

Letter from the Director
February 2002

Dear Colleagues,

Faculty discussion at the TLC during Spring semester will continue to include questions and concerns about first-year seminars (brown bag and breakfast bag discussions) and technology in the classroom (sessions on electronic copyright issues, on plagiarism, and effective use of PowerPoint). In response to faculty requests, there will also be a session on tips and tricks for managing e-mail.

As many of you may have seen in the recent *Old Gold and Black* article, the Pro Humanitate Fund awarded a number of grants to faculty and students in Fall semester. This semester, the TLC will be receiving a second round of applications for Community-Based Research, Service-Learning, and Creativity and Innovation grants (deadline, March 31st, see descriptions in this newsletter). At a Fall workshop, Dr. Tim Stanton (Stanford University) gave faculty concrete suggestions for linking public service and academic learning, and a March workshop is being planned to highlight community-based research. As part of the ongoing campus wide discussion about diversity, the TLC has collaborated with the Department of Psychology, the Pluralism and Unity Program (sponsored by the Hewlett Foundation), and the Office of the Dean to invite Dr. Claude Steele to campus in April. Dr. Steele will give a public lecture (April 4th, 7 P.M.) presenting his analysis of research on the ways in which stereotyping influences academic performance and identity. I hope that you will encourage your students to attend, and that this lecture will provoke discussion in our classes and on campus.

Another issue of concern to faculty has been classroom climate for athletes. Last semester, the TLC co-sponsored with American Ethnic Studies and the Athletics Department a lecture by Mr. Welsh Suggs about the Knight Foundation Commission on Intercollegiate Athletics. Many faculty were unable to attend, so we are featuring in this issue of the *TLC Exchange* an article by Mr. Suggs that I hope will contribute to this ongoing discussion.

Over Fall semester, we acquired a number of new library holdings that are now housed in the TLC. Deborah Snyder's annotated list at the end of the newsletter shows the breadth and depth of the subjects they cover. Don't hesitate to come by to consult them anytime! I continue to enjoy working with faculty from departments across campus as we discuss issues that challenge our teaching and share ideas that can inspire it. Please feel free to contact Deborah or me (tlc@wfu.edu) with any ideas or suggestions for TLC activities. I look forward to working with you this semester.

Sincerely,

Sally Barbour
Romance Languages
Director, Teaching and Learning Center

Student Athletes

Welch Suggs of the *Chronicle of Higher Education* was on campus Friday, November 16, to speak on "The Knight Commission and Prospects for Reform in Intercollegiate Athletics" (co-sponsored by American Ethnic Studies, the Athletics Department and the Teaching and Learning Center). This article by Mr. Suggs further addresses the topic.

Can Anyone Do Anything About College Sports?

A group of presidents and a group of professors are taking their best shots

By WELCH SUGGS,

Chronicle of Higher Education. *From the issue dated February 23, 2001*
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If anybody could "fix" the problems in big-time college sports, it ought to be the Knight Foundation Commission on Intercollegiate Athletics. When the panel gathers at Washington's sumptuous Willard Hotel, many of the industry's power brokers are there, including top officials of the N.C.A.A. and current and past presidents of sports powerhouses like Notre Dame, North Carolina, and Nebraska. The experts they bring in as witnesses represent the rest of the college-sports establishment: conference commissioners, television executives, members of Congress.

And yet, despite meeting on and off for much of the past decade -- most recently last month -- the commission has made precious little headway in reining in the problems that plague college sports.

A few weeks later and a few hundred miles south, the tenured band of troublemakers who are the Drake Group descended on Knoxville, Tenn. Its members -- professors who want college faculties to reclaim control over the academic prospects of athletes -- were there to exhort University of Tennessee professors to join Linda Benschel-Meyers, one of their peers, in standing up to the Volunteers' athletics department. The Drake Group members were full of passion, but most of their enthusiasm fell on deaf ears. Only a handful of people showed up for a teach-in over the weekend, and fewer still participated in a discussion before the Faculty Senate.

The two groups' goals are similar, but their worlds could hardly be more different. The Drake Group, which takes its name from the Iowa university that played host to its first meeting, is a grass-roots network of faculty members trying to get their

colleagues to hold athletes to the same standards that apply to other students. The Knight Commission, a decade after it was first convened, is still trying to come up with top-down solutions to the problems of commercialism as well as academic compromise.

However, members of both groups admit they can't get their hands around the issues they're trying to tackle.

The Drake Group has plenty of willpower, but it has not engaged the National Collegiate Athletic Association or anyone else in the power structure of college sports. Furthermore, as its recent meeting in Tennessee indicated, the professors in the group have an uphill battle motivating even fellow faculty members to join their cause.

And the Knight Commission, while possessing plenty of influence, comprises presidents whose institutions are deeply entrenched in the existing system. Its members' ambivalence shows in its previous reluctance to entertain proposals that go deeper than tinkering around the edges.

It is doubtful that either group, by itself, has the potential to effect major change. But they and others are contributing to a dialogue indicating that higher education may be more serious about dealing with the proper role of sports than it has been in the past. Groups all the way back to 1929 have tried to tackle these issues, but none of the problems have gone away.

The first problem both groups face is trying to define what is wrong and what can be done about it.

As one who has kept a close watch on college sports from a distance, Richard W. Kazmaier Jr. has a pretty good idea.

Mr. Kazmaier, a member of the Knight Commission, has spent the past 50 years in sports marketing and financial services. Before that, he won the 1951 Heisman Trophy during his senior year at Princeton University. "There was always a win-at-any-cost force within intercollegiate athletics, as long as I can remember, and I assume it was there before my time," he says. The public's fascination with football and basketball has made

university constituencies -- perhaps excluding the faculty -- obsessed with winning teams.

What's gotten worse, Mr. Kazmaier says, is that colleges have become far more focused on competing on a national level, pursuing national championships rather than conference or regional success. That costs a lot of money and forces institutions to compromise their standards in the athletes they recruit.

The pursuit of money has become an end in itself, he says, and not just a means to victory.

"For the past 20 to 25 years, there has been building this economic monetary equation which has produced a separate set of challenges as well as a rationale for athletic success in itself.

"Then there are other, secondary means of monetary emphasis," he says, "such as network contracts for conferences, individual schools having their own relationships, such as licensing their trademarks and their identity. That's a new and more important force that has taken on a life of its own, beyond the win-at-any-cost mentality in sports."

Those forces have helped push athletics outside the purview of academic officials, Mr. Kazmaier concludes, as financial influences have "accentuated the separate nature of the athletic undertaking." And antidiscrimination laws, mainly Title IX of the Education Amendments of 1972, have forced athletics departments to leverage their assets to finance new opportunities for women's sports, placing even more pressure on them to make money.

