Summer 2010 involved people from across campus in the work of making our new General Education plan a reality – a new program of courses for students entering as freshmen in Fall 2011. These colleagues, who would normally be working on other professional duties, dedicated their time in June and July to take the campus’ first steps toward replacing CORE with requirements of the new plan.

Members of 12 planning committees involving 67 different people took on the task of describing the criteria for each category in the new program. Criteria were debated and then stated in the form of learning outcomes for new categories such as Scholarship and Practice, as well as for more familiar categories such as Humanities, Natural Science, and History and Social Science. Courses that meet a majority of a category’s learning outcomes will be included as a General Education course in that category. Additionally, the committees offered guidelines for course selection and for periodic review of courses.

By the time you are reading this, I will have sent these learning outcomes out to deans, associate deans, the Undergraduate Programs Advisory Committee (UPAC), and the faculty who wrote them. If you have not yet seen the learning outcomes, they are available at www.ugst.umd.

“From the Dean of Undergraduate Studies” continued on page 8
From the Director’s Desk:  
A Season of Change and Renewal

By Spencer Benson, Director of the CTE

In the natural world, spring is traditionally viewed as the season of renewal, when after a long winter new life and communities appear and begin their annual cycle. In academics, the season of change is the fall, when first-year students appear on campus to begin their academic journeys and returning students return from summer jobs, travel, and adventures to reengage their academic journeys. It is always an exciting time for the campus as new friendships and communities form and old ones are revived. For students there are a finite number of these annual cycles, which cumulate with graduation and movement to the working world or to other academic endeavors. Thus, each fall our campus community is transformed and re-invigorated by a changing student population that has newbies and veterans.

For faculty the situation is different. Although rookie faculty may arrive with the idea that this is where they will spend the remaining part of their professional career, many are conditioned from previous educational cycles (high school, undergraduate, graduate school) that one spends four to six years at an institution and moves on. Certainly, this was my view when I joined the faculty here at UM; however, some 20 years hence, I find myself looking forward to another academic year at Maryland and wonder where the years went. Like me, many returning, seasoned faculty are challenged with finding ways to revitalize their excitement and intellectual engagement with the courses that they will teach. Some will try alternative pedagogies or overhaul their assessments; others will begin the process of building a new course, while some will teach a course for the first time. CTE can help in each of these situations by providing resources and expertise. One easy way to start is to ask for a copy of the CTE’s 2010-2011 Teaching Resource Guide. We provide it in both hard copy and online as a PDF file. Another possibility is to simply stop in and visit us at CTE or make an appointment to schedule a one-on-one consultation.

Whereas the student community changes and renews annually, other changes tend to occur at watershed intervals — unique periods when a variety of changes and factors come together and result in significant restructuring and rethinking of key aspects of the university. The changes that result may be less obvious than the arrival of thousands of fresh faces and often takes longer to be seen, but such changes are more important because they establish new pathways and opportunities for meeting the educational demands of today’s changing world. Recent changes at the University of Maryland mark a watershed for our community. These changes include a new president, Wallace Loh, new deans and an associate provost, the combining of the two science colleges, and the introduction of new graduate and undergraduate initiatives. Of special interest and impact is the new General Education (GenEd) program that will be implemented in the fall of 2011. Associate Provost Donna Hamilton describes the general education work that her office and the faculty have been involved with over the summer in an accompanying article. Maryland’s revised General Education program reflects the university’s forward vision and our commitment to providing all undergraduates a variety of educational opportunities which will enable them to develop the knowledge and skills that they will need to successfully transition through numerous careers as post-graduates.

In the coming year, CTE will focus on assisting faculty with the implementation of the educational/learning components of the new General Education program. In part-

“From the Director of the CTE” continued on page 7
A Look at the First Year Book:
Half the Sky: Turning Oppression into Opportunity for Women Worldwide
By Lisa Kiely, Assistant Dean of Undergraduate Studies

Nicholas Kristof and Sheryl WuDunn’s book, Half the Sky: Turning Oppression into Opportunity for Women Worldwide, presents harrowing tales about the lives of women far from College Park. Forced prostitution, gang rape, and widespread maternal morbidity are not necessarily on the minds of 18-year olds.

But education is. As new students receive a copy of the book, they learn about the power of education in developing countries. “You educate a boy and you’re educating an individual. You educate a girl, and you educate a village (African proverb).”

The authors chronicle stories of women who through education and microfinance were able to break free from lives of sexual slavery and poor maternal health. Kristof and WuDunn believe that educating women is not only a moral issue but an economic one as well.

