Distinguished Teaching Assistants Honored at Ceremony

On May 11th, CTE hosted its annual ceremony for Distinguished Teaching Assistants. Departments are invited to identify up to 10% of their TAs for this honor. This year, 90 Distinguished Teaching Assistants were named.

In their capacities as autonomous teachers of record, discussion and recitation leaders, lab instructors, graders, and mentors, TAs make profound contributions to undergraduate education at the University of Maryland. This awards ceremony offers a yearly capstone for our efforts to recognize that commitment to teaching and learning.

Associate Provost for Academic Affairs and Dean of the Graduate School Charles Caramello; Associate Provost for Academic Affairs and Dean for Undergraduate Studies Donna Hamilton; and Director of the Center for Teaching Excellence Spencer Benson each offered thoughtful remarks recognizing the importance of Teaching Assistants in undergraduates’ education and reaffirmed the central role of teaching within the life of the university.

Please see pages two and three of this issue for images from the awards ceremony. A complete list of this year’s Distinguished Teaching Assistants can be found on page four.
Distinguished TAs gather after the ceremony

Distinguished TAs from the Department of Animal and Avian Science: Andrew Schiffmacher and Nishanth Sunny

Distinguished TAs from the Department of Nutrition and Food Science: Amy Anderson, Binetou Seck, and Ucheoma Akobundu

Distinguished TAs from the Department of Animal and Avian Science: Andrew Schiffmacher and Nishanth Sunny
From the Department of Electrical and Computer Engineering: (Left to right) Yao Li, Steven Tjoa, Nicole Nelson, David Sanders, Peng Xu, and Mohamed Fahmi

UTLP Grad Stephanie Grutzmacher, Distinguished TA Kim Vanputten-Gardner, and UTLP Grad Janet Liechty, all from the Department of Family Studies
## 2006-2007 Distinguished Teaching Assistants

### COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

Department of Animal and Avian Science: Andrew Schiffmacher, Brandon Sitzmann, Nishanth Sunny

Department of Nutrition and Food Science: Ucheoma Akobundu, Amy Anderson, Binetou Seck

### COLLEGE OF ARTS AND HUMANITIES

Department of American Studies: Christopher Perez

Department of Art History and Archaeology: HyoSil Suzy Hwang

Department of Classics: Charlotte Maierich

Department of English/Creative Writing: Gerald Maa, Tyler Mills, Ken Weaver

Department of English: Damion Clark, Julie Florelli, Mary Frances Jimenez, Gillian Knoll, Rebecca Lush, Christine Maffuccio, Jason Payton, Kelly Wise-cup

Department of French and Italian: Sandhyia Mohan

Department of Germanic Studies: Elodie Lafitte, Christina Wall

School of Music: Joshua Fishbein, Katherine Morehouse, Laura Schnitker

Department of Philosophy: Elizabeth Schechter

Department of Theatre: Michelle Granshaw

Department of Women’s Studies: Claire Jen, Kimberly Williams

### COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

African American Studies Department: Jason Nichols, Tammy Sanders

Department of Criminology and Criminal Justice: Rachel Philofsky

Department of Government and Politics: Jonathan Brown, David Garcia, Greg Shaffer, Lisa Wilson, Justin Wu

Department of Psychology: Julie Lyon, Scott Roberts

Department of Sociology: Theodorus De Jager, Dawn Norris, Heather Ridolfo

### COLLEGE OF CHEMICAL AND LIFE SCIENCES

Department of Biology: Jennifer Siani, Sky Lesnick

Department of Cell Biology and Molecular Genetics: Courtney Hollender

Department of Chemistry and Biochemistry: Arthur Winter

Department of Entomology: Akito Kawahara

Program of Sustainable Development and Conservation Biology: Caroline Humphrey, Heidi Ruffler, Thomas Smerling

### COLLEGE OF COMPUTER, MATHEMATICAL AND PHYSICAL SCIENCES

Department of Astronomy: Edmund Hodges-Kluck

Department of Geology: Christine France

Department of Mathematics: Andrew Dykstra, Valerie Hyde, Gregory Johnson, Hunter Johnson

