Support Your Local Teaching Center

By James M. Lang

You may never find a book or Web site that relates to your particular classroom struggles, but there is a place you can go that will.

It’s just about time for newly hired, tenure-track faculty members to begin panicking in earnest. As the adrenaline rush of their job-search triumph fades, the questions and uncertainties about the coming year loom large.

I remember my own concerns about whether I would have enough time for my writing and about how I would take the research I had done in graduate school and turn it into published material that would count toward my tenure case. I had questions about service responsibilities, too — such as, How much should I take on in order to demonstrate my commitment to the department and the college?

But, by far, the most pressing anxieties I had centered on teaching. How many students would I face? Would they be intellectually curious, eager to participate, hostile, apathetic? What would happen if I bombed in my first semester? How much time was I going to spend on preparation, teaching, and grading? And should I just glue my zipper to the top of my pants to ensure that I never walked into class with my fly open?

New faculty members of every kind — tenure-track, graduate student, adjunct — share those concerns. Don’t be surprised when they begin to surface in your dreams, either.

“Teaching Center” continued on page 10
Nearly a decade ago Bob Yuan and I wrote a short article called “Journey Without Maps” in which we described an approach for helping science students deal with the racial/ethnic, cultural, and economic diversity of the global work environment. The approach involved a series of pedagogical activities and approaches that were adapted to a variety of science undergraduate classes. The journey we referred to was the intellectual, academic, and personal journey students take during their time at Maryland.

For most students, finding an educational and personal pathway through the often puzzling and complex University system is indeed a journey without maps. This is especially true for first generation college students, many of whom are minorities, first generation immigrants, international students or from rural areas. For first generation college students, entering into a new landscape without advice from and personal experiences of parents, siblings, or close relatives who have attended college is a disadvantage.

...For first generation college students, entering into a new landscape without advice from and personal experiences of parents, siblings, or close relatives who have attended college is a disadvantage.

...To proceed, or how to be successful. I was at the mercy of advisors, clerks, and long lines as I tried to get into classes based on what was available rather than what I might want or need for my own personal journey. Coming from an isolated rural community it was my first journey into new lands.

One of the great strengths of Maryland is its diversity. For some of our entering students it may be the first time they have encountered such wide diversity. Developing an understanding and appreciation of diversity is a University goal for our students and a component of CORE. Diversity needs to be experienced for it to become valued and meaningful. A major challenge in getting students to experience diversity in our classes is finding ways by which students get to know each other and learn how to work together. Three simple approaches are i) having students post biographies on the class ELMS site or other class-specific electronic forum, ii) using cross-cultural course materials, and iii) integrating mixed student teams for project work.
Wiki: Lilly Fellows Find New Technology Offers Room for Collaborations and Discussions

by Sue White

The 2005-2007 CTE-Lilly Fellows forged a fellowship steeped in rich conversations about teaching, academic life and what a pedagogy of happiness might look like. To be an effective teacher, the group determined, you must be a happy teacher, teaching with the purpose of helping students find what will, in turn, make them happy.

At the close of two years punctuated with weekly teaching-oriented discussions shared with colleagues from the different walks and disciplines of the University, the Lilly Fellows began to plan their capstone project. For this Socratic cohort nothing recommended itself so much as the wiki; a forum inherently collaborative and dynamic, offering a virtual space for colleagues from across the campus to share reflections and join discussions. With their wiki, the 05-07 CTE-Lilly Fellows hope to build a living document, a space for the concerted production and dissemination of knowledge about teaching and learning, as Sue White explains.

Two years ago, ten faculty members from across the University embarked on a journey. We were newly-selected Lilly Fellows on a mission to improve our own teaching, and, if we could, share with the rest of the campus all that we had learned. Our best meetings were our conversations about teaching, sharing not only specific teaching tips, but also our philosophy about teaching and learning. Our original group of ten declined to seven in our second year as Lilly Fellows as we continued our conversations and looked for ways to be able to share the richness of these conversations past the formal close of the program.

