Grade Inflation: It’s Not Just an Issue for the Ivy League
by John Merrow

A while back, Randy Cohen’s regular column, “The Ethicist” in The New York Times Magazine, focused on the evidence that “grade inflation” is a big-time issue. A professor had asked whether he should raise grades because those he was giving were below the departmental average. And last week, students and professors at the University of Oregon debated whether grade inflation exists on that campus in an article for the student newspaper, The Daily Emerald. Even in the UK, the Telegraph questioned whether the university degree in England was “losing its meaning” because of grade inflation.

I’ve interviewed a number of students on this issue. Here’s what I found: Matt Mindrum of Indiana University says he studied a total of eight hours for his four semester exams, while Parvin Sathe of New York University says he studied for 20 hours. Marc Hubbard of Colgate reports putting in about 60 hours, but another Colgate student, Bonnie Vanzler, says she studied for just 12. All four made the Dean’s List at their respective institutions.

These days it seems as if nearly everyone in college is receiving A’s, making the Dean’s List, or graduating with honors. What’s more interesting is that college students in general are spending fewer hours studying, while taking more remedial courses and fewer...
Making Assessment Work for You, or Starting the Year Well:
Using Assessments to Stimulate Student Learning

This first issue of Volume 14 of the CTE Teaching & Learning News marks the 14th year that CTE has worked with faculty and students to improve teaching and increase learning on campus. Traditionally, the first issue of the academic year provides readers with ideas for getting the year off to a good start and for improving learning in their classes. On the facing page we provide an abbreviated list of things you can do to start your class off right. The purpose of the list is two-fold. The first objective is to provide examples of strategies you might use in teaching, and the second is to stimulate you to reflect on teaching and student learning. It is the second purpose that I want to discuss a bit further since it represents assessment — in this case self-assessment. Often, when we hear “assessment” we immediately think of summative assessments, i.e., graded activities we use to measure student learning, understanding, or performance ability. While summative assessments are powerful motivators for students, they often are not good vehicles for knowledge acquisition since they traditionally occur at the end of a learning cycle and their purpose is to measure what the student has acquired. In contrast, formative self-assessments (i.e. those measures that reflect on one’s teaching) provide feedback that can be used to modify teaching and learning activities. Formative assessment is a necessary and powerful, though often overlooked vehicle for improving learning.

My two suggestions for starting the semester well are: 1) increase the number and types of formative assessments in your course and 2) develop ways in which summative assessments can facilitate student learning. An example of an easy low effort formative assessment activity is the 1-minute paper. During or at the end of the class students are given one minute to write down the clearest and muddiest points of the day. They hand in that response as they leave class. The instructor quickly reads the student responses and selects a few to address at the start of the next class. This quick read gives a sense of what students did and did not understand — what is or is not working. It takes little effort since there is no grading and the 1-minute papers can be quickly skimmed. If the class is large, a subset (~25%) is sufficient to get a measure of the class’s understanding.

Adapting summative (graded) assessments so that they foster student learning is more challenging. One way I accomplish this is through group quizzes on which students work together in class. Students are given a short quiz, on which they work individually for five minutes; I then allow an additional five minutes during which they can work on the quiz with anyone in the room. To ensure that everyone contributes their best individual effort, only half of the in-class quizzes are group quizzes, and students do not know which are to be completed independently. I use this learning strategy to foster peer learning; when students compare quiz answers they are forced to evaluate their answer and that of a peer.

There are many tried and true classroom assessment techniques (CATS) you can adapt and use to foster student learning. To find out more about classroom assessment techniques visit us at CTE and browse through our resource library for ideas on how to make assessments more fun, engaging, and less work. We are always happy to talk with faculty about ways to make teaching more efficient, effective, and enjoyable or help you solve a teaching problem. A useful resource for a variety of CATS is Classroom Assessment Techniques: A Handbook for College Teachers by Angelo and Cross. It includes 50 assessment techniques of various complexity and risk levels catalogued by discipline and application. It is available in the CTE resource library.


By Spencer Benson
Director of CTE
Starting the Semester on the Right Foot: Ten Concrete Ideas to Take Into the Classroom Tomorrow

What follows is an abridged version of Nora Bellows’ list of forty helpful practices to implement in your classroom throughout the semester. The list originally appeared in the September – October 2001 issue of Teaching and Learning News and was reprinted last fall as the new academic year began. We have selected and adapted ten of Bellows’ suggestions and present them to you as tools to make the first class meeting of the fall semester an effective one.