The book’s title is based on a Chinese proverb: “Women hold up half the sky.” Through powerful examples and useful empirical evidence, Half the Sky demonstrates how communities are transformed by initiatives often from young “social entrepreneurs” both in the United States and around the world. University of Maryland students may be the next leaders in this movement.

Half the Sky is available in 2130 Mitchell Building for faculty members. All new students will receive a copy of the book when the semester begins. Sheryl WuDunn will speak on campus on October 27th. For more information about Half the Sky or the First Year Book Program, see: http://www.firstyearbook.umd.edu.

The Honor Pledge

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

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu. To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment).”
Digital Cultures & Creativity (DCC) is a new Honors College living and learning program at the University of Maryland. Sponsored by the College of Arts and Humanities and co-sponsored by the Maryland Institute for Technology in the Humanities (MITH), the Department of Computer Sciences, and the College of Information Studies, DCC will welcome its first class in the fall of 2010.

Responding to a call by Provost Nariman Farvardin to create new living and learning “themes” within the developing Honors College, DCC is designed for the 21st century student who was born into the world of windows and the web and provides an innovative curriculum and learning community, which combines art, imagination, and global citizenship with new media and new technologies. The year-long introduction to DCC is interdisciplinary, coupling hands-on experimentation with a curriculum designed to focus awareness on the historical, theoretical, and cultural contexts in which digital creativity happens. Students will examine the history of creative digital expression from the invention of computers in the mid-20th century through the “Web 2.0” landscape of today (and beyond), and apply historical and theoretical insights by actively considering issues of ethics, aesthetics, and community as they are manifest in the contemporary globalized cultures of the Web. This will be coupled with a practical introduction to developing new tools and applications for platforms such as phones and tablet computers. In the second year, DCC students complete a capstone project depending on individual interest, on topics as varied as digital music and video production, digital art, computer game design, creative electronic writing, virtual worlds, and developing online communities.

In its inaugural year, classes will be run by faculty from the Department of Computer Science and Department of English. In the second year of the program, students will enroll in seminar classes with faculty from a combination of Maryland’s iSchool and various departments within the College of Arts and Humanities, who will also advise students on capstone projects. Additionally, MITH staff will participate in the program by providing honors seminars, offering technology workshops, and by providing technical, scholarly, and creative consultations.

You can find out more about the Digital Cultures and Creativity Living and Learning Community at http://www.dcc.umd.edu.

CTE & mLearning

The Center for Teaching Excellence continues its support of faculty developing academic roles for mobile devices in undergraduate education. These projects, guided by participation in CTE’s Summer Institute for Teaching with New(er) Technologies, and informed by the exchange of short-term learning communities on mLearning, take advantage of the opportunity to increase learning beyond the limits of regular course meetings. Students use devices to capture data in the field, to record reflections on the go, and to communicate with peers and faculty. CTE advises faculty as they determine learning objectives and consider ways mobile devices might serve those ends. CTE maintains its conviction that the technology ought not obscure the reasons for its use in a course. These faculty are making mLearning and other innovations part of their instructional methods not because the tools exist but instead because we believe that some have great promise for teaching and learning.

Visit http://mobility.umd.edu, the University’s Mobility Initiative site, and follow the link to “Faculty Engagement” for a list of faculty projects CTE has supported.
Graduate Fellowship Calls

The 2010-2011 CTE-Lilly Graduate Teaching Fellows

Application Deadline: September 7, 2010

The Center for Teaching Excellence seeks applicants for the 2010-2011 CTE-Lilly Graduate Teaching Fellows program. This pilot program, in its third year, is co-sponsored and funded by the Graduate School to support the professional development of graduate students. The program is modeled after the very successful CTE-Lilly Fellows program for faculty which has been in existence for nearly two decades. The CTE-Lilly Graduate Teaching Fellows Program is open to senior graduate students from across campus who are making appropriate progress to degree and have at least one year of teaching experience.

The CTE-Lilly Graduate Teaching Fellows will meet regularly during the academic year to discuss and address pedagogical and educational issues in undergraduate teaching at the University of Maryland. The selected fellows are expected to develop a sustained conversation about teaching and learning and together construct and implement a project, initiative or event relevant to the improvement of the educational culture at the University of Maryland. Each Fellow will receive a $1,000.00 stipend.