Few in the athletics establishment would quibble with that assessment. Cedric W. Dempsey, president of the N.C.A.A. and a member of the Knight group, has spoken forcefully about the need to slow the meteoric rise in athletics costs. Commissioners of the major conferences say they're not entirely sure how to do that, but they agree that they need to find a better balance between sports and studies in the academy.

But how?

After four public hearings and many more private discussions, members of

the Knight Commission remain divided and deeply concerned about their ability to deal with these issues. The first edition of the group, which met from 1990 to 1993, was partly responsible for the N.C.A.A.'s 1997 decision to restructure itself to emphasize the role of college presidents. But members say the panel's work and that of earlier organizations has failed to deal with the fundamental conflicts between commercialism and education.

"All the reforms have had limited effect," says Charles E. Young, interim president of the University of Florida, who headed the University of California at Los Angeles for 29 years. "At least they've retarded the negative movement, I think, with regard to the academic situation."

He and other commission members say this series of meetings could be the last chance for presidents to reassert control of the athletics enterprise. "I don't think delay is one of the options the academic community has," says William F. Friday, a former president of the University of North Carolina system, who is co-chairman of the commission along with the Rev. Theodore M. Hesburgh, president emeritus of the University of Notre Dame. "If institutions don't take charge of this and get some kind of resolution to some of these issues, it will be done externally."

In its top-down approach, the group's members talk often about the need to change the culture of college sports, but in doing so they realize that they and their peers are to blame for creating it.

None of the witnesses before the Knight Commission has said that better than Sonny Vaccaro of Adidas, who lambasted its members in his testimony last month, saying they and other college presidents were responsible for encouraging commercialism by their willingness to strike deals with people like him. A quarter-century ago, he began making deals with coaches and, eventually, with their universities, to ensure that players wore Nike shoes during games. He left Nike for Adidas in 1990.

"Your biggest mistake was paying me in 1977," he told the group. "Not one

of you in this room is not going to take our money."

Members of the commission were sobered by Mr. Vaccaro's attack, but some acknowledge that their institutions are so heavily invested in big-time college sports that they can't control them anymore.

"That's an argument that can be made," says John A. DiBiaggio, who became president of Tufts University in 1992 after tours of duty at the University of Connecticut and Michigan State University. "Can [we] rise above self-interest to do what most people recognize has to be done?"

The answer is unclear. This time around, most members of the commission say they want to find common ground to talk about ways that major colleges can reclaim control of the system.

Mr. Young and others say they want the presidents of the colleges in the N.C.A.A.'s top five conferences -- the Pacific-10, Big Ten, Southeastern, Big 12, and Atlantic Coast -- to talk about these issues together. Under this scenario, those institutions would not break away from the N.C.A.A.

Instead, their leaders would have the chance to enact reforms of their own. That, in theory, would have a ripple effect, compelling other colleges to adopt the same standards if they wanted to be mentioned in the same breath with institutions like the Universities of Iowa, Florida, or North Carolina.

James E. Delany, commissioner of the Big Ten, says he would be happy to have his league take the lead on academics, but isn't sure how to rein in commercialism.

"Hey, listen, if [presidents are] concerned about ... the relationship between revenues and sponsorships, television, and commercial interests -- if they want less, tell us, and we should do it," he says. "If they really wanted to have [only] half of Iowa's games on, we could have half of Iowa's games on. It's really their call."

Other Knight Commission members say they'd rather see the American Council on Education or the Association of American Universities

take responsibility for initiating reforms.

Mr. Dempsey says those approaches worry him. He doesn't want to undermine his association's oversight, particularly since the N.C.A.A. put college presidents in charge of its governing structure in response to the first Knight Commission.

"We don't want to do anything to damage the structure that the Knight Commission helped advocate the first time," he says, "unless the opinion is that the current system isn't working. And it's too premature to say that."

Members of the Drake Group care little about the economic and cultural issues that the Knight group is trying to tackle. They want professors to demand their classes back. Back from coaches who won't give their players time to study. Back from tutors who write players' papers for them.

"The issue is not necessarily with the athletics department," says the founder of the group, Jon L. Ericson, a retired professor of rhetoric at Drake University. "Academic integrity is really a family fight, within the faculty. We ought to clean up our own backyard."

That's why they were in Knoxville this month. Mr. Ericson came to support Ms. Bensel-Meyers, the English professor who has charged that Tennessee's athletics department steers players into lightweight courses and uses tutors to help them cheat on papers.

Along with group members from Ithaca College, the State University of New York at Albany, Southern Illinois University at Carbondale, and the Universities of Georgia, New Haven, and West Georgia, Mr. Ericson and Ms. Bensel-Meyers conducted a series of meetings with faculty members. Ms. Bensel-Meyers and Allen L. Sack, of New Haven, also spoke to the university's Faculty Senate.

Beyond the basic goal of empowering professors, members of the Drake Group all have their own agendas and solutions. Few, however, are as passionate as Mr. Ericson, who believes that academic corruption would cease if universities published reports showing what classes athletes

take, what grades they receive, and what the average grade in a given class is. He claims that there are ways of revealing this information without violating the Family Educational Rights and Privacy Act, commonly known as the Buckley Amendment. Not only would that shed light on potential problems, he argues, but the public would be outraged at all of the Mickey Mouse courses that athletes take.

He has some evidence from his own backyard to back him up. Drake suspended four basketball players last month for failing to maintain a 2.0 grade-point average, a university requirement. Two of them sued, and in court they admitted having 1.0 averages. Both had flunked a sociology class, one because the professor thought he had cheated on a paper.

Plenty of fans and others excoriated Drake for holding the players to such a rigorous standard, but when details of their academic progress became public, the criticism vanished, Mr. Ericson says. "Once the academic transcripts appeared in *The Des Moines Register*, there was silence in the land."

Other members of the group have other ideas. But their primary mission right now is to spread their message to other professors. Based on their experiences at Tennessee, that might be a challenge. Attendance at their teach-in was poor, and the Faculty Senate forum was tame, to say the least.

The problem appears to be that faculty members are either cynical or apathetic.

During the session in Knoxville, D. Allen Carroll, chairman of Tennessee's English department, said he had thrown in the towel. For every one or two problems with athletes that

his department tries to solve -- getting tutors to write their assignments, finding ways to get their grades changed -- three more problems spring up.

"I think it's a sleaze factory," Mr. Carroll said. "But I throw up my hands."