1. **Call attention (written and oral) to what makes good classroom practice(s):** completing work to be done, following proper procedures, proper use of equipment and clean up, respectful interaction, participation in a helpful, consistent, and appropriate way. Help students understand what positive and negative behaviors and their consequences are—as well as what it means that we are all definitive members of the classroom. Students are responsible for their own learning.

2. **Tell students how much time they will need to study,** how much time the research you require will take to complete, how much time your course, in general, will require of them on a daily and weekly basis.

3. **Put in writing a limited number of class ground rules** regarding absence, late work, testing procedures, grading, and general decorum, and maintain these. Avoid establishing “rules” that do not adhere to the following criteria: 1) definable, 2) reasonable, 3) enforceable. Don’t set a rule if you are not willing to enforce it, because an unenforced or unenforceable rule is worse than no rule at all.

4. **Advise students about the protocols of talking to professors** in conference, over e-mail, and in all other situations.

5. **Explain the difference between legitimate collaboration and academic dishonesty.** Help students understand that importance of academic dishonesty by explaining it in terms outside the context of the classroom—ask them to think about professionals they trust (doctors to identify and cure our ailments, architects to design sound buildings). Help students understand that academic dishonesty hurts all of us when people don’t learn and master by their own legitimate efforts what they are supposed to master.

6. **Have students write out their expectations** for their work in your course and their goals for learning. Studies show that students who identify goals and concrete steps toward achieving those goals are more successful, and, not surprisingly, more likely to achieve both local and global goals.

7. **Take advantage of technology.** Set up a WebCT space students can go to for the course calendar, students’ contact information, and expanded discussion.

8. **Repeat yourself.** Students need to hear, read, or see key material numerous times in order to absorb it.

9. **Explain to students what they need to do to receive an “A”** in your course in order to help them stay focused on what’s important and what’s not.

10. **Help students use their classmates as resources** by setting up smaller “study groups” of students who can work together in and out of the classroom. Set up a buddy system so students can contact each other about assignments and course work, arrange trios of students to assist each other in learning and growing; form small groups for getting acquainted; mix and form new groups several times.

To see the rest of Bellows’ list, visit http://cte.umd.edu/teaching/newsletter.html and scroll down to select last fall’s Teaching and Learning News.
The University Teaching and Learning Program (UTLP) is a Graduate Teaching Assistant community coordinated by the Center for Teaching Excellence. UTLP brings together Graduate Teaching Assistants from across campus to informally discuss the meaning of “good teaching” and to share their teaching experiences. In this supportive structure, Graduate Teaching Assistants work with each other and with CTE staff to complete a teaching portfolio and ready it for circulation on the academic and professional job markets. UTLP is co-sponsored by CTE and the Graduate School.

Graduate Teaching Assistants must complete a UTLP application prior to enrolling in UTLP and should expect to take about one and one-half years to complete the UTLP requirements and their teaching portfolios. Those who complete the requirements receive citation of completion on their graduate transcripts and are recognized at the Distinguished Teaching Assistant Ceremony in May.

For specific UTLP requirements and to download the UTLP application, please visit http://www.CTE.umd.edu. Peggy Jerome Stuart coordinates the UTLP for CTE, and she can field UTLP-related inquiries at mjstuart@umd.edu or (301) 314-1283.

“The University Teaching and Learning Program is a great way to work on your teaching and your teaching portfolio. It is also a great venue in which GTAs can interact with other motivated GTAs who care about teaching well.”

— UTLP Participant
The Libraries’ New Approach to Online Research
By Gretchen Hanson, University Libraries

Watch out! This fall the University Libraries home page is undergoing a major facelift, and the databases and e-journals that you rely on have been absorbed into Research Port. Research Port was released on a limited basis last fall, but now it is stepping into the spotlight to become your one-stop shop for research sources. No longer do you need to download VPN software or dial into the campus network to get off-campus access to databases. Now Research Port will give you access to all of the Libraries’ holdings from either on or off campus. But Research Port is more than just database access; Research Port offers a whole new way of thinking about research. It offers a central gateway to materials organized into highly specific subject categories and provides personalization that will let you save full text articles and citations, database and e-journal lists, preferences, and searches. With a click of button, Research Port allows you to find full text articles and create links to them that will work for your students from on or off campus. Research Port can become the hub of your research world as you gather journals, articles, and searches.

