## Teaching & Learning News

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### What It Means to Learn: An Update on Statements of Learning Outcomes

**Donna B. Hamilton, Associate Provost for Academic Affairs and Dean for Undergraduate Studies**

In just one year, the University has shifted its approach to teaching and learning by generating statements of Learning Outcome goals for every degree program offered here at Maryland. On a campus that is accustomed to thinking about teaching in terms of faculty presentations and achievements, focusing on student outcomes was at times a mind-bending exercise.

Confusion and frustration characterized early reactions to the work of stating learning outcomes: “I can’t possibly describe what goes on in my class!” one resistant professor said. But somehow, given time and support, faculty members in departments ranging from Aerospace Engineering to Women’s Studies began to articulate what they intend for students in their programs to know, to do, and to appreciate, producing such statements as these:

Students will be able to distinguish among a variety of genres of primary and secondary historical texts (e.g. documents, monographs, letters, novels, film, political cartoons, essays) and use them appropriately and effectively in academic work. (first of three outcomes for History, B.A.)

“...Outcomes” continued on page 11

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*Teaching & Learning News* is published by the Center for Teaching Excellence, University of Maryland
The Teaching Commons: Is There a Place for It at UMD?

Having grown up in New England, the idea of “a commons” is a familiar one, as I am sure it is for many of you. A commons can be defined as a centrally located space, belonging to and used by a community. In my hometown it was a village green where individuals came together to exchange ideas, deal with the problems of maintaining a small town and to celebrate. It was space where the community worked, played and connected. So, what does this have to do with teaching and learning? Recently Pat Hutchins and Mary Huber have used idea of a teaching commons to talk about improving the quality of education. Both in a recent Change article, “Building the Teaching Commons” (May/June, 2006), and in their book The Advancement of Learning: Building the Teaching Commons, they describe how higher education is being changed by the work of scholars from a wide spectrum of disciplines through scholarship of teaching and learning (SoTL).

For many faculty the idea of integrating scholarship in their teaching and student learning is foreign and often even off-putting, SoTL often evokes the idea of “loading on” another expectation to a professional career that is already bursting at the seams with expectations for which there are little if any rewards. Although this pessimistic view is widely held, it is fundamentally false. Faculty have always been expected to teach in a professional and scholarly manner, to do less is unacceptable to one’s self and the university, and the personal and professional rewards of teaching well and sharing what works in our classrooms are significant and tangible.

Scholarly teaching and scholarship in teaching are not synonymous. Scholarly teaching often is done privately and its fruits benefit one’s students but not one’s colleagues. Scholarship in teaching includes the former but goes further in that it expects and requires that the products of one’s teaching are shared and contribute to the body of knowledge about teaching and student learning. This is where the teaching commons comes in; it is an intellectual space where faculty can share their expertise, successes, challenges and ideas about teaching. Scholarly teaching and scholarship in teaching are both challenging, and both require the same level of intellect, community, and creativity that discipline scholarship does. However, unlike discipline scholarship, where there is a ready-made community of peers and where there is an expectation—a requirement—that we make our work public, for our teaching there are no such embedded expectations. As such, too often it is private work that is not assessed (privately or publicly) and thus the benefits of peer review are precluded.

Whereas the biological/physiological processes by which students learn do not rapidly change (except on an evolutionary scale) the processes, tools, pedagogies and our understanding of how students learn do change within generations. The teaching commons and SoTL provide the means to help us understand and exploit the knowledge regarding pedagogies and how people learn. They help us to understand what works and what doesn’t and which things work best for a given class; they provide tools that can be adopted/adapted from other disciplines to our classes; they provide a compass to help us steer through changes that are occurring in higher education. In a practical sense a teaching commons provides the space in which to share ideas and insights and where we can to get to know our neighbors and enlist their help in solving our problems.

For a minute, imagine that you want to try a new pedagogy, e.g. online role play. You could Google “on-line role play” and then sift...
Editor's Note

CTE welcomes you to the fall 2006 semester. This issue of Teaching & Learning News includes descriptions of many CTE programs, so please take a few moments and review our activities. We encourage you to take advantage of CTE’s efforts.