The result of our discussions is a wiki - an online forum - where we, and we hope many more from the University community, can find and share ideas about teaching and learning. We’ve seeded the wiki by writing down our thoughts regarding the conversations we’ve had over the past two years, and we will continue to post to the wiki. The original Wikipedia, an online encyclopedia that anyone can edit is one of the net’s most visited web sites. Corporations are implementing their own wikis, as a way to improve collaboration and to maintain institutional knowledge in one place.

We invite anyone in the University community to post as well. Please go to http://www.otal.umd.edu/wiki/cte/ and check it out – you can look for articles on Teaching as Performance, What Helps Faculty Teach and What Helps Students Learn. Add your own topics, articles or teaching tips that have helped you become a better teacher. The more richness we have on the wiki, the more we will all benefit. The wiki is a way to continue to learn from each other. There is no such thing as too many good ideas.

Faculty Handbook of Policies & Resources

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

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
Exploring Visual Literacy and Diversity: Summer Institutes For UM Faculty
Link Pedagogy, Technology, and Multicultural Issues

Faculty from across the campus had an opportunity in June to participate in a series of week-long institutes on the value and challenges of incorporating visual materials in the classroom in a way that supports inclusive teaching. The institutes, sponsored by the Curriculum Transformation Project, focused respectively on “the basics,” on “moving images,” and on “mappings, place, and space.” Each institute offered sessions on analyzing visual imagery and on creating it, especially though not exclusively through current technologies ranging from power point and wikis to GIS satellite imaging. Participating faculty are committed to developing at least one classroom resource drawing on their institute participation.

Pedagogical strategies introduced to the group included methods for teaching students really to see images by focusing on details as well as on the whole....

Pedagogical strategies introduced to the group included methods for teaching students really to see images by focusing on details as well as on the whole; acknowledging and using imagery from youth culture, like anime and graphic novels; and using various kinds of visual mappings to show conceptual as well as geographic relationships. A number of sessions in the first weeks drew on resources available to the campus via ARHU’s Visual Literacy Toolbox, a repository of ideas and materials for teaching (http://www.arhu.umd.edu/vislit/). Third week participants were able to visit a special exhibit at the Walters Art Gallery in Baltimore that illuminated the role of place and space in the art of the renowned quilters of Gee’s Bend, Alabama.

Directed by Elsa Barkley Brown, Associate Professor of History and Women’s Studies, Catherine Hays, Associate Director of Academic Technology in the College of Arts and Humanities (both developers of the Visual Literacy Toolbox), and Deborah Rosenfelt, Professor of Women’s Studies and Director of the Curriculum Transformation Project, the institutes also drew on the expertise of a range of consultants. Kimberlee Staking, an advanced graduate student in Women’s Studies, illustrated the use of online rollovers to analyze the quilt art of Faith Ringgold; Reggie Harrison, Professor of Comparative Literature, demonstrated how a frame-by-frame analysis of a Ford ad uncovered a narrative laden with cultural references and cross-cultural tensions, as well as presenting her own film, Mined to Death. Madeline Zilfi, Associate Professor of History, illustrated how she uses YouTube in classes as a resource and discussion stimulus. Kelly Quinn, Assistant Professor at Miami University in Ohio and a recent Ph.D. in American Studies from UM, offered both technological help with FLICKR, Google Earth, and other mapping programs, and discussed her own research on place and space in urban housing projects. WMST graduate student Rachel Caidor both staffed the institute and assisted faculty with such projects as importing film clips for editing.

University of Maryland staff who generously shared their time and expertise with the group included Carleton Jackson, on the resources of non-print media; Jeff Maurer, on travelling with technology, Anne Bowden and Amy Ginther on copyright issues, Brad Paley, on Mind Mapping, and Kim Rickner on using GIS technology for information processing and modeling.