Database/E-Journal Access
Although Research Port offers more than on- and off-campus database and e-journal access, making sure that all of the Libraries’ holdings are accessible is a priority. A handful of databases or e-journals are still only available on campus due to licensing agreements or technical impediments, but the vast majority of resources are accessible from any computer. Log in with the 14 digit barcode on your University ID and last name at http://researchport.umd.edu. If your account is new, or you are having difficulties, you can contact the McKeldin Library Circulation Desk.

Subject specialist librarians have hand-picked databases and arranged them into categories and subcategories that will help you to find the best resources for your topic. You can also locate databases alphabetically or by their vendor.

E-journals are searchable by title, words in the title, or ISSN. E-Journals can also be added to a customized list called My E-journals. With over 22,000 e-journals in College Park’s list, creating a personalized list is almost a necessity! Clicking on the Find It button will offer links to the journal where you can read the latest issue or do a search.

Cross Search Many Databases at One Time
One special feature available in Research Port is the ability to search across multiple databases. Databases that can be searched at once are organized under the Cross Search tab. At this time you can cross search about half of the databases we subscribe to; in the future the number will go up. When you use Cross Search to search databases you can save citations into EndNote or ProCite and into personalized folders. Cross Search also provides you with Find It buttons on every hit.

No longer do you need to download VPN software or dial into the campus network to get off-campus access to databases. Now Research Port will give you access to all of the Libraries’ holdings from either on or off campus. But Research Port is more than just database access; Research Port offers a whole new way of thinking about research.

“Research Port” continued on page 11
Turning Students into Research Scholars: Using Library Resources
Geraldine Foudy, University Libraries
Tuesday, September 14

As teachers, we seek to teach students more than what we already know. One of our fundamental goals is to turn students into scholars, that is, minds capable of identifying and solving problems in several disciplines by applying their tools and methods. This session will introduce the ways the library serves as a resource for undergraduate researchers.

Distinguished Teacher Lecture:
Making Student Thinking Visible:
A Close Reading of Online Conversations
Anita Salem, Rockhurst University
Thursday, September 30

The difficulty that many mathematics students face is their inability to apply methods and concepts used in practiced problems to new situations. This is not only a cause for concern in their mathematics courses but also in subsequent science and engineering courses. This talk will focus on how a careful reading of online problem-solving sessions was used to formulate a simple but useful characterization of students’ approaches to solving out-of-context problems.

Understanding Student Learning
Janet Coffey, College of Education
Allison Druin, College of Information Studies
Friday, October 15

Helping students construct knowledge and knowing what works is a challenge all teachers face. This workshop will highlight the innovative work of two young faculty who are leaders in their fields. In this session they describe some of the innovative ways they have used technology, teamwork, peer learning, and assessments to stimulate learning.

Mentoring: Helping Graduate Students Become Colleagues
Robert Dooling, Department of Psychology
Timothy Helwig, Department of English
Wednesday, October 27

The university has a responsibility to mentor beginning and advanced graduate students, not only as they develop their own research, but also as they become educators. This session will address the nature of graduate student mentoring by both faculty and advanced peers. We will present theoretical issues that come to bear in mentoring, review mentoring programs on campus, discuss strategies for effective mentoring.
Teaching About Plagiarism: Whose Job Is It, Anyway?
Diane Harvey, University Libraries
Tuesday, November 9

Everyone on campus is concerned about plagiarism, but whose responsibility is it to educate students about the issue? A campus panel will discuss approaches to teaching about plagiarism in the classroom, the library and in the wider campus community. How do you help students avoid plagiarism? What can we be doing as a campus to reduce the incidence of plagiarism? Come with your ideas and suggestions. Co-sponsored by the University Libraries.

Distinguished Teacher Lecture:
Taking the Scholarship of Teaching and Learning Beyond the Classroom
T. Mills Kelly, George Mason University
Friday, November 19

Those engaged in the scholarship of teaching and learning are often very focused on what is happening in their own classrooms, sharing their experiences in written form and at conferences, but less often making their results available for use by other teachers. This presentation will discuss two different projects – one small in scale and one much larger and more complex – that make the lessons of one scholar’s experiences available to other teachers. The two projects that will be discussed are: 1. The Western Civilization Webography Project (http://chnm.gmu.edu/webography/index.htm) 2. World History Matters: (http://chnm.gmu.edu/worldhistorymatters/). Although both projects are rooted in history as a discipline, the process of making the results of one’s research public property are applicable to all disciplines.