A word about what CTE is not. We neither set policy nor govern curricula, pedagogies, or, for that matter, any aspect of teaching and learning. Instead, we work to assist those who want to enhance teaching and improve student learning. Our purpose is to support the graduate students, faculty, administrators, and departments who teach undergraduate students. All of our programs follow those objectives.

In response to your feedback and our own assessments, we have refined our workshop series. CTE staff will lead three sessions on Friday afternoons. Two—the first a basic and general workshop on effective teaching, and another on global learning—will last ninety minutes, and participants should expect to leave each session with new tools for their teaching. The other session will be a three-hour workshop in which twenty participants will develop a starting template for using one newer technology for at least one assignment in at least one class. We have to start somewhere. Registration will be required and attendance limited, so look for details soon.

CTE is especially excited to co-host, with OIT’s Academic Support unit, John Merrow, the distinguished education correspondent and producer, whose documentary, Declining by Degrees, is an important investigation of higher education in the U.S.

We are initiating a new mentorship program for international graduate teaching assistants, updating the university teaching and learning program, and working with faculty and graduate students as the University co-sponsors this November’s meeting of the International Society for the Scholarship of Teaching and Learning. Much is happening at CTE. We invite you to contact us, to participate in a workshop, to apply for one of the grants and fellowships we facilitate, or to offer your thoughts on needs we might address more effectively.

Faculty Handbook of Policies & Resources

- Can I reschedule a final exam?
- What are the University’s guidelines for attendance policies?
- In what cases am I required to submit early warning grades?
- Do I need approval to sell my own textbook to students taking my course?
- What must be included in my course syllabi?

This guide offers a brief introduction to the University’s policies, procedures, and resources related to teaching, advising and mentoring. It is available at the following address: http://www.faculty.umd.edu/teach/InstructionalGuide.htm

The Honor Pledge

The Student Honor Council encourages instructors to include the following information in course syllabi:

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment).”
The CTE-Lilly Teaching Fellowship reflects much about CTE’s hopes for sustained conversations about teaching and learning across disciplines. Fellows report that their year-long experience with colleagues is rewarding, and that the opportunity to address the problems of their classrooms, to discuss innovations they’ve developed, and to share progress they’ve made has enhanced their teaching. In that spirit, Teaching & Learning News has begun to ask past Lilly Fellows to contribute reflections on teaching and learning. We are very pleased to begin with pieces from Scott McGinnis, a Fellow from the 1996-1997 cohort, and Diane Harvey, from the 2001-2002 cohort.

Scott McGinnis, Formerly of Asian and East European Languages and Cultures (ARHU)

In the nine years since completing my year as a Lilly Fellow, I have spent less than three of them as a full-time classroom teacher. Indeed, in many ways, much of what I have spent doing the last seven years in particular has made me feel more like a learner than a teacher. I spent the first four years of that time as a research associate for the National Foreign Language Center (NFLC), an NGO dedicated to research on and projects for national language capacity and needs. During those years at NFLC, I worked on a remarkable range of activities related to the Less Commonly Taught Languages (LCTLs) in general, as well as my own Chinese language area of expertise in particular. Throughout that period, I constantly found myself reassessing the complex interrelationships not only within the formal United States K-16 educational system, but also between that system and the other sectors within which foreign languages are taught to Americans, such as the federal government and the private sector. It was, in many ways, comparable to the constant sense of cross-disciplinary discovery and collaboration that we shared as Lillies.

More recently, since the spring of 1993, I have been serving as the Academic Advisor for the Defense Language Institute’s Washington Office (DLI-W). Unlike the large institution out in Monterey, California, DLI-W is not a single school, but rather a coordinating authority contracting out language instructional services to five proprietary (commercial) language schools in the District of Columbia and northern Virginia, and the Department of State’s language school, the Foreign Service Institute (FSI) in Arlington, Virginia. The lessons learned during my four years at NFLC as to how potentially competing organizations must in fact cooperate with each other to meet national needs relating to language and cultural capacity in truly less commonly taught languages could not be put to better practical ends. And again, reflecting the lessons we learned during our year as Lillies, recognizing how much can be learned from those teaching in other than our own often rarified university classroom environments is an important basis for making us better teachers, and our students better learners – as well as reminding us that as teachers, we, too, must be lifelong learners.