Participating faculty presented their own work-in-progress each Friday, drawing on institute resources to design impressive materials and assignments appropriate

“Visual Literacy ...” continued on page 5
Notes from the CTE Library

The First Year Book: Mike Tidwell’s The Ravaging Tide

by Anna Bedford, Publications Coordinator, CTE

In August 2005, Hurricane Katrina caused the largest displacement of American citizens since the Civil War, generating 1.3 million “climate refugees.” Mike Tidwell had predicted the coming of Katrina with uncanny accuracy in his book Bayou Farewell. The writing, he said, was on the wall, or in the piles of scientific documents obscured, questioned and even edited by America’s leaders.

In his latest book, The Ravaging Tide, Tidwell explains the science, the history, the anthropology, and the politics surrounding the growing crisis known as global warming. Using stark accounts of what happened in New Orleans to circumvent the abstraction of “climate change,” Tidwell warns the conditions of depleted wetlands, rising tides, and stronger storms are being exported from New Orleans across the globe and across America. “There was nothing ‘natural’ about this natural disaster. We did this,” says Tidwell of Katrina.

As a first year book The Ravaging Tide is particularly apropos, as it literally drives home its urgency and relevance with projections for the swelling Chesapeake, and the endangered Bay area, as well as hopeful initiatives for change already taking grassroots in nearby Takoma Park. As a first year book it is a frightening forecast for our own area, as well as the rest of the world. It is a call to action, and it is surprisingly hopeful. We are not yet too late, says Tidwell, as he offers examples locally and globally of meaningful change.

This is an environmental book that leaves you with a rare sense of opportunity in the face of somber realities. If you have watched or read accounts of seas swelling with warmth, polar bears drowning, and ice caps melting – as most of us have – this book is different in that it doesn’t leave you despairingly wondering whether there is any point in recycling when we’re all going to drown.


…”Remove from the Middle East the U.S. soldiers and armaments that are the focus of so much Muslim extremeist anger....[get] off oil.”

“The only way our species is going to avoid global suicide is if people like me - and you - [end] our state of denial and passivity and [raise] our voices against the powerful special interests that are driving the climate chaos.”

In their own courses. The presentations also generated discussion about a range of compelling issues: how would an instructor integrate music into power point presentations representing nineteenth-century slave rebellions without resorting to stereotyping? When and how does an instructor express his or her own views about images that seem homophobic, racist, or sexist? How does an instructor introduce and teach about disconcerting or deliberately provocative visual representations of gender, race, or sexuality, in, for example, performance art and contemporary visual art? What do footprints in cyberspace tell students working in teams about the characteristics – racial, ethnic, gender – of those drawn to particular sites on the web, and how legitimate is it to talk about “prejudice” in this context?

For more information about the institutes, contact Deborah Rosenfelt, Director, Curriculum Transformation Project.
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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shenglin Chang</td>
<td>Plant Science &amp; Landscape Architecture</td>
</tr>
<tr>
<td>Janet Coffey</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Todd J. Cooke</td>
<td>Cell Biology and Molecular Genetics</td>
</tr>
<tr>
<td>Leslie Felbain</td>
<td>Theatre</td>
</tr>
<tr>
<td>David Hawthorne</td>
<td>Entomology</td>
</tr>
<tr>
<td>Robert T. Jackson</td>
<td>Nutrition and Food Science</td>
</tr>
<tr>
<td>Barbara Jacoby</td>
<td>Stamp Student Union, Campus Programs and Multicultural Involvement &amp; Community Advocacy</td>
</tr>
<tr>
<td>Penelope Koines</td>
<td>Biology</td>
</tr>
<tr>
<td>Randy Ontiveros</td>
<td>English</td>
</tr>
<tr>
<td>Marvin W. Scott</td>
<td>Kinesiology</td>
</tr>
</tbody>
</table>

Library Resources to Support Your Teaching

The University Libraries aim to provide the campus community with a rich environment for research, learning and scholarship. We are committed to providing programs, services, and collections that not only support the academic success and lifelong learning of students, but also provide the resources needed by faculty and graduate teaching assistants to enhance classroom instruction. Information is provided for faculty and GTAs on how to get help from Librarian Subject Specialists (www.lib.umd.edu/guides/specialists.html), place course materials on reserve, request library instruction for your students, learn what’s going with the Libraries’ budget and collections in FY2008, and more, at: http://www.lib.umd.edu/faculty.html.
Teaching Tips
2:00 - 3:30 p.m.
Tuesday, September 11
Maryland Room, Marie Mount Hall