For more information or to apply visit: http://www.cte.umd.edu/programs/graduate/lillygraduate/index.html

The International Graduate Teaching Fellows

Application Deadline: TBD

The Graduate School, in partnership with the Center for Teaching Excellence, is pleased to announce the continuation of our program to support the professional development of international graduate students.

This initiative, the International Teaching Fellows program, works with international graduate teaching assistants (IGTAs) who have recently joined the University to facilitate their development as future faculty and as University of Maryland graduate teaching assistants. The International Teaching Fellows will function as a learning community under the guidance of CTE staff. They will write, share, and discuss reflections on teaching and will investigate strategies for improving their understanding of effective undergraduate education. Fellows will dedicate approximately 20 hours per semester to the program. International Graduate Teaching Fellows will receive a $500 supplemental stipend upon program completion. International Teaching Fellows are nominated by their graduate directors and compete for one of eight slots.

If you have questions or would like to discuss the program, please contact Spencer Benson at sbenson@umd.edu or 5-9356 or visit http://www.cte.umd.edu/ITF.
The Center for Teaching Excellence (CTE) Fall Workshop Series in partnership with the Office of Undergraduate Studies (UGST) will focus on the new General Education (GenEd) program that will begin full implementation in Fall 2011. To meet the needs of the new program and facilitate faculty participation in the new GenEd program, CTE and UGST will co-host the following workshops in the Maryland Room, 0100 Marie Mount Hall from 12:00 PM to 1:30 PM.

“Making Your I-Course Stand Out”  
Wednesday, September 15th and Thursday, September 23rd  
In these hands-on workshops, faculty will work on enhancing their I-Course proposals. Faculty experts will be present to help faculty deal with questions such as what pedagogies work for I-Courses, how one uses technology to facilitate student learning and course delivery, and how one addresses the I-Course learning outcomes.

“Scholarship in Practice”  
Wednesday, October 6th and Wednesday, November 3rd  
Scholarship in Practice is a new GenEd area that encourages students to put traditional learning into practice and results in an outcome such as a performance, a product, a policy, or an artistic work. In this workshop a panel of faculty will provide an overview of what constitutes scholarship in practice and answer questions regarding learning outcomes/expectations for this GenEd area. Much of the workshop will focus on faculty conversation addressing how one integrates scholarship in practice into a course or student learning experiences.

“Cultural Competence”  
Thursday, November 18th  
Cultural Competence is a component of the new GenEd Diversity requirement that can serve as a practicum for understanding plural societies issues by providing practical training for dealing with human differences and navigating the complexities of pluralistic societies. In this hands-on workshop, we will focus on what cultural competence means, how to integrate it into courses and brainstorm about way to engage students in this GenEd area.

Our regular fall workshops include:

“Civic Engagement in Our Courses: Spring 2010 Innovations”  
Thursday, October 14th  
12:00 - 1:30 PM in Margaret Brent, Stamp Student Union  
Sponsored in partnership with the Coalition for Civic Engagement and Leadership. Time and location to be determined.

“Teaching as Performance” with Dr. Leslie Felbain, Department of Theater  
Thursday, October 21st  
12:00 - 1:30 in the Maryland Room, Marie Mount Hall  
As is clear to all who have begun the first day of any course, effective teaching requires awareness of our physical presence in and movement around the classroom. This 3-hour hands-on workshop will address the issue of teaching as a particular sort of performance and will introduce participants to simple strategies for increasing teaching effectiveness in the classroom.
From the Director of CTE. continued from page 2

In partnership with Undergraduate Studies, the fall CTE workshop series will be focused on GenEd course and pedagogy development. We are excited about this important change in the general education program and look forward to working with many faculty members across campus. In addition, we are working with Undergraduate Studies to redesign the CTE Lilly Fellowship faculty learning community program for the 2010-11 academic year and to focus it on the Cultural Competence area of the new GenEd program. Additional information will be forth coming in the next few weeks.

Two other important initiatives that CTE will be involved with, in partnership with the Graduate school, are the CTE Graduate Student Lilly Fellows learning community and the International Graduate Teaching Fellows. Both communities bring together graduate students from across campus in a year-long learning community in which students share expertise, exchange ideas, and engage in conversation about teaching and learning. Last year’s CTE Graduate Lilly Fellows developed podcasts on the topic, “What is literacy?” See http://cte.umd.edu/literacy/ to find out more about the work this group has been doing. For information on these programs as well as CTE’s University Teaching and Learning Program (UTLP; http://www.cte.umd.edu/UTLP/index.html) please contact Alexis Ymon Williams, ayw@umd.edu the new graduate assistant coordinator for CTE’s graduate programs.