In some ways some of the greatest pleasure I gain from my current job is that of being a constant student (albeit hardly a highly proficient one!) of the over 50 languages that our DLI-W students are learning in any given day. In my current position, my job responsibilities call for me providing academic advice in areas including curriculum design, materials selection, student learning styles and strategies, and assessment methodologies. I observe several hours of classes...
My Freshman Year: What a Professor Learned by Becoming a Student. Rebekah Nathan. Cornell, 2005. Reviewed by Henrike Lehnguth, CTE Coordinator of Graduate Programs

“Were we like that? Are students today different?” Anthropologist Rebekah Nathan did not stop at posing these questions once and again in puzzlement but decided to look for concrete answers. As in her previous anthropological work outside of the United States, Nathan aimed at learning how this “alien” undergraduate culture worked. She decided to “go native” and enrolled as a freshman at her own state university. She took undergraduate classes, in some of which she struggled (to her own surprise) and relocated to one of the many residence halls. My Freshman Year: What a Professor Learned by Becoming a Student is the product of this one-year study and it is certainly a worthwhile read for university educators. Nathan shows us how well-meant curricula and programs can be misguided if they don’t account for what she perceives as specific cultural rules and norms in undergraduate life. Here “fun” is one of the guiding principles, where body image, relationships and entertainment dominate private conversations. Controversial classroom topics, on the other hand, as Nathan sees it, hardly touch students’ out-of-class interactions. The romantic notion of universities as spaces of a free exchange of ideas has given way to goal-driven, practical attitudes, where you better not “write what you want to that prof;” as one senior put it, because “you’re gonna end up with a bad grade.”

My Freshman Year highlights undergraduate life as cultural rather than individual practices that are linked to professors, university guidelines and the larger community. The book thereby skillfully avoids the trap of allocating blame. Instead, the ways university structures take significant part in shaping undergraduate culture become clear. Nathan exposes the undergraduate “community” and by extension the university “community” as an illusion. She emphasizes how undergraduates long for a community that perhaps never was but face highly individualized schedules. In Nathan’s dorm, Casey is up at five for ROTC training, others sleep till 1 p.m., and many students work off-campus. Consequently many undergraduates only cross paths with like-minded others. Underlying much of the book’s observations, including its reflections on time management and scheduling, is the abundance of choices available to students. The lack of community certainly goes hand in hand with oversaturating offers, where student life is fragmented and students might be led to choose the easiest and most comfortable college path. While undergraduates claim choice—to which any university requirement poses a potential obstacle—as one of their core values, Nathan warns that “[d]espite our celebrated freedom to choose, we seem to choose the same things.”

While the book offers few solutions, it broaches some of the key debates that college educators should revisit. What do we want college education to do? Nathan dedicates one chapter to how international students “see us.” Many complained about what they perceived as misinformation and ignorance. This is also what unlimited choice can do. As educators we need to evaluate how far choice should go so that college continues to offer real personal growth towards maturity, responsibility, and criticism. We have a choice.

Editor’s note: The New York Sun determined that Rebekah Nathan is in fact Cathy Small, an anthropologist at Northern Arizona University. The book’s fieldwork ethics have stimulated an extended and sometimes heated discussion.
Fall Teaching & Learning Schedule

Making Teaching Effective
September 29
2:00-3:30
Maryland Room
Marie Mount Hall

This ninety-minute workshop will focus on ways to improve student learning through effective pedagogies. The Director of CTE will lead participants as they craft strategies for improving classes. Participants will discuss and learn about UMD polices, facilitating student-teacher and student-student interactions, and classroom assessment techniques (CATs) that can be applied to a wide spectrum of courses. Participants should expect to leave the workshop not only with new ideas but with materials in hand.

Distinguished Speaker: John Merrow
October 20
2:00-3:30
McKeldin Library

The Center for Teaching Excellence, in partnership with OIT’s Academic Support unit, is hosting a visit to the University by John Merrow, a longtime education correspondent for public television and radio, and head of the non-profit Learning Matters, which produces television, radio, and podcasts on teaching and learning. Merrow’s documentary and book, Declining by Degrees, is an important and provocative report on higher education in the United States.