### COLLEGE OF EDUCATION

Department of Curriculum and Instruction: Heather Ruetschlin

Department of Human Development: Dale Epstein

Department of Measurement, Statistics and Evaluation: Yi Cao

### A. JAMES CLARK SCHOOL OF ENGINEERING

Department of Electrical and Computer Engineering: Mohamed Fahmi, Alfred Haas, Vishal Khandelwal, Sean Leventhal, Yao Li, Rania Mameesh, Nicole Nelson, David Sander, Steven Tjoa, Peng Xu

Department of Mechanical Engineering: James Borrelli, Danielle Chrun, Philip Knowles, Mary Vechery

### COLLEGE OF HEALTH AND HUMAN PERFORMANCE

Department of Family Studies: Teryn Dezfulian, Lindsey Hoskins, Andrew Quach, Kim Vanputten-Gardner

Department of Kinesiology: Bryan Bracey, Sarah Camhi, David Charbonneau, Gwyneth Dickey, Joseph Mahan, Jason Metcalfe, Jennie Phillips, Jennifer Sterling, Cory Walts, Ryan White, Jo Zimmerman

Department of Public and Community Health: Lori Bednarchik
The June issue of the newsletter is a special edition for several reasons. It marks the end of the academic year, the beginning of a new one, and a brief time when the campus is not in full academic mode. Although for those who are teaching summer school, academics continue with students, classes, assessments and grades; for faculty, administrators, and students it is time to reflect on what we accomplished during the preceding academic year and begin the process of thinking about fall classes that now have class rosters and students enrolled. This issue of the newsletter highlights the accomplishments of many on campus.

2006-07 has been a great academic year for the campus and the Center for Teaching Excellence (CTE), with many changes and developments. At CTE David Eubanks was hired as CTE’s assistant director, Anna Bedford joined CTE as the graduate assistant responsible for media and public outreach, and Yuanwyn Li joined us as the graduate assistant responsible for CTE’s web activities, replacing Jaimin Ghandi, who graduated and now works for Microsoft. Mateo Munoz will leave us at the end of the summer to join the graduate program in History of Science at Harvard and Henrike Lehnguth, CTE’s graduate assistant for graduate programs continues to oversee an expanding set of programs for graduate student professional development. Cynthia Shaw, CTE’s exceedingly capable administrative assistant continues to ensure that CTE operates efficiently and effectively.

CTE accomplishments and initiatives during the last year included a closer working partnership with the Academy of Excellence in Teaching and Learning (AETL). CTE and AETL jointly sponsored a number of forums on educational issues and CTE will continue in the coming academic year to work with AETL to engage faculty in scholarly discussions about teaching and learning.

The 2006-07 CTE-Lilly Fellows developed an important new initiative to increase undergraduate awareness of international education opportunities; they organized a campus-wide event focused on increasing both student and faculty understanding of such opportunities. It was stellar success - nearly 300 undergraduates took part in a half-day event “Going International: A Day of Answers.” It was a collaborative effort involving the Study Abroad Office and IES, the Lilly Fellows’ home departments, University Libraries, the National Scholarships Office, Fulbright Programs, the College of Arts and Humanities, Language House, Global Communities, President’s Promise, the Stamp Student Union, Student Affairs, and Undergraduate Studies.

The 2005-2006 Lilly Fellows continued their development of a “Living Document of Best Practices” for teaching and learning, and launched the documents as an interactive wiki. Please visit it at http://www.otal.umd.edu/wiki/cte/. Its entries include observations on teaching as performance, innovations in teaching, and communicating expectations to students. Since this is a dynamic “wiki” it can be amended, edited, or enhanced by any member of the campus community. We encourage all of you to read and add to it.

This past year the introduction and use of technologies to enhance teaching and learning continued to increase on campus. The increase includes the use of clickers by 1000’s of students (for more information see http://www.clickers.umd.edu/index.html), the development of podcast tutorials for chemistry (for more information see http://ssl.chem.umd.edu/272/), increased interest and use of images for facilitating student learning, and the conversion from WebCT to ELMS. To better meet the faculty needs for use and integration of technology into classes, CTE, in partnership with OIT, held a three-day Teaching with Technology Institute in which ten faculty worked with CTE and OIT staff to infuse technology into their pedagogy. Each faculty member selected a technology and then developed a learning activity or activities using technology for improved pedagogy. The types of technology tools that will be used include wikis, clickers, KEEP Toolkit, moving images, and discussion and language acquisition through ELMS. These ten faculty will continue to meet as learning and support community throughout the coming academic year (for more information see page 4 of this newsletter). By helping all faculty to use appropriate technologies to improve student learning we continue to ensure the UMD remains at the forefront in the use and innovations of digital tools for student learning. Help and advice on using digital tools for learning is available both at CTE and OIT. We encourage you to contact either of us if you have questions or simple want to explore how technologies can assist learning in your courses.