From the staff at CTE we wish everyone a successful and productive academic year. For information on all of the CTE 2010-11 programs please see the CTE website http://www.cte.umd.edu/.

The University Teaching and Learning Program (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. UTLPers 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. UTLPers have a common commitment to improving undergraduate education and an eagerness to make their classes the best they can. When UTLPers 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 Graduate School, the UTLP is administered by the Center for Teaching Excellence. For more information, please contact UTLP coordinator Alexis Williams at ayw@umd.edu or call (301) 314-1283.

Clicker Loaner Program

For those of you who may want to try student response devices, “clickers,” a limited number of loaner sets are available for temporary checkout from the OIT Classroom Support office in Hornbake 0125, x48522, courtesy of the Center for Teaching Excellence.
While many tasks are associated with the first steps of implementing the new plan for General Education, having the opportunity to steep ourselves in the vision of the Task Force and the Faculty Senate has been a critically important part of the process. The Task Force designed a program that will elevate the academic life of students at the University by enriching it intellectually at nearly every turn. However, if that is to occur, we need to implement the plan at the same high level as the vision. Understandably, everyone wants to know which requirements change and which stay the same. More important at this point, however, is a careful reading of the report so that we fully take on board its vision for the undergraduate educational experience at the University of Maryland.

While we all will have our favorite paragraphs or sentences from the report, some of my favorites include the following:

“As a primary goal, a General Education should provide students with breadth of knowledge and disciplinary diversity … Fostering intellectual dexterity is another goal of General Education. Intellectual dexterity grows not only from mastering a broad range of subjects, but also from understanding the many ways knowledge is produced. The adroit shifting of perspectives, the wielding of a variety of analytical tools, the ability to discern connections — these are scholarly resources for meeting the challenge of change. Rigorous and varied intellectual experiences teach students to evaluate a broad range of knowledge, to recognize what they do not know, to ask penetrating and fruitful questions, to locate existing answers, and to design research protocols that might generate new ways of thinking. In these processes, students become aware of how existing assumptions, theories, technologies, and modes of interpretation can guide, expand — but also limit — knowledge. Students in General Education develop the discipline to postpone conclusions, to seek out and listen carefully to alternative or even opposing arguments, and to examine problems from different perspectives as they formulate their own positions.”

Among the elements in the new program that embody this vision are Understanding Plural Societies, Cultural Competency, Scholarship in Practice, Analytic Reasoning, and Oral Communication. As the fall semester begins, we will be especially concentrating on these elements as the university community begins to think through, appreciate, and incorporate these newer emphases into our curriculum.

During the fall we will work with Spencer Benson and the Center for Teaching Excellence to offer programs to faculty that will facilitate General Education curricular transformation. The call for new I-Series courses went out to faculty the end of July, and will be sent again on September 1. To support the proposal process, Douglas Roberts, the newly appointed Associate Dean for General Education in the Office of Undergraduate Studies, and I will be on hand at two CTE workshops — September 15 and September 23 — to outline what makes a truly great I-Series course. Also present will be faculty who have written successful I-Series proposals and taught an I-Series course. And of course, the I-Series Faculty Seminars for faculty teaching in the I-Series this fall will begin right away too, with Doug, Spencer, and me present.

Also this fall, CTE will offer workshops on Scholarship in Practice...
tice and Cultural Competency. We have announced a Lilly-CTE Fellowship opportunity focused this year on developing courses to satisfy the Cultural Competency category. Additionally, we will run a series of workshops on Understanding Plural Societies. We want to give faculty an opportunity to collaborate on revising old courses and developing new ones for the two new diversity categories.

A newly appointed Implementation Committee will hold its first meeting just before classes begin in late August. This committee will review plans for submitting course proposals for the new General Education program, along with a host of other implementation details. As agreed, we will present the Implementation Plan to the Faculty Senate, probably in November.

Planning for the new General Education program has made work in the Office of Undergraduate Studies particularly interesting (and intense!) this summer. That intensity will surely pick up once faculty and students are back on campus. We have an exciting and rewarding year ahead. Please let us know if we can support your efforts in making this General Education plan the best in the nation.

Work with a Faculty 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.