Presentations by Ms. Bensel-Meyers and two other professors at the Faculty Senate meeting provoked little discussion. Only eight professors stood up to ask questions of the presenters over the course of a couple of hours, and the meeting ended with the senate voting to send to committees five recommendations from Ms. Bensel-Meyers, including measures to ensure that students and athletes are treated the same way in admissions, grading, and determination of learning-disability status.

Afterward, Robert W. Glenn, president of the Faculty Senate, said several factors were stifling faculty interest in athletics. "There is a climate here that's just overwhelming. People feel inhibited -- you walk around campus and you see there's no Richard Mason Avenue, no Milton Klein Avenue," he says, referring to revered retired professors. Instead, to commemorate Vols football heroes, "we have Philip Fulmer Way and Peyton Manning Pass."

Professors will grouse about sports around the coffeepot, but not in a public forum, he says.

Chaos theoreticians talk about "attractors" -- forces that create great change in a system. Some attractors are huge and obvious, like tornadoes. Others are small and subtle, the classic example being a butterfly's wing. Either can wreak havoc in its environment.

The Drake Group and the Knight

Commission are two of a number of would-be attractors swirling in the world of college sports. A slew of recent books has challenged educators to rethink their responsibilities vis-a-vis athletics. The most often-cited of these is *The Game of Life*, by William G. Bowen and James L. Shulman, and *Intercollegiate Athletics and the American University*, by James J. Duderstadt. The Drake Group members Murray A. Sperber, Allen L. Sack, and Ellen J. Staurowsky also have published well-received books decrying college sports.

Of course, nobody can say whether either group can be an attractor for some sort of broad-based response to the fundamental conflict between athletics and academics that Mr. Kazmaier describes. They're trying, though: The Knight Commission will meet a final time in mid-April before issuing its final report. The Drake Group hopes to reassemble in March for the first in another series of meetings.

But both groups say they're up against a set of societal expectations. Americans love college sports, and they want their favorite teams to win. The resulting pressure can be more than any college president or athletics director or coach can bear without resorting to some kind of cheating.

"If people want to go to 107,000-seat stadiums and watch athletes perform who are marginally enrolled but are all in the same uniform, under the same coaching leadership, out there bringing glory to the people in the stands who say, 'This is what we want, a victorious, successful group of athletes on the field,' I don't know that anybody's going to change that, other than to say, 'That's what exists,'" says Mr. Kazmaier, the old Princeton star.

"But let's not operate under the pretense that these are students. They're not."

Service Learning at Wake Forest

At the first Pro Humanitate ACE workshop this year, Dr. Timothy Stanton, Sanford University, addressed faculty on "Linking Service with Academic Learning: Lessons from Stanford University". Dr. Stanton is director of the Public Service Medical Scholars program and lecturer in Health Research Policy in the School of Medicine at Stanford University. In his graduate and

undergraduate service-learning courses, he looks particularly at “public decision-making in local communities and the process and practice of community service.”

In the *Michigan Journal of Community Service Learning*, volume 2000 (Fall 2000), Dr. Stanton wrote:

The end of the Twentieth Century has been kind to service-learning. What was once a very marginal, largely unheard of “alternative education” strategy has now become almost commonplace in the curricula of both secondary and post-secondary education institutions...Research has demonstrated that students learn faster and more deeply through service-learning than in more traditional forms of education. Communities are served. Schools and institutions change. (119)

For more information about Dr. Stanton or his work, go to the following site:

<http://www.med.stanford.edu/osa/publicservice/PRISMS/fellowshipmedia/timbio.pdf>.

The following reflections are written by students who participated in service-learning projects during fall semester under the guidance of Dr. Angela Hattery (Sociology). The TLC thanks these students for allowing us to publish their experiences and hopes that they provide faculty with further insights as to how these projects affect Wake Forest students. (Copies of these reflections, as well as others not included in this edition of the newsletter, are available in the TLC. We invite any faculty member who wishes to contribute information about activities and projects being undertaken in his/her classroom for possible inclusion in future newsletters to do so by emailing the material to tlc@wfu.edu.)

Shantytown at WFU

Last night was Shantytown, and the end result makes getting lost while trying to find boxes more than worthwhile. The experience made me think a lot about what it means to be homeless. I think it did the same for my classmates, as well as those who happened upon our Shantytown as the night progressed.

I’ve had some contact with homeless people—for example, last week at the Samaritan Inn and a few weeks ago at the Hunger and Homelessness Conference in Memphis. In this and other volunteer work, I’ve been fortunate enough to meet people who don’t have a permanent place to call their own. I’ve had conversations with my homeless friends about what it is like to live on the streets—from the guy from San Francisco who told me about being harassed by the police, to Coach, the icon of homelessness in my hometown. Experiences in Shantytown gave me a whole new perspective and even more respect for my friends who are able to survive on the streets. Before Shantytown, I had a more “academic” understanding of homelessness. I understood the ways in which the homeless were unfairly targeted by the law, which made it illegal to urinate in public, stay in public parks overnight, or anything else that a person must do to live. I even understood a little about more emotional issues faced by the homeless—battles with addiction, rape, and violence that pervade life on the street. Before Shantytown, however, I did not have any idea of what it was like to actually sleep on the streets. When I slept (or more appropriately tried to sleep) in my cardboard box, I had flannel pajamas, a high quality sleeping bag, and other layers to keep me warm in my box, which was safe and secure in our gated Wake Forest community. I didn’t have to worry about my safety and was as warm as one could possibly be sleeping outside; nonetheless, I didn’t sleep soundly. I woke up several times throughout the night because of an ache in my side, the cold, or a noise; and when morning broke, I was not well-rested. I felt a little better after taking a hot shower; though this, the safety of our Shantytown, and the warm clothes and sleeping bags that I was privy to are all luxuries for someone who lives life on the streets. (*Kristin Zipple*)

So Happy That It Was Only For Two Days

My two days on a welfare budget were an eye-opening experience. I truly never realized how fortunate I was until I was placed in the same position as individuals who live on fixed meager incomes. Every part of the experience gave me new understanding, from shopping for groceries to eating.

I am normally an impulsive shopper who is commonly driven to buy many products solely because I crave them. My trip to buy groceries for two days on a welfare budget consisted of constant calculations of how much I was spending, and constant concern that I would not have enough food to eat. Instead of browsing the vegetable, fruit, and the meat departments, I stuck primarily to the “just-add-water” products that do not meet most nutritional needs. Being nutritious for those two days was not my main worry; I just did not want to be hungry.