Have great summer.
Notes from the CTE Summer Institute on Teaching with New(er) Technologies

At the end of May, CTE hosted its pilot Summer Institute for Teaching with New Technology. With support from the Provost and the Office of Undergraduate Studies, ten faculty members devoted three days to investigating the ways new technologies have already been employed in University of Maryland undergraduate courses. Each participant developed an implementation plan for at least one of these tools in a fall 2007 course and offered a preliminary presentation at the Institute’s conclusion.

CTE collaborated with OIT’s Academic Support Unit, as well as academic technology staff from the College of Arts and Humanities. Members of the faculty from across campus and OIT, ARHU and CTE staff reviewed current applications of tools, including ELMS, blogs, clickers, ARTStor, wikis, the KEEP electronic portfolio toolkit, and WebIQ.

Institute participants will meet as a faculty learning community during the 2007-2008 academic year and will receive ongoing support for the tools they have elected to make part of their courses. Each will report on his or her experience at the 2008 Innovations in Teaching & Learning Conference, co-sponsored by CTE and OIT.

The effectiveness of this sort of faculty development requires rich guidance from many sources. CTE values the sort of deep collaboration that made the Institute possible. Catherine Hays Zabriskie and Janel Brennan-Tillman from ARHU and the School of Languages, Literatures, and Cultures, respectively, and OIT instructional designers Deb Mateik, Sharon Roushdy, and Jun Yang brought an invaluable sense of these new technologies’ relative strengths, the possibilities afforded by each, and - most importantly - the pedagogical foundations for implementing a new tool in undergraduate teaching.

We look forward to reporting on the experiences of these faculty members as they proceed with these pedagogically-driven uses of new technologies.

Summer Institute for Teaching with New Technology Participants

Jonathan Auerbach, English
Andrea Frisch, French and Italian
Miki Kashima, Japanese
Linda Kauffman, English
Jason Kuo, Art History and Archaeology
Stephen McDaniel, Kinesiology
Sheri Parks, American Studies
Laura Rosenthal, English
Marvin Scott, Kinesiology
Lindsay Yotsukura, Japanese
2007-2008 CTE-Lilly Fellows Selected

The Office of Undergraduate Studies and CTE are pleased to announce the 2007-2008 cohort of CTE-Lilly Fellows.

The 2007-08 CTE-Lilly Fellows will join an elite group of campus leaders who have helped to define and shape the academic culture of the University. The Fellowship affords faculty the opportunity to spend a year interacting with colleagues from other teaching disciplines. As they develop a sustained conversation about teaching and learning, they create a valuable faculty learning community, which serves to support individual faculty as well as the campus’ academic culture.

As a result of their work, CTE-Lilly Fellows have been the catalysts and organizers of numerous campus events, projects, and initiatives. Examples include the campus-wide Undergraduate Research Day, invited talks by national leaders, and activities to enhance connections between faculty and undergraduates (such as Lunch Meet, the Diversity Showcase of Student Academic Work, and this year’s inaugural “Going International” day devoted to undergraduate student international learning). Fellows have also created a faculty mentoring initiative, worked on the University teaching evaluation policy, created the Academy for Excellence in Teaching and Learning, and led other projects that respond to challenges and issues central to the academic mission of the University.