CTE reconvenes this popular session on general strategies for improving teaching and learning. Faculty, TAs, and staff should come prepared to pick up guidance for their classes from colleagues and from CTE staff. We will address all issues raised by participants, soliciting expert tips from other instructors and pointing to appropriate campus resources and programs for teaching.

Visual Literacy
2:00 - 3:30 p.m.
Thursday, September 27
Maryland Room, Marie Mount Hall

Are your students able to “read” images? Can they understand and produce graphic representations of data? Participants will investigate the roles of visual literacy in undergraduate learning and consider ways to assess and improve their students’ visual literacy.

Podcasting
2:00 - 3:30 p.m.
Wednesday, October 17
Maryland Room, Marie Mount Hall

Podcasting means recording, hosting, and sharing video via the web. Many teachers are creating podcasts to supplement in-class teaching and learning. This workshop will introduce effective uses of podcasts on campus and will suggest ways that this tool may contribute to good pedagogy in the disciplines.

Learning for All
2:00 - 3:30 p.m.
Wednesday, October 31
Maryland Room, Marie Mount Hall

Effective teaching and learning means all students in our courses have equal opportunity to participate and to learn. As part of the President’s Commission on Disability Issues and Disability Awareness Month, a panel of campus experts, faculty, and students will review strategies for course design to support learning for all students. Participants should leave this session with plans for course development that accommodate multiple ways of learning and foster a more inclusive environment for students with disabilities.

Special Guest Speaker: Deborah Allen, University of Delaware
Tuesday, November 13 - Save the date

Deborah Allen, Associate Professor of Biological Sciences at the University of Delaware, and has published widely on topics of education and pedagogy. Allen will join the Teaching and Learning Series for a special look at problem-based learning.
At Maryland students usually associate with a rather small group of peers (often from similar backgrounds) and seldom get to know their classmates, especially in large classes. By having all students post a brief biography, you will help students begin to see and experience the diversity around them. In my own classes I start this process by posting my own brief biography and requiring my teaching assistants to do the same. I then make posting a brief biography one of the first class assignments. This simple assignment helps to establish community and sometimes results in students finding connections among their peers they would not otherwise be aware of, e.g., two students who went to the same grade school but different high schools, or grew up in the same town. It also can ease the formation of the work of teams.

Not all subject matter is equally accessible to the integration of cross-cultural perspectives; however with creativity and thought nearly all classes can, to some degree, accomplish this. In technology fields such as math and science it might take the form of briefly talking about historical contexts such as the math of ancient Egypt or Asia or the impacts of science or engineering in other cultures. For my own discipline of microbiology this is easily accomplished through the use of illustrative examples from non-western cultures, e.g., the use of soy sauce or kimchi to illustrate microbial fermentation versus yogurt, or infectious diseases that are endemic in non-western cultures versus prevalent western diseases.

Both of the previous examples are passive in that students are exposed to diversity and cultural perspectives but do not necessarily experience diversity. One powerful way for students to experience diversity is through teamwork. When we work with people with different cultural backgrounds and experiences we come to know and better appreciate individuals and cultures that are different from our own.

One powerful way for students to experience diversity is through teamwork. When we work with people with different cultural backgrounds and experiences we come to know and better appreciate individuals and cultures that are different from our own. When students were allowed to choose their own teams, they tend to select teammates from similar backgrounds. One way to overcome this homogeneous self-selection is for the teams to be assigned by the instructor. In my classes teams are generally mixed by the following criteria; race/ethnicity, gender, cumulative GPA, and, where appropriate, self-reported performance in prerequisite courses. This ensures that there is diversity in the teams. To ensure the teams work together the team projects are designed so they require an effort on the part of all team members, require information be shared within the team, and include both internal and external peer review.