My uncertainty about how much food I could get on a welfare budget was quickly replaced by a craving for more variety and a jealousy of the people around me who were eating better. For example, during my Thursday seminar class, the professor gave students a ten-minute break to go get a snack at Benson. Well, everyone came back with their snacks of bagels, candy, and chips, everyone except me. I was so jealous, and I felt self-conscious that people who did not know I was participating in the welfare budget might question why I was not also eating. I could not help but think about school-age children whose parents cannot afford to buy them overpriced popular snacks, especially since early friendships commonly rely on switching snacks at lunchtime. Wow! I cannot fathom the idea.

Overall, my welfare diet was not too bad. However, I could not imagine having to eat with only \$4.50 every day. This experience has taught me not to be so unaware of how lucky I am and to thank my parents continually for their part in my good fortune. The experience has also taught me that in the larger scheme of things, my own trivial problems are quite minute compared to those faced by others. (*Eddie Lindler*)

Pro Humanitate Fund Applications

Faculty with teaching or research interests in service learning or community engagement are encouraged to apply for grants supported by the *Pro Humanitate* Funds. Applications are available in the TLC, on the TLC web site under “Programs and Services”, at the Office of Volunteer Services (321 Benson), or online from the Dean’s web page (via “Academics”). Please submit all applications to the TLC (Room 330 ZSR Library) by **Thursday, March 21, 4:00 p.m.** The types of grants available are listed below.

Community Based Research Grants (Award: up to \$5,000) : Provides faculty support for multi-purposed research promoting the idea that knowledge should be used for the benefit of humanity; a project would include the following:

- engaging the community in problem solving
- providing service to the community
- producing scholarly work with publishing potential

Service Learning Grants (Award: up to \$700) : Provides support for faculty developing service-learning components to include as a part of coursework; examples of ways to utilize the funds could be, but are not limited to:

- Hosting lunch meetings for service placement supervisors
- Travel to explore volunteer opportunities at domestic and international sites
- Stipends for planning and coordinating service-learning integration
- Developing service-learning components of study abroad programs

- Purchasing supplies for large service learning projects
- Printing and distributing educational outreach materials prepared by students in a service-learning course

Requirement: attendance at one ACE Workshop or participation in the ACE Fellows

Creativity and Innovation Fund (Award: up to \$3000) : Provides students and faculty with support for projects that unite service and learning to address community needs; examples of uses might include, but are not limited to:

- travel to explore the possibilities of creating new international or domestic service trips (similar to the current programs, City of Joy, Honduras Outreach Project and Exchange and Tie that Binds)
- respond to a community, state, national, or international need with a creative idea involving the action of Wake Forest students
- establish an on-going partnership between Wake Forest and a community agency
- support a mentoring relationship between Wake Forest and local schools

ACE Fellows Applications

A precursor to the Pro Humanitate Program, the Academic and Community Engagement Fellowship Program is an initiative linking the University's commitment to academic excellence and service to humanity. The ACE Fellows Program is made possible with the support of the Office of the Dean, and it is sponsored through a collaborative effort between the Teaching and Learning Center and Volunteer Services. The program provides opportunities and incentives for faculty fellows to explore and implement service-learning into existing courses, new courses, or first year seminars. Information on this program, as well as an online application, may be obtained from the Volunteer Services web site at www.wfu.edu/Student-Services/Student-Life/volserv/Ace.html or from the Teaching and Learning Center web site (click on "Programs & Services"). Additional applications are available in the TLC. **Deadline for applications: 4:00, April 1.**

Former ACE applicants have often found it helpful to consult a series of titles on service-learning developed by the American Association for Higher Education and housed in the TLC. Volumes available are devoted to the following disciplines: accounting, biology, communication, engineering, environmental studies, history, management, medical education, nursing, peace studies, philosophy, politics, psychology, sociology, Spanish, teacher education, and women's studies.

CASE STUDIES IN SCIENCE SUMMER WORKSHOP CALL FOR APPLICATIONS

Christa Colyer (Chemistry) has passed on to the TLC the following information about a five-day workshop this summer that is sponsored by the National Center for Case Study Teaching in Science with support from The Pew Charitable Trusts and the National Science Teachers Association. The workshop focuses on training undergraduate college science faculty to teach with case studies and to write their own cases. It will take place at the State University of New

York at Buffalo; two sessions are scheduled: May 20-24, and June 10-14. Participation is by application only and is limited to approximately 40 people per workshop session. Applications will be reviewed and applicants accepted on an ongoing basis until the workshop is filled. Workshop participants receive a \$200 stipend for producing a case study within six months of the workshop for our case website. Grant funding allows the organizer to offer the workshop without charging a registration fee. In addition, meals and materials are covered by the grant, though travel expenses and lodging are not.

Dr. Clyde F. Herreid, workshop director, is a Distinguished Teaching Professor in the Biological Sciences Department at the University at Buffalo, author of a column on case studies regularly featured in the *Journal of College Science Teaching*, and Director of the National Center for Case Study Teaching in Science.

Application can be made online:

<http://ublib.buffalo.edu/libraries/projects/cases/workshop/regis.html>

See Workshop FAQ for more details:

<http://ublib.buffalo.edu/libraries/projects/cases/workshop/workshopfaq.html>

Still have questions? Contact: Rebecca Metcalf, Workshop Coordinator, rmetcalf@acsu.buffalo.edu, 716-645-2947 x272, or Nancy Schiller, Co-Director, National Center for Case Study Teaching in Science, schiller@acsu.buffalo.edu, 716-645-2947 x225.

TLC EVENTS Spring 2002

If you do not already receive e-mail reminders about TLC programs and would like to, please e-mail your request to tlc@wfu.edu. If you are interested in one of the topics but find the time unsuitable, please contact the TLC.

Magnolia Room Lunch

HOW CAN I USE SERVICE-LEARNING IN A COURSE?

Tuesday, March 19, 12:00

Host: Daniel Kim-Shapiro (Physics)

*An informal discussion for faculty who include service-learning in a course or who are considering including service-learning in a future class. An excellent opportunity to obtain advice from faculty who are experienced in this area, to offer your suggestions or to ask questions. **Limit ten (10) attendees.** Please RSVP to Deborah Snyder by email at snyderdw@wfu.edu or extension 4587 by Friday, March 15.*

Brown Bag/Breakfast Bag Discussions

HOW'S YOUR FIRST-YEAR SEMINAR GOING?