Shenglin Chang
Plant Science & Landscape Architecture

Janet Coffey
Curriculum and Instruction

Todd J. Cooke
Cell Biology and Molecular Genetics

Leslie Felbain
Theatre

David Hawthorne
Entomology

Robert T. Jackson
Nutrition and Food Science

Barbara Jacoby
Stamp Student Union, Campus Programs and Multicultural Involvement & Community Advocacy

Penelope Koines
Biology

Randy Ontiveros
English

Marvin W. Scott
Kinesiology
Departmental Excellence and Innovation in Teaching Award

The CTE-Lilly Teaching Fellows established The Departmental Excellence and Innovation in Undergraduate Teaching Award in 1994 to recognize notable improvements in undergraduate education on the department, program, or university level. Each year the CTE-Lilly Fellows select the winners from departmental submissions describing current educational activities or innovations that have made important contributions to undergraduate education during the past two to three years. The award recognizes the combined efforts of a unit rather than the work of any one individual. The Office of Undergraduate Studies provides the support for this annual award.

This year the Department of Theatre receives the Departmental Excellence Award in recognition of its commitment to providing a comprehensive and holistic educational experience to undergraduates.

For the last few years the Theatre Department has been reviewing and developing the courses offered to undergraduate majors. With assistance from a CTE Improvement of Instruction Grant, Theatre faculty developed six new foundational courses, the “Fundamentals.” These courses use common texts, so that students will encounter, for example, Oedipus Rex in a theatre history class, as well as in a design and performance course. In an additional effort to achieve a truly integrated major, courses also feature overlapping areas of study - for example in theatre history students might learn about Elizabethan theatre in the same week they study Renaissance costuming in their design course. The department also introduced innovative “guest units,” whereby a guest lecturer will embed a unit within a different subject area.

The newly designed major also incorporates a visual arts database, discussions and readings outside the classroom, a graduate-level teaching seminar to support the “Fundamentals” and train future instructors, and a synthesizing capstone project.

In order to achieve the overhaul and integration of the major, faculty from the Theatre Department have met every other week for the past three years to coordinate the teaching and syllabi and the progress of over 200 students the program serves.

The Theatre Department will receive $5000 from Undergraduate Studies for further enhancement of undergraduate education. In addition, the program’s name will be added to the Departmental Excellence and Innovations in Undergraduate Teaching Award plaque, which will be displayed by the Department of Theatre until May of 2008.

University Teaching and Learning Program

The University Teaching and Learning Program (UTLP) is a cohort of graduate teaching assistants who come together informally to discuss aspects of teaching and learning, engage in mentoring relationships, and create teaching portfolios. UTLPers have a common commitment to improving undergraduate education.

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.
2006–2007 University of Maryland Faculty and Graduate Student Teaching Awards

Departments and programs from across campus have reported the following recipients of teaching awards:

**Aerospace Engineering Department**

Chairman William Fourney and Professor J. Sean Humber were named Mentors of the Year. Benjamin Shapiro and Robert Sanner were honored as Professors of the Year. Sanner also earned the Broken Propeller Award, “given to the faculty member who has worked students hardest, but from whom they have learned most.”

**Department of Philosophy**

Lindley Darden is one of the University’s six 2006-2007 Distinguished Scholar-Teachers.

**Department of Government and Politics**

Stephen Elkin won the Phillip Merrill Faculty Mentor Award. Doug Grob won the BSOS Excellence in Teaching Award. Paul Herrnson was honored with the 2005 University Distinguished Scholar Teacher Award. Jillian Schwedler received a 2005-2006 University System of MD Board of Regents Mentorship Award, as well as the 2006 BSOS Teaching Excellence Award. Graduate Student Rebecca Thorpe was selected for the 2006 BSOS Teaching Excellence Award.

**Department of English**

Graduate Student Elizabeth Whitney earned the James Robinson Award for Excellence in the Teaching of Writing and graduate student Lara Crowley won the James Robinson Award for Excellence in the Teaching of Literature.

**Department of Electrical and Computer Engineering**

Mel Gomez was honored with the Clark School’s 2005 E. Robert Kent Outstanding Teaching Award for Junior Faculty, given annually to a junior Clark School faculty member for excellence in teaching. A recognized leader in magnetics and magnetic storage research; Gomez has also been credited for his innovations in educational and curriculum activities.

Wesley Lawson and Bruce Jacob were among just six University of Maryland faculty members to be named to the Clark School’s Keystone Academy of Distinguished Professors. The Keystone program fosters exemplary undergraduate teaching skills and commitment to excellence in fundamental engineering courses. Thomas E. Murphy received the Faculty Early Career Development Award (CAREER) from the National Science Foundation to conduct research on nonlinear optical devices; the $400,000 award over five years will support Prof. Murphy’s ongoing research. The Faculty Early Career Development (CAREER) Program is a Foundation-wide activity that offers the National Science Foundation’s most prestigious awards in support of the early career-development activities of those teacher-scholars who most effectively integrate research and education within the context of the mission of their organization.