Subscribe to Teaching & Learning News

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.
Distinguished Scholar-Teacher Lecture Series

“Of Volcanoes and Vectors: Mathematics and the Ecological Recovery of Mount Saint Helens”  
*William Fagan, Biology*  
Wednesday, September 22, 4:00 PM  
1407 Chemistry

“The Humanities Are Not a Luxury: A Manifesto for the 21st Century”  
*Martha Nell Smith, English*  
Thursday, September 30, 4:00 PM  
Ulrich Recital Hall

“Competition: The Good, the Bad and the Ugly”  
*Curtis Grimm, Logistics, Business, & Public Policy*  
Thursday, October 7, 4:00 PM  
1524 Van Munching

“The End of the Oil Economy”  
*William Dorland, Honors College*  
Tuesday, November 16, 4:00 PM  
1412 Physics Lecture Hall

“A Saxophonist’s Journey: Influences and Icons”  
*Chris Vadala, Music*  
Friday, December 10, 4:00 PM  
Gildenhorn Recital Hall

The Teaching Resource Guide

A guide to best practices and pedagogical principles, the *Teaching Resource Guide* is available in hard copy at the Center for Teaching Excellence or in PDF format at:

http://cte.umd.edu/TRG.pdf

Faculty Handbook of Policies and Resources

- Can I reschedule a final exam?  
- What are the University’s guidelines for attendance policies?  
- In what cases am I required to submit early warning grades?  
- 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
2010 - 2011 ACADEMIC CALENDAR

FALL TERM 2010
Classes Start 8/30/10 (Monday)
Labor Day Holiday 9/6/10 (Monday)
Early Warning Grades Due 10/14/10 (Thursday)
Thanksgiving Recess 11/25/10 (Thursday) through 11/28/10 (Sunday)
Textbook Orders for Spring 2011 Due 12/1/10 (Wednesday)
Last Class 12/10/10 (Friday)
Reading Day 12/11/10 (Saturday)
Final Exams Start 12/13/10 (Monday)
Final Exams End 12/18/10 (Saturday)
Main Winter Commencement Ceremony 12/18/10 (Saturday Evening)
College Commencement Ceremonies 12/19/10 (Sunday)

WINTER TERM 2011
Classes Begin 1/3/10 (Monday)
Martin Luther King Holiday 1/17/10 (Monday)
Classes End 1/21/10 (Friday)

SPRING TERM 2011
Classes Start 1/24/11 (Monday)
Early Warning Grades Due 3/10/11 (Thursday)
Spring Break 3/20/11 (Sunday) through 3/27/11 (Sunday)
Textbook Orders for Fall 2011 Due 5/1/11 (Sunday)
Last Class 5/12/11 (Tuesday)
Reading Day 5/11/11 (Wednesday)
Final Exams Start 5/12/11 (Thursday)
Final Exams End 5/18/11 (Wednesday)
Senior Day 5/19/11 (Thursday)
Main Spring Commencement Ceremony 5/19/11 (Thursday Evening)
College Commencement Ceremonies 5/20/11 (Friday)

SUMMER TERMS 2011
Sessions I and I-A Begin 5/31/11 (Tuesday)
Session I-A Ends 6/17/11 (Friday)
Session I-B Begins 6/20/11 (Monday)
Independence Day Holiday 7/4/11 (Monday)
Session I and I-B End 7/8/11 (Friday)
Session II and II-C Begin 7/11/11 (Monday)
Session II-C Ends 7/28/11 (Friday)
Session II-D Begins 8/1/11 (Monday)
Sessions II and II-D End 8/19/11 (Friday)

All dates are subject to change.

Religious observances
Rosh Hashanah Sundown, Thurs., Sept. 8 - Sundown, Fri., Sept. 10, 2010
Yom Kippur Sundown, Fri., Sept. 17 - Sundown, Sat., Sept. 18, 2010
Passover Sundown, Mon., April 18 - Sundown, Tues., April 26, 2011
Good Friday Fri., April 22, 2011
## CALENDAR

### September

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<td>Workshop: “Making Your I-Course Stand Out”</td>
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<td>Workshop: “Teaching as Performance” with Leslie Felbain, Theatre</td>
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<td>27, Wednesday</td>
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<td>First Year Book Program Lecture: Sheryl WuDunn</td>
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<td>Distinguished Scholar-Teacher William Dorland: “The End of the Oil Economy”</td>
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<td>18, Wednesday</td>
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<td>10, Friday</td>
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<td>Distinguished Scholar-Teacher Chris Vadala: “A Saxophonist’s Journey: Influences and Icons”</td>
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*(See page 6 and 10 for details)*