Three stories, with apologies for sentimentality

By Dave Eubanks, Assistant Director

1. On the second morning of CTE’s Summer Institute for Teaching with New(er) Technology, faculty arrive, and they begin the work of building their projects, proposed a few months earlier, efforts to make technology a pedagogically effective part of their courses. Having spent the first day consuming and considering presentations by colleagues on the ways they have implemented selected technologies, the current cohort adjusts their plans with new ideas, and they initiate the hard work of aligning tools, objectives, and assignments. It is a daunting silence, and I always worry that there’s been too much showcase on the first day, that these faculty would prefer a training session, and that it’s going to be a very long day. On the latter count, I’m right, but within a moment or two, keys are struck, conversations begin, and CTE and OIT staff begin to circulate, listening to ideas, answering questions, and connecting one project with another. In a few hours, observable progress is made. In a few months, courses will be bolstered with better teaching and learning.

The reason the Summer Institute works, I believe, is its collaborative chaos. Colleagues listen to and attend to each other’s concerns and share insights. They do more than take advantage of University resources like CTE; they form a learning community and talk across a very small version of campus, offering an historian’s perspective on the language professor’s challenge or raising a finance faculty member’s critique of a kinesiologist’s proposal. That conversation, turned to undergraduate learning, is a rare resource. That the Summer Institute supports innovative teaching with technology is almost incidental—though that outcome is critical for our contemporary university—a protected and guided exchange about the nature of...

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The 2009-2010 academic year has been one of challenges and opportunities. The ongoing budget crisis continued to impact the campus community and across the campus individuals met this challenge by doing more with less available resources. Despite budget cuts and through the creativity and hard work of the CTE staff, we at CTE were able to maintain all of our CORE programs, and in nearly every instance the programs met or exceeded what we have been able to do in previous years. Three examples that I am especially proud of are: the CTE Graduate Lilly Fellows, CTE’s Summer Institute for Teaching with New(er) Technologies (STI) and UM’s participation in the June 2-5 Lilly-DC Conference on Teaching.

The CTE Graduate Lilly Fellows developed four literacy podcasts, which creatively illustrate what types of literacy there are and how technology can be harnessed to inform and to teach them. Sixteen faculty members participated in this year’s STI and are in the process of developing and implementing innovated pedagogical approaches involving technology for classes they will teach in 2010-2011. Their pedagogical projects involve iPads, mobile devices, ELMS, blogs, wikis, and increased used of video and moving images to enhance student learning. In June, the Lilly-East (now Lilly-DC) Conference on Teaching returned to Maryland after a five-year residence at the University of Delaware. CTE partnered with the Lilly group and other institutions to organize the conference. This year 42 UM graduate students and 14 UM faculty attended and participated in the conference, more than any previous year. We were a significant presence at the conference with 17 concurrent session presentations and 13 posters. One special feature of the Lilly-DC conference is the pre-conference Preparing Future Faculty (PFF) reception, dinner, and faculty panel, which CTE organized. At the PFF event more than 50 graduate students gathered to network and to receive advice on securing a faculty position and surviving their first year as a faculty member at a various types of institutions.

One of my goals when I accepted the Directorship of CTE was to facilitate the development of venues for professional development of faculty and graduate teaching assistants within each college and school.

The 2009-2010 academic year in has been one of transition and change. The faculty senate passed a new General Education program, and the first set of the new general education signature I-series courses were piloted. These courses represent a new direction in UM’s approach to general education that reflects both national and international movement away from introductory, content-driven courses to courses that “investigate significant issues with imagination and intellect.” By many measures these pilot course were wonderfully successful.

Mother Nature challenged the campus’s ability to deal with the unexpected, first when a powerful storm cancelled fall graduation and again when a second set of storms closed the campus for six consecutive days at the start of the spring semester. In June’s summer weather, it is hard to remember thigh-deep snow, cancelled classes, and classes being fielded via ELMS. The ability of faculty and students to adjust to trying conditions and to keep learning on track attests to the resilience and creativity of our faculty and students, who meet challenges and continue to move forward: “We are unstoppable.”

The coming academic year brings new challenges, excitement, and uncertainty as the campus searches
On May 13th, CTE hosted its annual ceremony for Distinguished Teaching Assistants. Departments across campus are invited to identify up to 10% of their graduate TAs for this honor. This year, a record number of 119 Distinguished Teaching Assistants were named. Many faculty members and mentors accompanied their TAs to the recognition ceremony.