“Campus Awards” continued on following page
Graduate student Abbe Depretis won the Outstanding Teaching Award given by the UM Department of Communication. Lisa Corrigan earned The Charles Richardson Award given to the outstanding Ph.D. student by the UM Department of Communication. Ben Krueger won The Raymond Ehrensberger Award, given to the outstanding M.A. student by the UM Department of Communication. Graduate students Tim Barney, Ric Winston, and Martha Kelly Carr received the Outstanding Teaching Award, given by the UM Department of Communication.

Professor Emeritus James Grunig has been named the 2005 recipient of the Alexander Hamilton Medal for lifetime contributions to the practice of public relations. The medal is presented by the Institute for Public Relations. Grunig is the first educator to win this award which is the highest honor bestowed by the Institute.

Teaching assistant Catherine Fry won the Jane Prichard Memorial Teaching Award, recognizing excellence in teaching in a 200- or lower level biological science class. Minh Bui was Outstanding TA for Fall 2005 (based on student evaluations), and Paula Rodgers was Outstanding TA for Spring 2006 (based on student evaluations).

Mary Harms, Merv Yeagle, and Simon Bensimon won the Krowe/Legg Mason Teaching Enhancement Award. Natasha Foutz earned the Teaching Enhancement Committee Teaching Award (Top 15% Teaching Award) and was a finalist for the Krowe/Legg Mason Teaching Enhancement Award. Rebecca Hamilton was honored with the Legg Mason Teaching Innovation Award and the Teaching Enhancement Committee Teaching Award (Top 15% Teaching Award). Katherine Boyle also earned the Teaching Enhancement Committee Teaching Award (Top 15% Teaching Award).

Steve Martin was honored with the Distinguished Teaching Award from the College of Behavioral and Social Sciences.

Anett Gaston won the BSOS Excellence in Teaching Award. John Laub is one of the University’s 2006-2007 Distinguished Scholar Teachers.

Doctoral student Carl Ullrich won the Allen Krowe Teaching Excellence Award. Doctoral student Yun Liu also won the Allen Krowe Teaching Excellence Award (Smith School of Business), as well as the Wikler Teaching Excellence Award (Finance Dept.). Gurdip Bakshi and Susan White earned the Wikler Teaching Excellence Award (Finance).

Lauretta Clough won the Philip Merrill Presidential Scholar Faculty Mentor award and was nominated by the College of Arts and Humanities for the Provost's Advisor of the Year award.

The Faculty Awards Database lists close to 300 awards for scholarly accomplishments. Chairs, directors and faculty are encouraged to search the database for awards of interest to them at www.faculty.umd.edu/FacAwards/index.html.
2007-2008 Instructional Improvement Grants

Elsa Barkley Brown and Catherine Hays Zabriskie, Department of History and College of Arts and Humanities – Teaching Moving Images: Expanding the Visual Literacy Toolbox

Elizabeth Bearden, Department of English – The Funerary Process of Sir Philip Sidney: An Early Modern Multimedia Site and Pedagogical Venture

Richard Bell, Department of History – Developing a New Study Abroad Course to the UK for Winter 2008

Bonnie Dixon and Mike Montague-Smith, Department of Chemistry and Biochemistry – An Investigation of New Methods to Improve the Reliability of Assessing the Preparation Levels of Students Intending to Take General Chemistry Courses

Geraldine Foudy and Lois Vietri, Department of Government and Politics and University Libraries – Online Public Policy Internship Program

Robert Lavine, Manel Lacorte and Karen Remson, Department of Spanish and Portuguese – Incorporating Technology into the Spanish Major

Alene Moyer and Mary Ellen Scullen, School of Languages Literatures and Cultures – Designing and Implementing Placement Testing for Students in Beginning and Intermediate Levels of French and German

Jo Paoletti, Department of American Studies – Incorporating Uniform Writing Standards and Calibrated Peer Review into AMST 201: Intro to American Studies