Integrating Cultural Awareness in Your Course
Shenglin Chang, Department of Natural Resources and Landscape Architecture
Shirley Logan, Department of English
Friday, December 3

One of the added values of a university education is an increased awareness of the many roles that culture plays within a discipline, whether in the sciences, the humanities, or the social sciences. A panel of faculty will present the ways they have helped students begin to understand cultural awareness and its role in a variety of courses. Come with your ideas, examples, and strategies for making cultural awareness part of every course.

All workshops and lectures are held in the Maryland Room, 0100 Marie Mount Hall, from 2:00-3:30.

Remember — Teaching & Learning News will soon be an electronic newsletter.

Visit http://www.cte.umd.edu/TLNMailingList.html and sign up today!
Sustaining Student Voices Series Continues

With campus support from the Center for Teaching Excellence and the Dean for the Division of Undergraduate Studies, a team including teachers and students on campus is working to better incorporate undergraduates into discussions of and research on teaching and learning. We organized three events last year to include undergraduate students in teaching and learning issues. Discussions at a fall student panel discussion and two spring workshops gave the team and participants some key insights into gaps between students’ and teachers’ perspectives. Our ultimate aims are to increase and sustain undergraduate involvement related to issues of and research on teaching and learning issues, namely the scholarship of teaching and learning.

As is often true in the beginning stages of research, we came away from last year’s dialogues with more questions than answers. Students can often identify that they are not “getting it,” but are often neither prepared nor comfortable enough to offer constructive feedback on what is not working for their learning. What teaching methods empower students in various contexts to verbalize and voice their ideas about teaching and learning? We also learned that students’ interpretations of what instructors mean by class participation vary widely. How then does assessing class participation as part of students’ grades affect student learning? And how, if at all, does it change the way that students interact with the teacher and the material? Significantly, increasingly specific questions are ones that students and teachers can more readily investigate through research projects within classrooms and other campus learning communities.

Please join us for further discussion at
• Do You See What I See? Negotiating the Terrain of Classroom Roles, at 5:00 - 6:30 pm on Tuesday, October 12.
• The Best Discussion EVER: What Makes a Class Discussion Excellent? 5:00 - 6:30 pm on Thursday, November 4.

...and through specific conversations about power and privilege in teaching and learning on campus through the Words of Engagement dialogue program on the facing page.

For more information contact Eden Segal, Scholarship of Teaching and Learning Program Coordinator at esegal@umd.edu.

Annual Guide to Instructional Policies and Resources

- Can I cancel my office hours because of weather?
- Should I post student grades outside my office?
- When should I assign a grade of “I”?
- How soon must I order textbooks for the spring semester?
- Where can I find the University Human Relations Code?

This guide offers a brief introduction to the University’s policies, procedures, and resources related to teaching, advising and mentoring. It’s available at the following address:

http://www.faculty.umd.edu/teach/InstructionalGuide.htm
New Undergraduate/Faculty/Graduate Student Dialogue
Launched for Fall 2004
by Eden Segal

What WAS that student/TA/professor thinking, doing, or saying?! We know that teaching and learning on campus can be complicated by different expectations, but how do we bridge the gaps? Our roles and social identity groups (based on race, gender, religion, etc.) can contribute to classroom and campus tensions that interfere with maximizing learning. Last year, the scholarship of teaching and learning team began to engage in dialogue with undergraduates, graduate students, and faculty about ways that expectations affect learning. Several events that focused on student voices in teaching and learning revealed the extent to which:

• Faculty members’ varying expectations are difficult to identify unless they are unambiguously communicated;
• Students are often uncomfortable approaching teaching assistants and professors despite availability during office hours; and
• Graduate students’ teaching responsibilities vary widely by discipline and course, complicating teaching and learning relationships.

In addition to keeping open dialogue going each semester through workshops featuring student voices, we saw an opportunity to use an established forum to address in greater depth the complex issues of power and privilege in classrooms and other learning communities on campus. For five years, Words of Engagement: An Intergroup Dialogue Program, has brought together groups of people on campus to engage in discussion of issues related to their diversity, broadly conceptualized. The purpose of intergroup dialogue is to enable its participants to develop comfort with and skill for discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group understanding and communication.

The undergraduate/faculty/graduate student dialogue will offer participants the opportunity to listen to and engage with those whose perspectives may differ from their own. The unique relationships established through participatory engagement over a seven-week period will enable participants to confront tensions in order to build teaching and learning bridges across groups. The dialogue is scheduled for Wednesdays 4–6 PM and begins October 6.