(Brown Bag) Monday, February 11, 12:00

Host: John Litcher (Education)

An opportunity to share advice and concerns with faculty who teach or are planning to teach a FYS. Lunch will be provided. Please RSVP by Wednesday, February 6, to snyderdw@wfu.edu or extension 4587, and indicate your choice of a Deacon Club sandwich, Grilled Portabello Mushroom sandwich, or Chicken Salad Croissant.

ELECTRONIC COPYRIGHT ISSUES

(Brown Bag) Tuesday, February 19, 12:00 p.m.

Host: Rosalind Tedford (ITC)

When is an MP3 legal and when is it not? How about video files or pictures? The world of electronic copyright is a complex one. This brown bag lunch will provide instructors with the basics of the laws behind using media files for academic vs. personal purposes and will provide resources for instructing students in the same. Lunch will be provided. Please RSVP by Thursday, February 14, to snyderdw@wfu.edu or extension 4587 and indicate your choice of a Deacon Club Sandwich, Grilled Portabello Mushroom Sandwich, or Turkey and Havarti Croissant.

HOW'S YOUR FIRST-YEAR SEMINAR GOING?

(Breakfast Bag) Wednesday, February 20, 8:30 a.m.

Host: David Finn (Art)

An additional opportunity to discuss your FYS with colleagues. Please RSVP by Friday, February 15, to snyderdw@wfu.edu or extension 4587. The TLC will provide a Continental Breakfast.

ACE FELLOWSHIP DISCUSSION

(Brown Bag) Wednesday, March 20, 12:00 p.m.

The deadline for ACE Fellowship applications is April 1. Questions about the ACE program and application will be answered and ideas discussed on designing a course with a service-learning component. Please RSVP by Friday, March 20, to snyderdw@wfu.edu or extension 4587 with your sandwich choice of a Deacon Club, Chicken Salad Croissant, or Portabello Mushroom.

USING POWERPOINT IN THE CLASSROOM

(ZSR Library Room 204, Brown Bag) Thursday, March 21, 12:00 p.m. Host: Dee Oseroff-Varnell (Communications)

Are you using PowerPoint in the Classroom? Are your students using PowerPoint for oral presentations? Need some guidelines for your own and student use of PowerPoint? Recommendations for effective delivery? Tools for use of PowerPoint? Come to this TLC lunch presentation by Dee Oseroff-Varnell in the ZSR Library, Room 204. Questions will be welcomed

during the discussion. Please RSVP to Deborah Snyder by email at snyderdw@wfu.edu or extension 4587 by Monday, March 18, and indicate your sandwich choice of a Deacon Club, Chicken Salad Croissant, or Vegetarian Delight. The TLC will provide lunch to all participants.

EASY ANIMATED TUTORIALS WITH PAINT SHOP PRO

(ZSR Library Room 204, Brown Bag) Tuesday, April 9, 12-1:15 p.m. Host: Rick Matthews (Physics)

Animations can convey process much more effectively than static pictures. Paint Shop Pro is ideally suited for making these animations. One can draw the individual pieces on different "layers", quickly change which layers are visible in each image of the animation sequences, then weave the individual images into an animated file that is remarkably compact. Please bring your laptop to participate in this hands-on discussion. RSVP by email to snyderdw@wfu.edu or extension 4587 by Thursday, April 4, with your sandwich choice of Roast Beef and Cheddar, Turkey and Havarti Croissant, or Vegetarian Delight.

TIPS AND TRICKS OF NETSCAPE MESSENGER

(ZSR Library Room 204, Brown Bag) Thursday, April 11, 12:00 p.m. Host: Giz Womack (ITC)

The basics of managing your email will be covered in this one-hour class. Learn to use folders to organize your messages, filters to sort messages to folders as they arrive, and the personal address book to collect email addresses and other information. Time permitting, other tips such as creating a vacation message and using a signature file will be covered. Please bring your laptop to fully participate in this demonstration. RSVP by email to snyderdw@wfu.edu or extension 4587 by Monday, April 8, with your sandwich choice of a Deacon Club, Chicken Salad Croissant, or Portabello Mushroom.

Panel Discussion

PLAGIARISM: HOW PREVALENT IS IT? WHO DOES IT? WHY? HOW CAN OUR COMMUNITY RESPOND?

Wednesday, February 6, 4:00 p.m., Benson 407

Sponsored by Teaching and Learning Center and Culpepper Program

Panel includes Ken Zick (Vice President for Student Life), Anne Boyle (English), Rosalind Tedford (Information Technology Manager, Library); students representatives Lauren Hamilton (Judicial Council) and Julia Kyle (Board of Investigators and Advisors).

Public Lecture

Professor Claude Steele, Department of Psychology, Stanford University

Thursday, April 4, 8:00 p.m., Brendle Recital Hall

Sponsored by Teaching and Learning Center, Department of Psychology, Dean's Office, and Pluralism and Unity Program (sponsored by the Hewlett Foundation)

Dr. Steele, professor of psychology at Stanford University since 1991, has also taught at the University of Michigan, the University of Washington, and the University of Utah. He holds an endowed chair as Lucie Stern Professor in the Social Sciences, and he is President-Elect of the

Society for Personality and Social Psychology. A description of Dr. Steele's research can be found at his web site: "Throughout his career he has been interested in processes of self-evaluation, in particular in how people cope with self-image threat. A second interest, growing out of the first, is a theory of how group stereotypes. . . can influence intellectual performance and academic identities" (<http://www.Stanford.edu/%7Ejbonham/steele/>).

An article by Dr. Steele, "Thin Ice: 'Stereotype Threat' and Black College Students," *The Atlantic Monthly* (Aug. 1999), is available in the TLC; or read it online at www.theatlantic.com/issues/99aug/9908stereotype.htm.

Past Program Notes Fall 2001

By popular demand, the TLC Exchange reprints handouts and/or publishes notes from several of the previous semester's brown bag discussions and programs.

Using Pocket PC's in the Classroom Brown Bag Discussion, hosted by Anne Bishop (Information Systems) September 17

The use of I-PAC's can improve participation, even in large classes, by creating a more interactive environment which often encourages shy students to become more involved in class discussion. Some of the benefits of using an I-PAC in class presentations:

1. It has a Web Server that contains only what you want it to (no excess programs you do not need).
2. PowerPoint presentations programmed on an I-Pac can be viewed directly by the professor as it is projected onto a larger screen for the students.

Another useful feature of the Pocket PC is the opportunity to get immediate feedback from students, who can submit questions to the instructor's unit from their unit:

1. Students can submit questions/comments anonymously, thereby encouraging involvement by those who might otherwise be too shy to participate.
2. The instructor can see the comments/questions immediately, and they can be addressed right away or saved on the I-PAC to discuss at another time.
3. Students can rate their level of understanding of the material as it is presented, therefore allowing the instructor to modify presentation of material immediately in order to make it more understandable.
4. Instructor sees a continuous rating graph, and can therefore target material most useful to a particular class.