This awards ceremony offers a yearly capstone for our efforts to recognize that commitment to teaching and learning. Speaking at the ceremony, Provost Nariman Farvardin, Dean of the Graduate School Charles Caramello, Dean for Undergraduate Studies Donna Hamilton, and Director of the Center for Teaching Excellence Spencer Benson congratulated the TAs for their outstanding teaching and recognized their profound contributions to undergraduate education at the University of Maryland in their capacities as autonomous teachers of record, discussion and recitation leaders, lab instructors, graders, and mentors.

For a full list of DTAs and photographs from the ceremony, please visit our website at: www.cte.umd.edu/teaching/newsletter/2009-10/Su10/DTA colleges.htm
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.

UTLP is supported by the Office of the Provost, and administered by the Center for Teaching Excellence. For more information about the UTLP, contact the UTLP coordinator at cte@umd.edu.
Departmental Award for Excellence and Innovation in Undergraduate Teaching for 2009-2010

Department of Anthropology

The CTE-Lilly Teaching Fellows established The Departmental Excellence and Innovation in Undergraduate Teaching Award in 1995 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 Departmental Excellence and Innovation in Undergraduate Teaching Award was given to the Department of Anthropology. The Lilly Fellows and CTE were particularly impressed with the department’s collaborative approach to experiential learning and its anticipation of the place of the scholarship of practice in undergraduate education. We are convinced that this rigorous grounding in fieldwork will stimulate not only student engagement through hands-on intellectual work but will also increase learning and lead to deeper understandings of Anthropology. The revised requirements for internship completion and the planned careers course are also likely to enhance the academic and professional experiences of undergraduate students.

The Department of Anthropology will receive a monetary award of $5,000.00 to be used to further efforts for improving teaching and learning. In addition, we will add the department to previous awardees on a permanently engraved plaque to be displayed by award recipients during the 2010-2011 academic year.
The CTE Faculty Excellence in Teaching Lecture was created to recognize and highlight University of Maryland faculty who engage in transformational undergraduate teaching. Recipients of this distinction are nominated by members of the University community and have a proven record of effective teaching and a demonstrated commitment to improving undergraduate learning. This honorific venue showcases undergraduate teaching and creates a forum for exchanging critical ideas about pedagogy.

The second annual Excellence in Teaching Award recipient is Professor Jeanne Fahnestock. Professor Fahnestock (http://www.english.umd.edu/jfahnestock/), who gave her address “Fusing Teaching and Scholarship” in May.

In his letter of nomination, English chair Kent Cartwright said, “Jeanne Fahnestock’s work has touched the lives of thousands and thousands of undergraduates at the University of Maryland, and elsewhere. She has influenced the national teaching of composition, and she is herself, in all her coursework, the consummate teacher. Of all the superb teachers in my department, Jeanne’s work as a classroom teacher, pedagogical theorist and trainer of teachers, and curricular expert most deserves the label, ‘transformational.’”
Departments and programs from across campus have reported the following recipients of teaching awards:

**Department of Agriculture and Resource Economics**

Distinguished University Professor Robert G. Chambers received the Paul R. Poffenberger Excellence in Teaching and Advising Award.

**Department of Astronomy**

Graduate students Shaye Storm and Mia Bovill received the department’s Outstanding Teaching Assistant Award.

**Department of Biology**

Dr. Douglas Gill received the College of Chemical and Life Sciences Award for Teaching and Course Development.

**Department of Criminology and Criminal Justice**

Dr. Laure Brooks was awarded the 2009 Parents’ Association Outstanding Faculty Educator Award, and Dr. Jean McGloin is a Phillip Merrill Presidential Scholar mentor.

**Department of English**

The James A. Robinson Award for Excellence in the Teaching of Writing went to graduate students Thomas Geary and Adam Lloyd.
The James A. Robinson Award for Excellence in the Teaching of Literature went to graduate student Stephanie Graham.

**Department of Family Science**

Dr. Jinhee Kim received the 2009 Association of Financial Counseling and Planning Education’s (AFCPE) award for Outstanding Educational Program.
Graduate student Dawnyea Jackson was awarded a scholarship to attend the Southern Regional Education Board (SREB) Institute on Teaching and Mentoring.