For more information about this dialogue, contact Eden Segal, Scholarship of Teaching and Learning Program Coordinator at esegal@umd.edu. For more information about the Intergroup Dialogue Program or to register online, visit the Words of Engagement website at www.umd.edu/ohrp or contact Gloria Bouis, Associate Director, Office of Human Relations Programs at gbouis@umd.edu or 301.405.2842.

Want to improve your teaching?
WORK WITH A CTE FACULTY TEACHING CONSULTANT!

The Faculty Teaching Consultation Division was designed to help provide support for campus instructors who would like to improve their teaching. Teachers work one-on-one with a Faculty Teaching Consultant, based on their own goals. The requesting teacher determines the issues to be explored, and the consultant provides an outside perspective, peer support for a plan of action, and suggestions for additional resources.

Any faculty member who teaches for the University of Maryland at College Park can request a teaching consultation, and they are completely confidential. For more information, contact the Center for Teaching Excellence at 301-405-9356 or via email cte@umd.edu.
courses in mathematics, history, English, and foreign languages. Students everywhere report that they average only 10-15 hours of academic work outside of class per week and are able to attain “B” or better grade-point averages.

In a study for the American Academy of Arts and Sciences, former Harvard Dean Henry Rosovsky found that in 1950 about 15 percent of Harvard students got a B+ or better. Today, it’s nearly 70 percent. Last year 50 percent of the grades at Harvard were either A or A-, up from 22 percent in 1966, and 91 percent of seniors graduated with honors. Eighty percent of the grades at the University of Illinois are A’s and B’s, and 50 percent of Columbia students are on the Dean’s List.

If today’s college students were smarter or better prepared, that would explain the higher grades, but that doesn’t seem to be the case. Over the last 30 years, SAT scores of entering students have declined, and fully one-third of entering freshmen are enrolled in at least one remedial reading, writing or mathematics course, the highest enrollment being in math. According to Lynn Steen, a mathematics professor at St. Olaf College, 80 percent of all student work in college math is remedial.

If they’re not smarter or better prepared, perhaps they’re working harder? This doesn’t seem to be the case either. The assumption behind most college courses is that students will spend two hours studying for every hour they spend in class, but that is rarely the case. The National Survey of Student Engagement (NSSE) reveals that not even 15 percent of students come close to this ideal.

George Kuh at Indiana University Bloomington, who directs the NSSE, says that students get higher grades for less effort because of an unspoken agreement between professors and their students: “If you don’t hassle me, I won’t ask too much of you.” Kuh is sympathetic to the plight of many college instructors, who often are responsible for teaching hundreds of students. “College teachers have too many students and not enough time, so it’s easier to give good or at least pretty good grades rather than have to explain to an angry student how a grade was arrived at.”

Someone ought to tell students how unimportant good grades are once they leave the campus. Grade-obsessed students probably assume that high grades lead to better jobs and more money, things they care about. In 1993, 57 percent of students said that the chief benefit of a college education is increased earning power, and that number has been going up. Thirty-seven percent of students say they would drop out of college if they didn’t think they were helping their job chances.

What is correlated with success is what is called “engagement,” genuine involvement in courses and campus activities. Engagement leads to what’s called “deep learning,” or learning for understanding. That’s very different from just memorizing stuff for the exam and then forgetting it. As Russ Edgerton of the Pew Forum on Undergraduate Learning notes, “What counts most is what students DO in college, not who they are, or where they go to college, or what their grades are.”

Colleges shouldn’t be let off the hook either. They should be focused on the “value added” of the student experience. In today’s society, the need to educate for understanding—not just grades—has never been more important. It’s just as critical in community college as in the Ivy League. What should students be learning, and what kinds of learning matter most? What kinds of teaching and student engagement promote “deep learning”? Can that learning be measured? What is the evidence? As basic as it sounds, few institutions in America can answer these questions with any certainty, even though learning is ostensibly the core purpose of higher education.

Some in higher education are trying to get a handle on what really happens in the classroom. The aforementioned National Survey of Student Engagement (NSSE) looks at the classroom activity which we
Quick Search and My Research Port

The University’s researchers have diverse researching needs. For novice users or those not sure where to start, Research Port offers Quick Search. Quick Search will search three pre-selected databases and take users directly to a merged set of results. Many users do not know which databases to search; Quick Search allows them to get in and start searching without being confronted by categories or lists of unfamiliar database names. It is not meant to provide in-depth research, but it will allow users to get quick access to some quality results from scholarly publications.

On the other end of our diversity scale are advanced users who will need to create a customized Research Port; for them we have My Research Port. Access your account by logging in with your last name and barcode, and items saved to My Databases, My E-journals, My Items, and History will remain from session to session.