If you are new to using student team-based projects or your use of them previously has been unsuccessful or problematic we (CTE) can help you make them more successful and efficient mechanisms for fostering student learning and experiencing diversity. There is a large body of literature on effective student team-based pedagogy, which we will gladly share to help you find the appropriate methodologies or pedagogies for your class.

Today - even more so then a decade ago - it is critical we establish educational processes that foster and emphasize the abilities of students from a variety of racial/ethnic and social economic backgrounds to work together toward a common goal, whilst being cognizant and tolerant of each other’s differences. This is of the utmost importance for first generation college students working their way through the culturally alien environment of a large state university and for every graduate who will need to work in an ethnically and culturally heterogeneous global environment.

As you begin your fall classes think about how to make them more inviting, global and a community that is welcoming and values the diversity of experiences and learning styles of all your students.

The University Teaching and Learning Program (UTLP) assists graduate teaching assistants (GTAs) in their professional development as college teachers. At the heart of the UTLP is the philosophy that teaching, like research, is a scholarly activity that requires intellectual engagement and public conversation. ULTPers thus fulfill a set of requirements that asks them to discuss teaching and learning in higher education, to be mentored by a faculty member, to develop a larger teaching and learning project, and to craft a teaching portfolio. ULTPers have a common commitment to improving undergraduate education and an eagerness to make their classes the best they can. When ULTPers complete the program they are recognized at an annual reception and receive both transcript notation and a certificate acknowledging their participation in the program, tangible evidence of their thoughtful engagement with issues central to college teaching. Supported by the Office of the Provost, the UTLP is administered by the Center for Teaching Excellence. For more information, please contact UTLP coordinator Henrike Lehnguth at lehnguth@umd.edu or call (301) 314-1283.
Nightmares about walking into class unprepared, or naked, or in the wrong discipline are common among teachers at every level.

And I don’t mean to add to your worries, but I can guarantee you this: You will have problems, and, worse still, you will encounter problems you didn’t even realize existed. That’s the nature of the first semester: You only realize the full extent of the challenges after you’ve been through it.

Because they’re academics, many new faculty members will turn to books, and a handful of excellent guidebooks on college teaching are available. But no printed guidebook, Web site, or discussion group will ever deal with your exact situation, which is teaching for the first time — or for the first time on the tenure track — at this point in your life, at this institution, in this discipline, with these students, in this year. Fortunately, there is a place you can turn to where people will understand the particulars of your situation: the teaching center on your new campus.

It won’t be called the Campus Teaching Center, of course — that would make life too simple. It will be called the Center for Teaching and Learning, the Center for Teaching Excellence, the Teaching, Learning, and Technology Center, and so on, with all of the subtle linguistic variations that imaginative academics can muster.

On some campuses, the teaching center will be an office, or a suite of offices, with dedicated space and staff members. On other campuses, the center might consist of a single faculty member or administrator whose job description includes working with colleagues on teaching development.

If they’re doing their job well, you will have heard from the folks who run your center before you ever set foot in the classroom. They will invite you to an orientation session, send a brochure or an e-mail message describing their services, or announce an open house. Possibly, a department head or dean will mention the teaching center to you at a general orientation.

You will be overwhelmed with information in the coming months, so any invitation or mention you might hear will probably register at about the same level of attention as the invitation you received to tour the new campus recycling center.

But whether you have been invited to the teaching center or you have to seek it out on your own, it deserves a closer look from new faculty members as well as professors at every stage of their careers.

The center’s services are free, of course — not an unimportant point for new faculty members, adjuncts, and graduate students, who will not want to have to dip into their ramen-noodle budget to become better teachers. And you will not be putting anyone out by seeking advice from experts at the center. They are there to help you, and all of the teaching-center denizens I have met and worked with have a passion for teaching and working with other teachers.

So what will happen when you locate the center and seek out guidance on how to become a better teacher?