Declining by Degrees is the product of careful investigation and interviews with students and faculty about the expectations brought to higher education and the experiences of undergraduate students, instructors, and administrators. It surveys much about learning, teaching, and living at the contemporary university, including the relationship between learning and professional training (and, of course, graduates’ salaries), the challenges of attending college while working, the connections between secondary and higher education, the varying approaches of large and small institutions, and the perspectives of faculty for whom teaching seems undervalued. Merrow has continued to engage in follow-up reports on those whose stories were part of the documentary, and those are being released as podcasts. His article, “My College Education: Looking at the Whole Elephant,” in the May/June 2006 issue of Change, surveys conclusions drawn from Declining by Degrees. CTE will arrange a screening of the documentary in advance of Merrow’s visit.

As workshops and other events approach, visit http://www.cte.umd.edu for more details. You can also find an archive of past workshops, including electronic resources made available by the presenters, at http://cte.umd.edu/teaching/workshops/index.html
New(er) Technologies for Student Work
November 3
12:00-3:00
Maryland Room
Marie Mount Hall

*Note: This session will be limited to twenty participants, and registration will be required.*

While there are too many “technologies” to investigate for their benefits to one course, this workshop, led by CTE’s Acting Assistant Director, will introduce a handful of tools and will guide participants as they invent specific assignments and implement limited application of one instructional technology. Possible media include blogs, clickers, Blackboard, and podcasting. The objective of this workshop is to develop a first implementation of a single tool. Participants should expect to leave with one assignment, one module, or one method, which they may further develop and refine even well after the semester ends.

Global Learning
November 17
2:00-3:30
Maryland Room
Marie Mount Hall

The 2005 President’s Promise highlighted the internationalization of undergraduate education as a response to an increasingly globalized world. CTE will address this challenge by offering a workshop on global learning. The session, led by CTE’s Coordinator of Graduate Student Programs, will interrogate what skill sets we refer to when speaking of global learning. It will further inquire how to teach all undergraduate students these skills by effectively incorporating global learning strategies into our class curricula and by avoiding counterproductive pitfalls. Lastly, the workshop will address how to better utilize on-campus resources. What role, for instance, should and can faculty and teaching assistants of international background play to reach this important learning goal?

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The International Society for the Scholarship of Teaching and Learning
Annual Conference
Making a Greater Difference: Connecting to Transformational Agendas
Washington DC, November 9-12

The Center for Teaching Excellence wishes to encourage all UM faculty, staff and graduate students engaged in the scholarship of teaching and learning - critical inquiry into the teaching and learning of one’s own field or discipline - to attend. Please contact CTE for additional information. The conference site is http://www.issotl.indiana.edu/ISSOTL/.

Early registration ends October 1st. If you have questions about the conference, please contact CTE at cte@umd.edu or 301 405 9356.
Online Teaching Resource Packets

CTE has made available a valuable teaching resource for the campus community. Visit http://cte.umd.edu/PODresources.htm to review a number of brief essays published by the POD (Professional and Organizational Development) Network.

These POD packets address current, relevant topics in higher education teaching and learning. Each is composed of past “Essays on Teaching Excellence,” a POD Network publication series.

Written by expert scholar-practitioners, these thoughtful and succinct essays can be used as readings for faculty development workshops, seminars, individual consultations, and classes on college teaching.

EXAMPLES OF AVAILABLE PACKETS:
The Learning Process
Change, Renewal, and the Professoriate
Technology and Related Issues
Improvement of Teaching and Assessment
Alternatives to Traditional Teaching Methods and Learning Strategies
The Student/Teacher Relationship
Defining and Characterizing Teaching
Motivating Students
Cooperative/Collaborative Learning, Small Groups
Critical Thinking
Diversity Issues
Grading, Testing and Assessment
Introductory Courses/General Education

University Teaching and Learning Program

The University Teaching and Learning Program (UTLP) is an elite cohort of graduate teaching assistants who come together informally to discuss aspects of teaching and learning, engage in mentoring relationships, and create their teaching portfolios. UTLPers have a common commitment to improving undergraduate education and an eagerness to make their classes the best that they can be.

