL-Deghaidy, Associate Professor and Dean, Graduate School of Education

Magda Mostafa, Associate Professor of Design and Associate Chair, Department of Architecture
Nermeen Shehata, Assistant Professor, Department of Accounting

Nellie El Enany, Assistant Professor of Organizational Behavior, Department of Management

Ezzeldin Yazeed, Professor and Graduate Program Director, Department of Construction Engineering

Hoda Grant, Writing Senior Instructor, Department of Rhetoric and Composition

Ghada Barsoum, Associate Professor and Chair, Department of Public Policy and Administration (PPAD)

Dina Bassiouni, Assistant Professor, Department of Management

Rasha Allam, Assistant Professor and Associate Chair, Department of Journalism and Mass Communication

Noha Youssef, Assistant Professor, Department of Mathematics and Actuarial Science,

Andreas Kakarougkas, Assistant Professor, Department of Biology
Meet the Team

Aziza Ellozy, Associate Provost for Transformative Learning and Teaching
Hoda Mostafa, Director of CLT and Associate Professor of Practice
Ahmad El Zorkani, Manager, Instructional Video and Multimedia Production, Digital Education
Azza Awwad, Assistant Director, Educational Development and Assessment
Caroline Mitry, Senior Manager, Educational Development and Assessment - Strategic Initiatives
Dina Abulmagd, Officer, Educational Development and Assessment
Fady Morcos, Associate Professor of Practice (joint appointment with SSE)
Gihan Osman, Assistant Professor, Instructional Design and Technology (joint appointment with GSE)
Hassan Labib, Producer, Instructional Video and Multimedia Production, Digital Education
Maha Bali, Associate Professor of Practice
Maha Shawki, Manager, Instructional Technology and Multimedia, Digital Education
Marwa Helmy, Officer, Educational Development and Assessment
Mohamad Saleh, Senior Instructional Technologist, Digital Education
Mona Mostafa, Officer, Educational Development and Assessment
Mounira Faried, Senior Administrative Assistant I
Nadine Aboulmagd, Senior Instructional Designer, Digital Education
Naglaa Seddiek, Instructional Technologist, Digital Education
Nesma Hossam, STA Program Coordinator
Patrizia Magni, Associate Director, Digital Education
Paul Desmarais, Manager, Instructional Design, Digital Education
Reham Refaat, Senior Officer, Educational Development and Assessment
Tarek Maghraby, Senior Specialist, Video Services, Digital Education
### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALA</td>
<td>Academy of Liberal Arts</td>
</tr>
<tr>
<td>ALI</td>
<td>Arabic Language Institute</td>
</tr>
<tr>
<td>ALNG</td>
<td>Arabic Language</td>
</tr>
<tr>
<td>AMICAL</td>
<td>American International Consortium of Academic Libraries</td>
</tr>
<tr>
<td>ACCT</td>
<td>Department of Accounting</td>
</tr>
<tr>
<td>APRCI</td>
<td>Associate Provost for Research, Creativity and Innovation</td>
</tr>
<tr>
<td>APTLT</td>
<td>Associate Provost for Transformative Learning and Teaching</td>
</tr>
<tr>
<td>AUC</td>
<td>The American University in Cairo</td>
</tr>
<tr>
<td>BL</td>
<td>Blended Learning</td>
</tr>
<tr>
<td>CAR</td>
<td>Classroom Action Research</td>
</tr>
<tr>
<td>CLT</td>
<td>Center for Learning and Teaching</td>
</tr>
<tr>
<td>DMD</td>
<td>Digital Media Diploma</td>
</tr>
<tr>
<td>FILT</td>
<td>Faculty Institute of Learning and Teaching</td>
</tr>
<tr>
<td>GSE</td>
<td>Graduate School of Education</td>
</tr>
<tr>
<td>HPI</td>
<td>Hasso Plattner Institute</td>
</tr>
<tr>
<td>MACT</td>
<td>Department of Mathematics and Actuarial Science</td>
</tr>
<tr>
<td>MSA</td>
<td>Mid-Semester Assessment</td>
</tr>
<tr>
<td>PPAD</td>
<td>Department of Public Policy and Administration</td>
</tr>
<tr>
<td>RHET</td>
<td>Department of Rhetoric and Composition</td>
</tr>
<tr>
<td>SGID</td>
<td>Small Group Instructional Diagnosis</td>
</tr>
<tr>
<td>SSE</td>
<td>School of Sciences and Engineering</td>
</tr>
<tr>
<td>STA</td>
<td>Student Technology Assistant</td>
</tr>
<tr>
<td>TAs</td>
<td>Teaching Assistants</td>
</tr>
<tr>
<td>TAGS</td>
<td>Teaching Assistants and Graduate Students</td>
</tr>
<tr>
<td>TAPD</td>
<td>Teaching Assistants Professional Development</td>
</tr>
<tr>
<td>TEC</td>
<td>Teaching Enhancement Certificate</td>
</tr>
</tbody>
</table>