**Department of Government and Politics**

Assistant Professor Sarah Croco and graduate students Heather Creek and Stephen Yoder were awarded the College of Behavioral and Social Science Excellence in Teaching Award for excellence in classroom instruction.

**Department of Kinesiology**

Graduate Student Matthew Miller was awarded the F. Daniel Wagner Teaching Award. This award is supported financially by the children of F. Daniel Wagner in memory of their father who was a dedicated and excellent physical education teacher. Graduate student Joy Bauer was honored as the department’s best teaching assistant who works as a discussion or laboratory TA. This award also comes with a financial stipend.

Teaching Awards continues on page 8
**Department of Marine-Estuarine-Environmental Sciences (MEES)**

Professor Russell T. Hill received MEES Graduate Student Organization’s 2009 Graduate Education Award for his teaching and service to the MEES graduate student community.

**Department of Plant Science and Landscape Architecture**

Professor Peter Dernoeden was awarded The Dean Gordon Cairns Award for Distinguished Creative Work and Teaching in Agriculture. The Cairns award is the premier award to recognize members of the College of Agriculture and Natural Resources faculty, including AES and UME faculty in Entomology and Family Studies, who make outstanding and creative contributions. This award will be available to all AGNR faculty involved in teaching, research, and/or extension education in academic departments at research and education centers or in extension offices.

**Department of Psychology**

Professor David Yager received the 2010 Excellence in Teaching Award for excellence in classroom instruction.

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**2010-2011 Distinguished Scholar-Teachers**

**William Dorland**  
Department of Physics and  
Director of Undergraduate Honors

**William Fagan**  
Department of Biology

**Curtis Grimm**  
Robert H. Smith School of Business

**Martha Nell Smith**  
Department of English

**Christopher Vadala**  
School of Music

Distinguished Scholar-Teachers will be called upon to participate in one or more programs for faculty or students in which they will share their expertise in establishing productive research programs and in developing successful teaching methods and approaches. They will also make a public presentation on a topic within their scholarly discipline. The award carries an honorarium of $5000 to support the Distinguished Scholar-Teacher’s professional activities. For more information, call the Office of the Associate Provost for Faculty Affairs at (301) 405-2509 (301) 405-2509.

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Subscribe to Teaching & Learning News  
~ http://www.cte.umd.edu/contactus/TLNMailingList.html ~

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.
“From the Director...” continued from page 2

for a new president, seeks individuals to fill senior cabinet positions, designs the implementation of the new general education curriculum, and continues to deal with a tight budget climate. At CTE, we face our own set of challenges as many of the familiar faces here move on to new opportunities. Assistant Director David Eubanks has moved to College Park Scholars, where he serves as the associate director, coordinating the program’s assessment, instruction, and undergraduate research. Anna Bedford, our publications coordinator, has been elected president of the Graduate Student Body and will leave the center at the end of June to oversee the Graduate Student Government (GSG). Lisa Rhody joins our staff in Anna’s stead and will oversee CTE’s communications and archives. Henrike Lunguth, who has skillfully coordinated our graduate programs, will leave CTE to finish her thesis work in American Studies. They have all been valued members of CTE, and their presence will be missed.

The annual June issue of the CTE newsletter marks the end of the academic year by celebrating and recognizing individuals for their contribution to teaching and learning. So, please read or skim through this special edition of the newsletter. Look for individuals who you may know and who are being recognized for their accomplishments. Send them a note or email thanking them for their efforts. CTE looks forward to working with you in the fall. Please visit the CTE website for teaching resources and for help building your fall courses.

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.

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
teaching and learning is the promise of the quiet second morning of our institute.

2. Well after the last session of the second day of the 2009 Lilly-East Conference on College and University Teaching, in the lobby of the University of Delaware conference hotel, I moved among small circles of University of Maryland graduate students, talking about teaching. Instead of heading down the road to the bars and shops immediately after the conference day ended, this group of nearly forty spent an hour or two with colleagues willing to sustain an already-long day of sessions on and discussions of pedagogy.