Leigh Ryan, Department of English/Writing Center – Teaching with Technology: Writing Center Online Chat Workshops

Yui Suzuki, Department of Art History and Archaeology – Using Technology to Develop Pedagogical Resources for Teaching Asian Visual Culture

Damion Thomas, Department of Kinesiology – Creating an Online Version of KNES 293: A History of Sport in America

Richard Toth, Department of Communication – Enhancing Student Preparedness for Professional Writing Careers

Katherine Worboys, National Consortium for the Study of Terrorism and Responses to Terrorism – Multinational Perspectives on Counter Terrorism

Lindsay Yotsukura, School of Languages Literatures and Cultures – Web-based Voice Tools for Placement

The Instructional Improvement Grants program is part of an ongoing commitment by the Office of Undergraduate Studies and the Center for Teaching Excellence to support faculty, department, and college initiatives to improve undergraduate education at the University of Maryland. This year’s Instructional Improvement Grants funds were supplemented by contributions from Academic Instructional Technology Services and the Office of Community-Service Learning.
Graduate Teaching Assistant Development Grants

For the current 2006-2007 academic year, CTE and the Graduate School awarded grants for programs to improve the professional development, support, and recognition of graduate teaching assistants:

“Improving Graduate Teaching and Student Learning in Psychology”
Submitted by Julie Lyon, Cynthia Shaw, Hilary Gettman, and Scott Roberts
Department of Psychology

“Developing a Faculty-Graduate Student Learning Community for Improving Teaching and Learning in Nutrition and Food Science”
Submitted by Uche Akobundu and Marla Luther
Department of Nutrition and Food Science

“Documenting and sharing the Collective Experience for Graduate Teaching Assistants in BSCI106”
Submitted by Jean-Francois Savard and J. Gwen Shlichta
Department of Biology

“Developing a TA Manual to Actualize the Pedagogical Need in the POGIL Based General Chemistry Laboratory”
Submitted by Mara Dougherty
Department of Chemistry

The Center for Teaching Excellence and the Graduate School award a number of small grants each year to departments and colleges working for Graduate Teaching Assistant development. The application deadline for 2007-2008 awards will be the first week of December. For more information about the GTA Development Grants visit http://www.cte.umd.edu/grants/TAGrants/index.html.
University Teaching & Learning Program Graduates

2007 UTLP graduates: (from left to right) Jenny Wüstenberg (GVPT), Julie Lyon (PSYC), Janet Liechty (FMST), Stephanie Grutzmacher (FMST), Mohamed Fahmi (ECE), Uche Akobundu (Nutrition & Food Science), and Carolyn Barber (Human Development).

Ucheoma Akobundu  
*Department of Nutrition and Food Science*

Carolyn Barber  
*Department of Human Development*

Mohamed Fahmi  
*Department of Electrical and Computer Engineering*

Stephanie Grutzmacher  
*Department of Family Studies*

Rachel Leah Jablon  
*Department of Comparative Literature*

Janet Liechty  
*Department of Family Studies*

Julie Lyon  
*Department of Psychology*

Jenny Wüstenberg  
*Department of Government and Politics*
Fall Orientation for Graduate TAs
MONDAY, August 27th, 2007
8:30 a.m.- 4:15 p.m.
Location to be announced

CTE’s annual Graduate Teaching Assistant orientation introduces TAs to teaching at the University with a series of presentations, workshops, and panel discussions. Participants will be given a copy of the 2007-2008 Graduate Teaching Assistant Resource Guide, as well as a number of other CTE and campus resources. TA orientation also begins to support communities of TAs by offering a pre-semester venue for discussion among colleagues.

Tentative Workshops and Panels:

  - Grading Made Easy: Grading with Rubrics
  - Preparing a Lesson
  - Teaching Students How to Write
  - International GTA Q & A
  - Cheating and Harassment
  - Talking About Identity and Difference
  - Expectations for Lab GTAs
  - Teaching in STEM
  - Teaching as Performance
  - Teaching Tips: A Panel Discussion
  - How to Stay Sane: Resources for GTAs

An experienced TA panel will offer their reflections, and outstanding faculty will present and discuss good teaching practices.

Mark your calendars and notify your incoming TAs as soon as possible. Visit www.cte.umd.edu for more information and to reserve a space.