Supported by the Office of the Provost, UTLP is administered by the Center for Teaching Excellence and coordinated by Henrike Lehnguth, CTE’s Coordinator of Graduate Programs and a doctoral student in American Studies. For more information about the UTLP, contact her at lehnguth@umd.edu.

WORK WITH A CTE FACULTY TEACHING CONSULTANT

The Faculty Teaching Consultation Division is 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.

Consultations can address any number of areas, including, among other issues, assessment, active learning, collaborative learning, lecturing, instructional technology, syllabus construction, rubrics for grading, and scholarship in teaching and learning.

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 at cte@umd.edu.
A Selection of New Arrivals in the CTE Library


Any teacher or student affiliated with the University of Maryland may borrow from the CTE library. Most of our holdings can be searched by visiting [https://www.cte.umd.edu/onlinelibrary/index.html](https://www.cte.umd.edu/onlinelibrary/index.html), and we invite you to stop by and browse our materials at 0405 Marie Mount Hall.

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Try Clickers for a Day

Are you interested in the student response devices known as clickers? CTE has a loaner program. You can borrow a set of radio frequency (RF) clickers and a laptop equipped with the RF receiver which makes any classroom with an LCD projector a clicker classroom.

For more information about classroom response technology, visit [http://www.clickers.umd.edu](http://www.clickers.umd.edu), see the November-December 2005 issue of *Teaching & Learning News*, or contact CTE at cte@umd.edu.

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Subscribe to *Teaching & Learning News*

This first newsletter issue of the academic year is the only one printed and mailed to the campus. We continue to post the other four issues electronically and notify subscribers by email when a new *TLN* is available. Regular readers will notice that we have made a full transition to an HTML newsletter (though pdf versions remain available).

For more than fifteen years *TLN* has included articles, notes, and schedules to keep the campus informed about new technologies, available grants, fellowship notices, workshops and roundtables, distinguished lectures, assessment, learning outcomes, classroom management strategies, consultation programs, new conferences, established programs, award winners, grant recipients, University policies on teaching, and other valuable information for faculty and graduate teaching assistants. Most important, it always suggests ways to enhance teaching for better learning.

Subscribing to the *TLN* listserv list takes about twenty seconds and means that you will receive approximately five emails a year, notifying you that a new issue of the only regular campus-wide publication on teaching and learning has arrived. If you are one of the many who already read, please share your feedback with us via cte@umd.edu.

Visit [http://www.cte.umd.edu/TLNMailingList/](http://www.cte.umd.edu/TLNMailingList/)
through 198,000,000 hits. You could go to the library or a database like ERIC and search for information on on-line role play. Or you could walk down the hall and ask a colleague if he or she has ever used this or a similar approach in their teaching. Which would be most efficient, which would you be most likely to do, which would yield the most useful information? Now, imagine that instead of having a single faculty member who you knew would take your question seriously, you had dozens (hundreds?) who you could talk with. The teaching commons strives to build that community of colleagues who can be called upon for help when you have a problem, need to brainstorm, or need someone to read a draft of a manuscript that describes your latest innovation in teaching and learning.

Scholarly teaching and scholarship in teaching are both challenging, and both require the same level of intellect, community, and creativity that discipline scholarship does. However, unlike discipline scholarship where there is a ready-made community of peers and where there is an expectation—a requirement—that we make our work public, for our teaching there are no such embedded expectations.

Is there a place for a teaching commons at UMD? Certainly. Does it exist? Probably. There are numerous nooks and crannies on campus where conversations on teaching and learning occur, some spontaneously and others, such as the CTE workshops, the CTE-Lilly Fellow program, the BSOS teaching committee, the Academy for Excellence in Teaching and Learning (AETL), the instructional improvement grant program, where it is occurs on a regular basis.