The Silent Socratic Dialogue: Moving Students from Topics to Ideas Brown Bag Discussion, hosted by Tom McGohey (Writing Center) September 24

Ninety percent of writing problems are problems in thinking: it can take students up to one hour to come up with a topic idea. In addition, it is hard for students to focus on writing more than

one hour at a time, so helping them “find a focus” can significantly make the writing process more productive for them. One example given by Tom McGohey is a history writing assignment, “a mini-history that takes into account the problems that historians face in their telling of the past” after reading a published historian’s work. The steps he encourages students to follow in completing the assignment are:

1. Once a topic is chosen for the essay, the student should locate five or more primary sources--not pieces written by a historian, but rather first-person narratives, magazine and news articles, pictures, etc.
2. Analyze the materials closely.
 - a. List fifteen observations about each source, including how the facts are presented, biases the writer might show, and why the author wrote the source piece.
 - b. Based on (a), form generalizations. Ask--and answer -- questions like “who was the original audience for each source” and “what assumptions about politics, gender, etc underlie the source?”
3. Draw a building with the same number of sides and windows as you have sources. Write the general topic inside the building. In each window summarize the generalizations you found in (b).
4. Look at each window and “freewrite” any patterns or connections you see in your windows—explain what you perceive as the focus of your research that can help you get a better handle on all the sources.

When writing an essay on a novel, following these steps can lead to a stronger, clearer paper:

1. Annotate the text as you are reading. “Strong readers are readers who make a mark or annotate a text as they work their way through it and use that mark as a starting place for returning to the text and writing about it to help them construct a meaning.”
2. Write a paragraph or two to a group of your classmates stating what you want to write about in your essay. The group in turn will write responses that will raise questions the writer may want to address.
3. Write a “chunk” of the paper. The chunk does not have to be the beginning of the paper--it can be the middle or the end. Work with a partner to evaluate your thesis and raise questions about what you have written.

(Portions of information taken from Mr. McGohey’s handout)

Come Learn About Blackboard

Brown Bag Discussion, hosted by Rosalind Tedford and Giz Womack (ITC)

October 9

“What is Blackboard?”

Blackboard, a web-based Course Management System in use at WFU since Spring 1999, allows instructors and students easy access to the course file from any computer with an Internet connection. The primary features are:

- i. Online announcements
- ii. Storage of course documents (syllabus, readings, etc.)
- iii. Electronic submission of assignments
- iv. Online quizzes and surveys
- v. Online grade book (viewable by students if instructor chooses)

- vi. Online threaded discussion (asynchronous)
- vii. Online chat (synchronous)
- viii. Online course calendar
- ix. Group work areas (includes group chat, discussion, file sharing)
- x. Email (to groups, individuals or entire class)
- xi. Course statistics (see what and when materials are accessed)

Over half of the WFU faculty currently use Blackboard. Through an email listserv, faculty ask and answer questions and share ideas related to Blackboard use, and they also receive notification of training classes, server downtime, and information on other issues related to educational technology on campus. For more information go to <http://www.wfu.edu/Library/ITC/training/blackboard/>.”

(Reprinted from hosts' handout)

Magnolia Room Lunches: How's Your First-Year Seminar Going?
October 11, host, Brad Jones (Chemistry) & October 25, host, Sue Rupp (History)

Some general concerns and observations discussed by faculty at these two lunches:

- Team-teaching has advantages if it can be arranged.
- A 3-hour/once a week schedule gives time for reflection in class.
- How can we handle suspicion of plagiarism?
- A noticeable decline in students' enthusiasm and in evaluations was noted in Spring semester vs. Fall semester. No reason could be given.
- Attendance problems are fairly common in early morning seminars (starting 9:00-9:30).
- Students compare notes on different FYS's, and they often comment on the inconsistency of workload from one section to another.

Some problems and solutions discussed:

- How to lead effective class discussion or encourage participation?
 Suggestions:
 -In each class, a student is responsible for presenting a topic and leading a discussion for at least 15 minutes, and all students must lead discussion at least once a semester.
 -Don't wait for students to volunteer; call on them to participate.
 -A feedback sheet after one month can help: let students know where they stand regarding their participation grade, whether they are talking too much or not enough.
- How do you get quality on written assignments?
 Suggestions:
 -More frequent assignments of short papers, rather than fewer assignments of longer papers: this allows students to maintain focus.
 -If students come for editing assistance, go over only the first few pages and let them continue editing on their own: they need to learn how to learn from their mistakes.
 -Do not simply invite students to come to your office to go over papers, require them all to come. Otherwise, the only students who show up are the ones who really do not have major writing problems.

- With tightly structured assignments students know exactly what is expected.
- Encourage students to go to the Writing Center.

Open Forum on Leading Classroom Discussion
Brown Bag Discussion, hosted by Bob Evans (Education)
October 24

Bob Evans began by asking faculty present to ask questions and to offer advice on increasing the quality and quantity of discussion in the classroom. Several suggestions were offered:

- To draw out quieter students, ask students to write and to turn in questions before the actual discussion takes place. The faculty member then reviews the questions and asks students who submitted those of special interest or merit to expand on them.
- Students are given the topic of the next discussion and are asked to come prepared to discuss a particular point.
- Go around the room for answers instead of waiting for students to respond. This allows for everyone to participate, not just more outgoing students.
- Do not assign a participation grade. Instead, build confidence of everyone in class during the semester so they feel comfortable enough in class discussions to fully participate without the pressure of having to respond because of grade requirements.
- Encourage students to know one another on a more personal level—build friendships—so they feel comfortable expressing views and opinions in front of the others in the class. It is easier to express ideas to people you trust than to “just another classmate.”
- If a question is raised that does not generate discussion, break the class into smaller groups to discuss it, then bring everyone back together to continue discussion as a class. Sometimes students feel more comfortable expressing themselves in small groups rather than larger ones.
- A successful feeling for the instructor is when she or he can back away from the discussion and the students can continue on their own with little or no guidance.

WAKE FOREST UNIVERSITY TEACHING AND LEARNING CENTER

The Teaching and Learning Center was established in 1997 with a dual purpose: meeting faculty-identified needs for teaching support and promoting dialogue about teaching. Faculty are encouraged to fill out a Faculty Information Form available from the Center designed to help us target specific needs and concerns which are then the topics for brown bag lunch discussion and workshops throughout the academic year.