With support from the Office of Undergraduate Studies, CTE has for a few years sponsored graduate student participation at Lilly-East. While the primary rationale for that funding is our conviction that this group benefits from the opportunity to attend (and, for many, to present at) this conference, we have observed the creation of a robust cross-campus community among those who attend. Exchange between a doctoral candidate in engineering and a new PhD student in psychology may not be especially uncommon, but when those two learn from each other’s teaching experience and when both do so after a day of sessions on pedagogy and the scholarship of teaching and learning, both share increased strength as instructors at Maryland and as future faculty.

3. Several years ago, sitting in the Maryland Room with an invited speaker and his lecture’s four attendees, waiting through the last few minutes before we began, I cringed for the guest, for the attendees, and for CTE. In a moment of awkward vulnerability, we all worried that this would be a little bad, a little embarrassing, and a little hard to explain.

Occasionally, a CTE workshop is attended by only a small number of faculty and graduate students. This has become remarkably rare--2009-2010 workshops had an attendance of nearly 400--but there are still offerings that seem poorly timed or insufficiently compelling to large numbers. Nevertheless, there is some beauty in the conversation between a workshop leader, CTE staff, and the four or five who choose one of these programs over a sunny spring Friday afternoon or ninety minutes to read a new journal issue or any of the other many obligations we share. The smaller community invites the kinds of questions and recommendations that might have trouble finding their way through a crowd of 50, perhaps. It becomes easier to compare experiences and perspectives and to share reflections on critical problems that may be part of all sorts of courses.

What these share is CTE’s best character, its devotion to guiding and advising communities of faculty, graduate students, staff, and anyone else involved in undergraduate education at the University. Simply hosting a conversation may, if we are very lucky, generate a sustainable community, but without care and purpose, discussions about teaching tend not to bring about much of the transformation to which we aspire. CTE therefore develops programs that tend to communities large and small. Our Summer Institute, our University Teaching and Learning Program, our workshop series, and the rest of our 20 or so offerings have at their foundations a facilitated exchange between the campus’s best teachers and a sense that feeding that exchange with CTE’s expertise, insights, and networks of excellent teachers will go a very long way toward the shared aim of teaching in a way that cultivates deep and lasting learning. As I initiate a move to College Park Scholars, another program fundamentally organized by a principle of community, where I will serve as Associate Director, I consider with gratitude the opportunity to participate in CTE’s many communities and have no doubt that those purposeful groups will continue to make the University better for each other and better for their students.
Notes from the Summer Institute for Teaching with New(er) Technologies

CTE, collaborating with the Mobility Initiative and the Office of Information Technology’s Academic Support Unit, offered its fourth Summer Institute for Teaching with New(er) Technology for sixteen members of the faculty over three late-May days. The faculty were selected from a large field of applicants, and were asked to submit a proposal outlining how they hoped to incorporate newer technologies into their undergraduate teaching for the 2010-2011 academic year. During the institute, the faculty reviewed instructional technologies available on campus and refined their proposals for incorporating technologies into their courses, with assistance and consultation from CTE and OIT staff.

The intention of the institute is to encourage improved teaching and learning through the use of purposefully applied technological tools. As such, participants are encouraged to approach the tools being explored as elements of a larger plan to teach effectively, rather than as innovations being used for their own sake without regard to improving teaching.

A number of faculty, instructional designers, and OIT staff members gave presentations on the use of various new technologies during the institute. The tools presented on include mobile devices, wikis, podcasts and blogs.

With support from the Mobility Initiative, nine of the institute participants worked on developing pedagogical uses for mobile devices. Sponsored by the Office of the Senior Vice President of Academic Affairs and Provost, the Office of Undergraduate Admissions, and OIT, the Mobility Initiative is a pilot program to enhance the student education experience by examining the role that mobile Internet access devices might have in the future of instruction, learning, and the social growth of students on campus.

As participants explored and experimented with pedagogical technologies— including mobile learning, wikis, podcasts, digital storytelling, and blogs—CTE and OIT instructional designers offered consultation, both in terms of how to use the technologies and how to engage them in the support of learning goals. The group of participants also acted as a peer learning community for each other, offering feedback on each other’s work.