One special venue where you can learn more about and take part in a SoTL commons is the 2006 International Society for Scholarship in Teaching and Learning Conference, which will take place Nov. 9-12, 2006 at the Hyatt Regency Washington on Capitol Hill. This is a unique opportunity to interact with hundreds of international scholars from all discipline who have come together to share their work and expertise on teaching and learning. If you go, be sure to visit the conference’s Teaching Commons and share your work and expertise with a new colleague. Information on the 2006 IS-SoTL meeting is available on the conference web site http://www.issotl.indiana.edu/ISSOTL/ and from CTE. Maryland is a co-host of the conference and will be presenting a number of individual and featured sessions.

Diane Harvey, University Libraries

When I was selected in 2001 as the first librarian Lilly Fellow, it was an indication to me that librarians are regarded as part of the teaching faculty. Librarians provide information literacy instruction in 1,000 sessions over the course of an average year, and we take advantage of the many ‘teachable moments’ at the reference desk, but our access to students, and teaching methods differ from a standard semester-long course. I hoped that the Fellowship would give me a chance to examine my role as a teacher.

I’m happy to report that the yearlong opportunity to immerse myself in issues of teaching and learning added a valuable dimension to my own professional identity, and confirmed for me that librarians are indeed an important part of the teaching faculty. The 2001-02 Lilly cohort focused on mentorship, and the commitment and passion of my colleagues taught me a lot about the importance of helping students feel connected to the University. During the year’s discussions, I was better able to understand how librarians contribute to student learning at the University. By the end of the Fellowship year, it was clear to me...
Students will demonstrate the ability to use contemporary experimental apparatus common to the study of physical phenomena, and have the ability to acquire, analyze and interpret scientific data. (fourth of five outcomes for Physics, B.S.)

African American Studies majors can identify, describe, and relate central themes, methods, and scholarly developments of the field of African American Studies. (first of five for African American Studies, B.A.)

To date, more than 400 academic programs have stated learning outcome goals for their students, as have the Libraries and all offices in Student Affairs. The credit for this amazing progress goes to an energetic campus network that began with the formation of the Provost’s Commission on Learning Outcomes Assessment nearly 3 years ago. After a year of getting the Commission up to speed, a campus-wide committee was formed to power the network. The leadership team of the Commission worked step-by-step with these faculty and administrators, who were representing both graduate and undergraduate programs. After being trained themselves, those representatives went back to the colleges to assist faculty, who then wrote the outcomes for their programs and began thinking about assessment. Finally, in March 2006, colleges sent Provost William Destler the Learning Outcomes that the faculty had created. Again, the campus-wide committee went into action, this time divided into 4 teams who used the training and experience gained during the preceding months to review the 400 plans that had been submitted. The plans are now posted on the website of the Office of Institutional Research and Planning, where they are accessible to all faculty.

What we are about here is a process that makes teaching and learning more transparent. Professors will know what they need to put into a course. Students will know what they can expect to get from a course. Statements of outcomes and assessment techniques will, of course, change. Assessment results will prompt some changes; other change will result from changes in the field of study and changes in program design. Whatever the case, learning outcomes assessment provides the university with a system for constant program renewal.

It is indeed rare for a university as large as ours to work collectively on a single project. Still, the learning outcomes assessment project has been just that. The collective effort has provided the university with a campus-wide assessment plan and with a new collective conversation about what it takes to educate our students.

“Looking Back...” continued from page 10

that I wasn’t a librarian who did some teaching, but a teacher whose subjects were libraries, information resources, and information literacy skills.

Five years down the road, my work at the Libraries grows directly out of my identity as a teacher. Projects on academic integrity and plagiarism, outreach to K12 educators, and new instructional programs for undergraduate students are enriched by what I learned during my Lilly Fellowship. Since 2001, four of my library colleagues have benefited from participation in the Fellows program.
CTE’s Fall Workshop and Speaker Series

Making Teaching Effective
September 29, 2:00

Distinguished Speaker: John Merrow
October 20, 2:00

New(er) Technologies for Student Work
November 3, 12:00

Global Learning
November 17, 2:00


The University of Maryland’s Center for Teaching Excellence is an initiative of the Office of the Associate Provost and Dean for Undergraduate Studies.

CTE supports departments, faculty, and graduate students by offering resources and assistance as part of a campus-wide effort to improve teaching and learning.

The International Society for the Scholarship of Teaching and Learning

Annual Conference
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Washington DC, November 9-12

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