The Teaching and Learning Center also offers a number of voluntary and confidential evaluation services outside the traditional departmental evaluation process. These have included mid-term evaluations, videotaping, and peer class visitations, and a faculty mentoring program.

To learn more about the Teaching and Learning Center, and/or to discuss the programs and services the TLC offers, please contact TLC Director, Sally Barbour at Ext. 4559 (barbour@wfu.edu) or TLC Coordinator, Deborah Snyder at Ext. 4587 (snyderdw@wfu.edu).

The Teaching and Learning Center is open Monday through Friday from 8 A.M. until 4 P.M. and is located in 330 Z. Smith Reynolds Library

The TLC faculty advisory committee is elected annually. Committee members for the 2001/02-year are: Doug Beets (Calloway School) Natalie Holzwarth (Physics), Joe Milner (Education), Mary Pendergraft (Classics), Kathy Smith (Political Science), and Harry Titus (Art).

Evaluation Services

The center offers services to faculty who would like voluntary and confidential peer review of their classes outside the traditional departmental evaluation process. All of these services require some lead-time to arrange since faculty volunteers provide them. If you would like to schedule any of these services, please give us at least two weeks notice. You can call X4587 or e-mail tlc@wfu.edu for scheduling or more information.

1. Mid-term evaluations

A colleague administers this evaluation to your class(es) at mid-term during the last twenty minutes of class. Students discuss in small groups the following topics: What is working in the class? What is not working? Suggestions? A secretary in each group takes notes of the discussion. After approximately five to seven minutes, the class comes together and each group reports. The colleague begins a list on the board of group answers in the three categories, coming to consensus with the entire class about which answers will be passed on to the professor. Three student secretaries are responsible for making a clean copy of each list. After class, the colleague meets with you to discuss the results. The information that is passed on to the professor is anonymous and reflects only those matters on which there is a consensus or majority opinion. For more information about the process and its benefits, read the article by Genevieve Brock (Romance Languages) in the first issue of *The TLC Exchange*. It is available on-line at our web site www.wfu.edu.TLC.

2. Videotaping

The Center owns a video camera and related multimedia/audio-visual equipment. You may use this service in two ways:

- a) Borrow the equipment and set up the camera in your classroom yourself. You keep the tape and view it yourself. This procedure requires less lead-time as long as the equipment is available and you know how to use it.
- b) Arrange for someone representing the Center who has been trained in using the equipment to tape the class and meet with you afterward to discuss the tape.

3. Peer Class Visitations

A colleague whom you select from a list available at the TLC visits your class on one or more occasions and discusses their observations with you. To read more about the process and benefits of this service, see the article by Bob Evans (Education) in the second issue of *The TLC Exchange*. It is available on-line at our web site www.wfu.edu.TLC.

Resources

The TLC has many resources available to the campus community, including books and journals promoting teaching excellence. These items are available for use in the Center and/or can be checked out at the circulation desk of the Z. Smith Reynolds Library. TLC hours are 8:00 AM to 4:00 PM Monday through Friday; if you need to consult or check out TLC resources when the center is closed, you may obtain a key at the circulation desk by showing your faculty ID card.

New books include:

- Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, 1996.
"Bean shows how writing can be integrated with such critical thinking activities as inquiry discussions, simulation games, classroom debates, interactive lectures, and more—helping transform students from passive to active learners."
- Brookfield, Stephen D. *Becoming a Critically Reflective Teacher*, 1995.
"Building on the insights of *The Skillful Teacher* and applying the principles of adult learning, Brookfield thoughtfully guides teachers through the processes of becoming critically reflective about teaching, confronting the contradictions involved in creating democratic classrooms, and using critical reflection as a tool for ongoing personal and professional development."
- Brookfield, Stephen D. and Preskill, Stephen. *Discussion as a Way of Teaching*, 1999.
"From preparing students for discussion to evaluating its meaning and effects, this comprehensive guide shows how to plan, conduct, and assess classroom discussions. Brookfield and Preskill suggest exercises to start discussion, strategies to maintain its momentum, ways to elicit diverse views and voices, and tips to encourage participation."
- Davis, Barbara Gross. *Tools for Teaching*, 1993.
"Contains forty-nine succinct and practical chapters on everything from lectures, discussions, and small-group activities to dealing with a diverse student body, using technology, making out-of-class assignments, grading, and improving student learning and motivation."
- Gardiner, Lion F. *Redesigning Higher Education: Producing Dramatic Gains in Student Learning*, 1994.
- Gordon, Habley, and Associates. *Academic Advising: A Comprehensive Handbook*, 2000.
"For the academic advisor, there are as many hurdles as there are opportunities for growth and change. This handbook not only clarifies the current status of academic advising but also envisions its role and practice for the future."
- Hawke, Constance S. *Computer and Internet Use on Campus*, 2001.

“From intellectual property rights to free speech and privacy issues, this guide distills the most current legal knowledge and case precedents on technology use for educators, administrators, and students.”

•Light, Richard J. *Making the Most of College: Students Speak Their Minds*, 2001.

•Macgregor, Cooper, Smith, Robinson, *Strategies for Energizing Large Classes: From Small Groups to Learning Communities*, 2000.

“Provides practical examples of how instructors can energize students in these courses through the innovative use of small-group teaching strategies and new curricular structures.”

•Marino, Thomas A. *Classrooms Without Fear: A Journey to Rediscover the Joy of Teaching*, 2001.

•Nelson, Michael and Associates. *Alive at the Core: Exemplary Approaches to General Education in the Humanities*, 2000.

“*Alive at the Core* explores what higher education must do to encourage greater breadth of knowledge, improved critical thinking skills, and lifelong competence in its undergraduate students. The authors lay the groundwork for meaningful learning in college and share approaches to changing the core curriculum into a tool for lifelong learning.”

•Prieto, Loreto R. and Meyers, Steven A. *The Teaching Assistant Training Handbook: How to Prepare TA's for Their Responsibilities*, 2001.

“This edited book presents readers with a wealth of information that is essential for designing, implementing, or improving a TA training program in a department or university-wide office.”

•Smith, Knudsvig, Walter. *Critical Thinking: Building the Basics*, 1998.

•Speck, Bruce W. *Grading Students' Classroom Writing: Issues and Strategies*, 2000.

“For professors concerned with how best to grade students' writing, this monograph will be a must. It is particularly helpful in its coverage of how to provide effective feedback on students' writing.”

•Zachary, Lois J. *The Mentor's Guide : Facilitating Effective Learning Relationships*, 2000.