In order to sustain the foundational work of the institute, CTE will provide ongoing support throughout the pilot year. Institute participants will be able to seek consultation, address problems with implementation, and adjust the applications of selected technologies. The summer institute faculty members will meet as a peer learning community several times each semester to discuss their progress, share resources, and provide review and input. Each

“Summer Technology Institute...” continues on page 12
Faculty member, having identified and adopted a new technology, will serve as a resource for his or her academic unit, stimulating further innovation across the campus, which will improve teaching and learning in other courses. Institute participants will present their experiences and findings with the University community at the spring Innovations in Teaching and Learning conference on campus, and they will be expected to contribute their work for dissemination by way of conferences and journals of scholarship of teaching and learning. Participants will contribute to the assessment of the institute.

Participants Included:

Valerie Anishchenkova, Arabic
Tanya Clement, Digital Culture and Creativity
Linda Coleman, English
Bernard Coopermand, History
Avital Feuer, Jewish Studies
Matthew Kirschenbaum, Digital Culture and Creativity
Jullie Koser, German
Meina Liu, Communication
Joseph McCaleb, Curriculum and Instruction
Marla McIntosh, Plant Science and Landscape Architecture
Trevor Parry-Giles, Communication
Mary Sies, American Studies
Ian Ward, Government and Politics
Susan White, Finance
Psyche Williams-Forson, American Studies
Ronald Yaros, Journalism

For more information visit www.cte.umd.edu/sti

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University Teaching & Learning Program

Graduate students, boost your teaching, boost your CV – join the UTLP!

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 at cte@umd.edu or call (301) 314-1283.
The University of Maryland had a record number of faculty and graduate student participants at this year’s Lilly-DC Conference on College and University Teaching, hosted at the Holiday Inn in College Park, MD. CTE, with support from Undergraduate Studies, was able to provide grants and assistance for attendees.

The newly-relocated Lilly-East Conference, held 4-7 June, included a significant number of presentations and workshops chaired by UM faculty and graduate students, many of whom have strong affiliation with CTE and its programs - presenters included Summer Institute participants, Graduate Lilly Fellows, and members of our UTLP program. Assistant Director Dave Eubanks offered a workshop, “Supporting Innovation for Mobile Learning: Implementing What We Have Learned,” and was a panelist for a roundtable of DC faculty developers, “Engagement! What a Metro Area Learning Community Is Doing About It.” CTE’s Publication Coordinator Anna Bedford, along with Dave Eubanks, presented a poster “Creating Communities of Teachers: An Inclusive Teaching Resource Guide” showcasing the expansion of the center’s Teaching Resource Guide, the collaborative process involved, and the goals of creating a centralized pedagogical resource and stimulating greater engagement in teaching across all campus constituencies.

2010 Lilly-DC Participants from University of Maryland included:

Graduate Students: Henrike Lehnguth; Anna Bedford; Taotao Liu; Lester Andrist; Abdel-Hameed Badawy; Gisella Bardosyy; Kevin Barry; Joy Bauer; Amanda Berger; Steven Buzinski; Laura Cathcart; ChengChiang (Julian) Cheng; Valerie Chepp; Bryna Clover; Ryan Curtis; Paul Dean; Lenny Demoranville; Elizabeth Foss; Tom Geary; Jennifer Gibbs; Lynne Heighton; Nabila Hijazi; Genevieve Houston-Ludlam; Lisa Injaian; Rashi Jain; Marissa Johnstun; Jennifer Kessler; Rebecca Krefting; Ben Krueger; Yi-Tak Lai; Ho Lam Liu; Rui Ma; Uchechi Okereke-Beshe; Jeffrey Olimpo; Ana Perez; Catherine Philpott; Lenea Rader; Kate Riera; Emilee Senkevitch; Kate Speirs; Lyrica Taylor; Stephanie Reichelderfer.

Faculty: Spencer Benson; David Eubanks; Cynthia Shaw; Lily Griner; Susan White; Marcia Marinelli; Evan Golub; Heather Nathans; Sherry Parks.
2010 Fall Orientation for Graduate TAs

Thursday, August 26th, 2010
8:30 a.m. - 4 p.m.
1101 Bioscience Research Building (morning)
and Plant Sciences Building (afternoon sessions)

CTE’s annual Graduate Teaching Assistant orientation introduces TAs to teaching at the University with a series of presentations, workshops, and panel discussions, as well as offering the opportunity for undergraduate TAs and returning TAs to re-engage in pedagogical conversations and take part in specialized workshops. Participants will be given a copy of the 2010-2011 Teaching 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.