The process generally begins when the center notifies the administration that you have sought help, thereby marking you as a bad teacher. Then you will be forced to attend seminars where you will be asked to wear a pointy hat and describe what kind of tree you would be if you were a teaching tree.

Just kidding.

But during the years I worked in a teaching center, I sometimes wondered whether faculty members had such perceptions about our work, since far fewer of them visited us than we would have liked. In fact, most teaching centers have a policy of confidentiality, so they cannot tell department heads...
or administrators that you have availed yourself of their services. And we saved the pointy hats for the annual holiday party.

What you will find at your teaching center, in most cases, are at least five categories of services for both newcomers and more experienced professors who need assistance with pedagogical issues or just want to continue their growth as teachers.

First, the specialists at the center will offer some form of observation and consulting. They might offer to sit and observe your classes, or videotape you teaching. Afterward, they will review with you what they saw and offer suggestions.

Being observed in the classroom, and having the chance to discuss the experience, can resolve most problems faced by new instructors. You might think that a problem you are encountering is unique but, chances are, an experienced observer will have seen it before and will have some practical strategies to help you overcome it.

Second, they will have resources on teaching for you to consult — articles and books on the topic, online tutorials and links to online resources, computer programs, and so on. The keepers of those resources will usually have enough experience and familiarity with the literature on teaching in higher education that, if they don’t have a resource to address your specific concern, they will know how to help you find a few.

Third, they will sponsor campus events devoted to teaching: lectures and workshops with visiting and local faculty members, discussion groups, reading circles, orientation sessions, and brown-bag lunches. Some of those will be formal events; others will be glorified kvetch sessions.

Either way, the events are worth attending. You will discover soon enough, if you haven’t already, the therapeutic benefits of kvetching about your students and your teaching problems around the copy machine or coffeemaker. The center’s organized events simply put a title, a time, and a place on that time-honored tradition, and you will leave feeling a little less alone in the teaching universe.

Fourth, your teaching center may offer grants for developing new courses or conducting research on teaching, or for attending conferences on the subject.

Finally, the center may offer a mentoring program, in which it connects new teachers with more-experienced ones who can provide sustained and personal guidance through the pre-tenure years. Securing a mentor will not only ensure help with your teaching, but it will have the side benefit of helping you build connections with your senior colleagues — one of the many challenges you’ll face as a new faculty member.

So support and patronize your local teaching center, in whatever form you might find it. Even if your tenure case depends largely on your research output, you will still find yourself, at least a few times a week, standing in front of a sea of young faces, and you will want to do your best for them. Teaching centers can help.

Either way, the events are worth attending. You will discover soon enough, if you haven’t already, the therapeutic benefits of kvetching about your students and your teaching problems around the copy machine or coffeemaker. The center’s organized events simply put a title, a time, and a place on that time-honored tradition, and you will leave feeling a little less alone in the teaching universe.

Fourth, your teaching center may offer grants for developing new courses or conducting research on teaching, or for attending conferences on the subject.

Third, they will sponsor campus events devoted to teaching: lectures and workshops with visiting and local faculty members, discussion groups, reading circles, orientation sessions, and brown-bag lunches. Some of those will be formal events; others will be glorified kvetch sessions.

Either way, the events are worth attending. You will discover soon enough, if you haven’t already, the therapeutic benefits of kvetching about your students and your teaching problems around the copy machine or coffeemaker. The center’s organized events simply put a title, a time, and a place on that time-honored tradition, and you will leave feeling a little less alone in the teaching universe.

Fourth, your teaching center may offer grants for developing new courses or conducting research on teaching, or for attending conferences on the subject.

Finally, the center may offer a mentoring program, in which it connects new teachers with more-experienced ones who can provide sustained and personal guidance through the pre-tenure years. Securing a mentor will not only ensure help with your teaching, but it will have the side benefit of helping you build connections with your senior colleagues — one of the many challenges you’ll face as a new faculty member.
Subscribe to Teaching & Learning News ~ http://www.cte.umd.edu/TLN-MailingList/

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.