Find It Brings It All Together

You may have seen the Find It button showing up in library databases over the past two years. This powerful little button is also fully incorporated into Research Port and works to bring all of the services of the library into a single menu. Find It is famous for providing links to full text, but did you know that it also provides a link to the catalog if the Libraries own the journal in question? If no electronic full text is available, a self-populating link to an Interlibrary Loan Request is offered. Find It ensures that you always have a way to obtain the article you need.

Full text links are not the only way Find It can enhance your research. A feature called “Save Citation and Link” will allow you to save citations into MLA, APA, ABE or Chicago style along with a link that provides the most current access information for each article. This is perfect for course reading lists or reserves! Keep your eye on this button because new features will be added in the future.

Integrate into WebCT

Now that you have created your perfect research hub with Research Port, try incorporating it into WebCT. Post items you found from your list of saved items to the bulletin board or chat rooms. Provide links to a single database or category of databases. Even create reading lists using “Save Citation and Link”. OIT provides courses on integrating the Libraries into WebCT. Don’t make yourself work twice–find an article with Research Port and use it to enhance your instruction. Research Port is not just database access, it’s a whole new way to think about executing research and utilizing your results.

This article is reprinted with permission from The Carnegie Foundation for the Advancement of Teaching. It appeared as part of the series, Carnegie Perspectives, A Different Way to Think About Teaching and Learning. More information is available at http://www.carnegiefoundation.org/perspectives/.

John Merrow, who reports on education for The NewsHour with Jim Lehrer and Frontline for PBS, is a scholar-in-residence at The Carnegie Foundation for the Advancement of Teaching. A version of this piece appeared in the March/April 2004 edition of the Dartmouth Alumni Magazine and a February 2003 issue of USA Today.
## Fall Teaching & Learning: Calendar of Events

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<tr>
<td>14 Tuesday 2:00</td>
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<td>CTE Workshop: “Turning Students into Research Scholars: Using Library Resources”</td>
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<td>14 Tuesday 7:00</td>
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<td>College Park Scholars Series: Tom Holtz - “Fierce, Fast, and… Feathered?! Paleobiology of Tyrannosaurus rex”</td>
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<tr>
<td>30 Thursday 2:00</td>
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<td>CTE Invited Speaker: Anita Salem, Rockhurst University - “Making Student Thinking Visible: A Close Reading of Online Conversations”</td>
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<td>7 Thursday 4:00</td>
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<td>Distinguished Scholar-Teacher: George Quester - “What if the Nuclear Taboo Gets Broken?”</td>
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<td>12 Tuesday 5:00</td>
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<td>Student Voices Series: “Do You See What I See? Negotiating the Terrain of Classroom Roles”</td>
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<td>14 Thursday 3:30</td>
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<td>Distinguished Scholar-Teacher/College Park Scholars Series: Bruce James - “Environmental Challenge and Creative Response: Common Patterns in Healthy Ecosystems and Enduring Human Civilizations”</td>
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<td>CTE Workshop: “Understanding Student Learning”</td>
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<td>19 Tuesday 4:00</td>
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<td>Distinguished Scholar-Teacher: Michael Coplan - “University Interdisciplinary Studies, A Short History with Examples”</td>
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<td>27 Wednesday 2:00</td>
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<td>CTE Workshop: “Mentoring: Helping Graduate Students Become Colleagues”</td>
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<td>28 Thursday 4:00</td>
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<td>Distinguished Scholar-Teacher/College Park Scholars Series: James Duncan - “Surf’s Up! A Visual Exploration of the Beauty and Physics of Breaking Waves”</td>
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<td>4 Thursday 3:00</td>
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<td>Distinguished Scholar-Teacher: Bryan Eichhorn - “Fuel Cells and the Hydrogen Economy: Science and Politics”</td>
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<td>College Park Scholars Series: Ruth Fassinger - “Every Dream You Have Is Possible: Career Journeys of 100 Women Who Changed Our World”</td>
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<td>11 Thursday 4:00</td>
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<td>Distinguished Scholar-Teacher: Michael Fu - “Simulation from Monte Carlo to College Park: A Random Sampling”</td>
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<td>18 Thursday 4:00</td>
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<td>Distinguished Scholar-Teacher: Jackson Bryer - “Reading Other People’s Mail: The Pleasures and Frustrations of Editing Correspondence”</td>
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<td>College Park Scholars Series: Kalyani Chadha - “Imagining India: Bollywood Films and the Diasporic Imagination”</td>
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