“Zachary explores the process of mentoring and shares practical tools for facilitating the experience from beginning to end. She shows how mentoring can become a learning process in which the mentor and mentee serve as companions.”

Two recently acquired videotapes from The National Center for Case Study Teaching in Science, *The Use of Case Studies and Group Discussion in Science Education* and *Team Learning: Cooperative Learning in the Science Classroom*, show effective ways to involve students in the learning process in large classes and in small groups by showing real classes in process, and will be helpful in any curriculum or course.

The Teaching and Learning Center also maintains a vertical file of teaching-related articles. Subjects include, but are not limited to:

- Active learning
- Assessment
- Collaborative learning
- Critical thinking
- Generating discussion
- Syllabus construction

- Teaching portfolios
- Testing and grading
- Writing across disciplines

New service initiated fall 2001: The TLC has established a listserv to facilitate communication between faculty on issues of teaching. Use it to ask questions, make suggestions, or simply to “vent”.

Instructions for subscribing to and using the listserv are below:

1. You will send an email to subscribe to the TLC listserv.
 - A. The email address is listserv@wfu.edu
 - B. Tab through **subject** to get to the message box (do **NOT** type anything in the subject box).
 - C. Type **subscribe teaching**. Please note there is a space between **subscribe** and **teaching**, and the letters should **NOT** be in caps.
 - D. Click “Send” to send your email
2. You should receive a confirmation email within one to two minutes that states you have succeeded in subscribing to the listserv. If you receive an email that states “command ‘this’ is invalid”, then:
 - A. Be sure you are in Netscape Communicator/Messenger
 - B. Click “Edit”
 - a. Click “Preference”
 - b. Click “Mail and Newsgroup”
 - c. Under “Mail and Newsgroup”, click “Identity”
 - d. There is a box next to the line that reads, “Attach my personal card to messages (as a vCard)”. If that box is checked, you must (temporarily) uncheck it. **You cannot subscribe to the listserv if this box is checked.**
 - e. Click “Okay”
 - f. Repeat steps 1A-1D.
 - C. Once you have received the succeed confirmation, if you removed the check in 2E, you may go back and re-check the box.
3. The address to send messages to the listserv is teaching@wfu.edu. All faculty who have chosen to subscribe to the listserv will receive your message.

Please call the TLC Coordinator at extension 4587 if you have any questions or if you encounter any problems subscribing to our listserv.

For information about other TLC services and upcoming events, check the TLC web page.

EVENTS AT A GLANCE

Please see the Upcoming Events article in this newsletter for event descriptions. All events will take place at the Teaching and Learning Center, 330 Z. Smith Reynolds Library, unless otherwise noted, and faculty are invited to be our guest for lunch or continental breakfast at all brown/breakfast bag discussions.

The Teaching and Learning Center is available for departmental and committee meetings. Please call extension 4587 or e-mail tlc@wfu.edu to reserve the space.

February

PLAGIARISM: HOW PREVALENT IS IT? WHO DOES IT? WHY? HOW CAN OUR COMMUNITY RESPOND?

(Panel Discussion) Wednesday, February 6, 4:00 p.m.

Benson 407

Sponsored by Teaching and Learning Center and Culpepper Program

HOW'S YOUR FIRST-YEAR SEMINAR GOING?

(Brown Bag) Monday, February 11, 12:00 p.m.

Please RSVP by Wednesday, February 6, to snyderdw@wfu.edu or extension 4587, and indicate your sandwich choice of a Deacon Club sandwich, Grilled Portabello Mushroom sandwich, or Chicken Salad Croissant.

ELECTRONIC COPYRIGHT ISSUES

(Brown Bag) Tuesday, February 19, 12:00 p.m.

Please RSVP by Thursday February 14, to snyderdw@wfu.edu or extension 4587, and indicate your sandwich choice of a Deacon Club Sandwich, Grilled Portabello Mushroom Sandwich, or Turkey and Havarti Croissant.

HOW'S YOUR FIRST-YEAR SEMINAR GOING?

(Breakfast Bag) Wednesday, February 20, 8:30 a.m.

Please RSVP by Friday, February 15, to snyderdw@wfu.edu or extension 4587.

March

HOW CAN I USE SERVICE-LEARNING IN A COURSE?

(Magnolia Room Lunch) Tuesday, March 19, 12:00 p.m.

Limit ten (10) attendees. Please RSVP by email to snyderdw@wfu.edu or extension 4587 by Friday, March 15.

ACE FELLOWSHIP DISCUSSION

(Brown Bag) Wednesday, March 20, 12:00 p.m.

Please RSVP by Friday, March 20 to snyderdw@wfu.edu or extension 4587, with your sandwich choice of a Deacon Club, Chicken Salad Croissant, or Portabello Mushroom.

USING POWERPOINT IN THE CLASSROOM

(ZSR Library Room 204, Brown Bag) Thursday, March 21, 12:00 p.m. Host: Dee Oseroff-Varnell (Communications)

Please RSVP by email to snyderdw@wfu.edu or extension 4587 by Monday, March 18, and indicate your sandwich choice of a Deacon Club, Chicken Salad Croissant, or Vegetarian Delight.

*****PRO HUMANITATE APPLICATIONS DUE IN TLC*****

Thursday, March 21, 4:00 p.m.

April

*****ACE APPLICATIONS DUE IN TLC*****

Monday, April 1, 4:00 p.m.

PUBLIC LECTURE

(Lecture) Thursday, April 4, 8:00 pm.

Professor Claude Steele, Department of Psychology, Stanford University

Brendle Recital Hall

Sponsored by Teaching and Learning Center, Department of Psychology, Dean's Office, and Pluralism and Unity Program (sponsored by the Hewlett Foundation)

EASY ANIMATED TUTORIALS WITH PAINT SHOP PRO

(ZSR Library Room 204, Brown Bag) Tuesday, April 9, 12-1:15 p.m. Host: Rick Matthews (Physics)

Please bring your laptop to fully participate in this demonstration. RSVP by email to snyderdw@wfu.edu or extension 4587 by Thursday, April 4, with your sandwich choice of Roast Beef and Cheddar, Turkey and Havarti Croissant, or Vegetarian Delight.

TIPS AND TRICKS OF NETSCAPE MESSENGER

(ZSR Library Room 204, Brown Bag) Thursday, April 11, 12:00 p.m. Host: Giz Womack (ITC)

Please bring your laptop to fully participate in this demonstration. RSVP by email to snyderdw@wfu.edu or extension 4587 by Monday, April 8, with your sandwich choice of a Deacon Club, Chicken Salad Croissant, or Portabello Mushroom.